

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Kristen E Lewis

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lower Milford Elementary School

(As it should appear in the official records)

School Mailing Address 7350 Elementary Road

(If address is P.O. Box, also include street address.)

City Coopersburg State PA Zip Code+4 (9 digits total) 18036-3649

County Lehigh County State School Code Number* 8074

Telephone 610-965-4095 Fax 610-965-8977

Web site/URL http://www.slsd.org E-mail lewisk@slsd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Leah Christman E-mail: christmanl@slsd.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Southern Lehigh School District Tel. 610-282-3121

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Thomas McLoughlin

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	9	14	23
1	20	22	42
2	23	28	51
3	25	23	48
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	77	87	164

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1	164
(5) Total transferred students in row (3) divided by total students in row (4)	0.079
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 10 %
 Total number students who qualify: 16

Information for Public Schools Only - Data Provided by the State

The state has reported that 11 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 7 %
12 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	7
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Educating today's learner...for tomorrow's opportunities.

PART III – SUMMARY

Lower Milford has a history steeped in the traditions of the community in which it is built. The original settlers of the area were the Lenni Lenape Indians. The first settlers came to the area in the 1720's and were of German nationality. These German families possessed a strong belief in education and worked diligently to organize and construct schools for their children. The first being built in 1725 as part of the Swamp Church located in the Hosensack Valley, which later became Lower Milford Township. The valley received its name from the early surveyors of William Penn who said that there was only one way into and out of the valley, as is the case of ones pants pocket. Hence the name in German, Hosensack Valley. By 1750 the Dillingersville School was added to the list of schools in the valley. The German language was the primary language spoken and taught in these one-room schools until the 1950's. Two decades prior to this the State of Pennsylvania pushed for English to be the primary language taught in schools. The German schools slowly began to switch to the new standards and by the late 1850's were teaching English in their schools. However German was spoken as a second language throughout the years following, slowly fading away by the 1940's. From the mid 1800's until the 1940's approximately 12 one-room schools functioned with Lower Milford.

The Southern Lehigh School District was formed in the 1949-1950 school year and included in the formation was the first combined Lower Milford School. Effectively closing all of the remaining one-room schools. The new building contained six classrooms, an office, a kitchen, cafeteria and lavatories. In 1963 and Art room and Kindergarten room were added to the building. Through these early years and into the 1980's Lower Milford's principal was also the principal of another larger elementary school. It was not uncommon in the first years of the school for the 6th grade classroom that was adjacent to the office to have students answering the phones and directing visitors. In 1991 an addition to the existing structure was constructed that more than doubled the size of the building. At that time Lower Milford received its first full time principal.

Lower Milford has maintained it's close connection to the one-room schoolhouse. Each year students in our third grade spend a day in the old Dillingersville School. The students spend the day doing the kinds of activities that would have been done when the school was originally opened. The teachers dress in period appropriate clothing and conduct their lessons, as they would have in the 1800's. We are still fortunate enough to have a few residents that attended school prior to it being closed and they often spend time speaking to students about their experiences. At the end of the day the students walk back to Lower Milford to simulate the way most of the children walked from the farms to the school.

In addition the school has a long history of taking advantage of it's rural setting by utilizing the creek and swamp area that is part of our 24 acre site to fulfill the specific grade level standards in Science. A path was created through the swamp area and along the creek for the study of the wetlands biology. A bird sanctuary was carved out of small portion of the land adjacent to a small pond. Our third grade has a garden that is utilized extensively as part of the science curriculum.

Lower Milford has a strong emphasis on being a family of learners. We cultivate this in many ways. One way is through our strong school-wide positive behavior support program, which is designed to foster an environment of respect and caring for our students and staff. Another is our strong connection to the community through our parents and neighbors. Parent involvement is a very strong component of Lower Milford. Parents assist in the school in a variety of ways, planning fun events for the students outside of school and helping with many events during the school day such as our 100 Book Challenge, Miler recess program, Earth Day, and other classroom projects.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Lower Milford is part of the Southern Lehigh School District and a district-wide standards based curriculum.

In the area of Reading/English language arts we utilize a balanced literacy approach in grades kindergarten through third grade. All classrooms engage in shared reading, guided reading, writing, spelling and grammar daily. Depending on the grade level, phonics is also taught. Our curriculum is in the process of being rewritten in order to follow the PA Core Standards. We have recently placed a stronger emphasis on understanding text meaning and connecting that meaning to text evidence. We are in the process of adopting a new reading series to support this approach and anticipate its implementation in the fall of 2015.

In the area of Mathematics we have been using a Common Core standards based approach for several years. In all grades we have a strong emphasis on mathematical processes that encourage higher-level thinking and problem solving. We have seen an increase in our Mathematics standardized test scores at the elementary level as a result of this approach. Our teaching methodology for mathematics involves starting each lesson as a whole group, utilizing technology, and direct teacher instruction. This introduction is followed by an opportunity for students to engage in guided and independent practice. As part of the independent practice teachers utilize math centers that allow them to work with small groups of students who need extra support or who can go beyond the daily curriculum requirements.

In the area of science, our curriculum follows the PA standards and we have chosen an inquiry-based textbook that allows us to teach in modules. The program has a technology component that allows students to interact through videos with their subject matter in a way that would not be feasible otherwise. Students work in a lab book format to discover scientific concepts by being scientists themselves. By combining the video based lab experiences with actual experiments students have a greater opportunity to interact with science concepts in a meaningful way.

In the area of Social Studies we utilize an interactive approach to teaching concepts. Students learn about all concepts by actually doing an activity that exemplifies what occurs. As mentioned previously, we have the privilege of being within walking distance of the original one room schoolhouse that was utilized prior to the construction of our current building. Our third grade students actually spend an entire school day in that building going to “school” the way students would have in the 1800’s. This experience-based approach is common throughout our other units of study.

Students who are struggling in any of our subjects are serviced through our Response to Instruction and Intervention program. Our program serves students in a three-tier approach that focuses on targeting specific student needs found in the data and providing research based interventions that meet these needs. Students are then progress-monitored to determine if the intervention is successful. Grade levels meet monthly with our Response to Instruction and Intervention teacher, Reading Specialist, School Psychologist, Special Education Teacher, and Principal to analyze data and determine the instructional needs of all students.

When a student struggles in reading we determine if the main struggle is based in phonics, fluency or comprehension. Then we choose the best evidence based intervention to meet his/her needs. In Math we determine if the area of weakness is in fact fluency, or concepts and application and we choose an intervention to meet that need. Students who are receiving instruction with an intervention are seen every day. The duration of the intervention is based on the level of need of the student and ranges from thirty minutes to one hour. Students are progress-monitored every two weeks to ensure that they are making academic progress in the intervention. The team discusses their progress and makes changes as needed.

Students who are academically advanced receive extensions in the classroom through differentiated instruction. Teachers have developed extension units for students to utilize when they have mastered the concepts being taught to the whole group.

2. Other Curriculum Areas:

At Southern Lehigh in the elementary art program, we teach children idea development using creative problem solving through the production of art. In addition we focus on the importance of art history and culture and its influence on art. We develop art vocabulary so we are able to talk about art critically. Students reflect on the artistic process of their art and the art of others. Art in the school learning experience is essential because it allows students to make choices, solve problems, use judgment and express themselves. There is no more powerful a skill then to be able to formulate an idea and express that idea in the form of a finished product. As a bonus, if properly guided, students can have fun being productive knowing their thoughts, feelings, and differences are important and what make them unique.

Tech Smarts focuses on 21st century skills and is guided by the ISTE NET-S standards. The program is delivered to all students in 1st-3rd grade. The focus of the course is on the acquisition of digital literacy skills, cyber safety and cyber-bullying awareness. Students are exposed to emerging technologies that support their literacy and math skills and assist them in utilizing these tools throughout their school day.

All our students begin their music classes with music appreciation as they learn about various composers and their music. Many styles of music from a cultural and historical perspective are taught and holidays and traditions are included. Students keep steady beats, create movements to songs, and learn to dance. They learn note and rest values and rhythm patterns. In third grade students learn to play the soprano recorder. Third grade performs a concert that features their recorders and voice.

The Library supports other curriculum areas such as reading, writing, social studies and science through literature and information resources both in print and electronic. Students are taught skills to become knowledge seeking, information literate, lifelong learners. Students are provided access to materials in multiple formats to ensure that they are learning 21st Century skills in reading, viewing and using information and ideas, to problem solve and form conclusions.

The Physical Education program at Lower Milford Elementary School provides students with the opportunity to learn a variety of life-long skills. Throughout the student's three years, they will learn the importance of cooperation and good sportsmanship while participating a variety of activities. Students will also focus on the development of athletic skills and exercises to improve fitness levels, including concepts to assist in leading a healthy lifestyle.

Our teachers have truly embraced using technology to enhance our curriculum and are never afraid to try new things. All classrooms are equipped with Apple TV and projectors so that teachers can teach with their laptops or with one of our school's iPads. While we are fortunate enough to have subscriptions to some fantastic web tools like Compass Learning, Accelerated Reader, Kidbiz 3000, Brain Pop Jr, Sumdog, and Spelling City, our teachers also utilize multiple free apps for the iPads and web 2.0 tools. At any given time, you can see our students engaged in their learning with technology. Review games using Kahoot! on the iPads, creating videos using Chatterkid, checking their work with QR codes, working on reading, writing, and math centered apps, and blogging with partner classes in France and Canada are just a few ways our students are stretching their boundaries and becoming twenty-first century learners.

3. Instructional Methods and Interventions:

Lower Milford offers a variety of instructional interventions. These interventions are utilized as part of our Response to Instruction and Intervention program. Students are identified as needing additional supports based on our universal screening in reading and Math that we conduct three times a year. Students who fall in the below average range receive additional instruction utilizing a research based intervention that is targeted to their specific needs and delivered in a small group setting of 5 or less students.

Although the school has thirteen different reading intervention options, six reading interventions are primarily used for Tier 2 and Tier 3 interventions. My Sidewalks (Scott Forseman) is a comprehensive intervention that targets phonemic awareness, phonics, vocabulary, comprehension, writing and fluency and is designed for students who are unable to read and comprehend grade-level material. Early Reading Intervention (Scott Forseman), Seeing Stars (LindaMood-Bell) and Road to Reading (Primary Concepts) are used with students who lack phonemic awareness, phonics and/or alphabetical principle skills. These skills are taught through a variety of direct, interactive systematic lessons. In addition, if students lack appropriate reading fluency, not based on a phonics skill deficit, Read Naturally, an intervention that uses repeated reading, multiple choice questions, and written retells to improve word recognition, reading fluency and comprehension is utilized. Reading Trends (Abram Learning Trends) provides scaffolded comprehension instruction and reading practice in the context of reading passages from below grade level to on-level texts. Students who are at-risk in the area of reading comprehension benefit from this intervention.

We are currently utilizing Math Elevations (Northpoint Horizons) which focuses on building a strong mathematical foundation by taking students through the concrete, representational, and abstract steps for each math concept, Rocket Math (R &D Instructional Solutions) which is a systematic intervention to help student acquire and retain math facts, Compass Learning (Odyssey) which is a computer based program that is individually set up for each student's specific needs to provide instruction and repeated practice for various content material and grade levels. Additionally, the envisions Math Diagnosis and Intervention System (Pearson) supplements the core math instruction for students who need additional reteaching and practice of the on level classroom material. In past years we have also utilized C.A.V.S- Content Academic Vocabulary System (Northpoint Horizons) to strengthen math vocabulary and content understanding, On Cloud Nine (Lindamood-Bell) that helps student to visualize and verbalize math concepts and problem solving, and Investigations (Pearson) a program to build a fundamental understanding of math concepts in early grades.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Lower Milford is a small school that is categorized as suburban based on the school district but within the district it is in the most rural area. We have a very low transiency rate, and most years we do not have any English Language Learners. We also have a very low free and reduced lunch rate. Our special education rate is also quite low with the majority of those identified only receiving Speech and Language services.

As a small school serving only 164 students in Kindergarten through 3rd grade, our assessment results can vary widely from year to year based on a small number of students not performing well on the assessments. Despite this statistical fact, we have had overall scores in Math over the past five years that have all been 80% or higher and in Reading, 78% or higher. If you look at the individual years those low percentages are outlier scores and usually we score higher. Our most recent year had us scoring 100% satisfactory performance in Math and 94% in Reading. The subgroup that we struggle the most with in terms of having consistent satisfactory scores is our special education subgroup. We focus on that subgroup extensively through our data team meetings.

While our scores are excellent throughout the years we continue to challenge ourselves to have more students scoring advanced and to make sure that while standardized testing is important it is only one measure of success. We value our student's performance on our Universal Screeners and common assessments equally and work to assure that students are performing in all area with excellence.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Lower Milford utilizes multiple assessments as part of both our Response to Instruction and Intervention program and curriculum. Students are identified as needing additional supports based on our universal screening in reading and Math that we conduct three times a year. We utilize DIBELS Next for the Reading Universal Screening and AimsWeb for Math. In addition we have our district English/Language Arts assessments that are also done multiple times throughout the year with all students. As part of our curriculum all core subjects have common assessments that students complete at the conclusion of a topic or unit.

As a school we meet monthly as a grade level data team to analyze the progress of all students. Teachers meet more frequently as a grade level team to discuss formative assessment results and to plan for daily instruction. At our data team meetings we set goals for all students in the classroom to achieve. We set assessment measures to monitor student growth towards that goal. Teachers discuss instructional strategies that they are utilizing to help student achievement and work together to modify the strategies as necessary.

Students who fall in the below average range on our universal screeners receive additional instruction utilizing a research based intervention that is targeted to their specific needs. They begin in Tier 2 interventions and are progress monitored every two weeks. If a student is not successful in Tier 2 we meet as part of our data team meetings and decide to move them to Tier 3. When a student enters Tier 3 we also begin the Instructional Support Team process where we conduct further standardized testing to look more closely at the student's strengths and weaknesses. Parents are informed and are a part of all aspects of this approach.

Part VI School Support

1. School Climate/Culture

Lower Milford has built a strong school-wide positive behavior support program to foster an environment of respect and caring for our students and staff. The program is focused around our school mascot, Pouncer the mountain lion. Pouncer teaches the students to “PRR”, or be Positive, Respectful, and Responsible in all areas of the school. The year is kicked off with an opening assembly followed by staff members spending time over the first week to teach specific lessons plans in the different areas like the classroom, playground, hallway, bathroom, and cafeteria and bus behavior. Posters with the expectations are displayed in each area of the school, and booster lessons are taught as needed throughout the year. The students have the opportunity on a daily basis to earn Paw tickets, which they can cash in for rewards. Rewards include things like school supplies but also include many other unique items. For example, students can choose to help the custodian get scuff marks off the hallway floors utilizing a tennis ball at the end of the stick, or to be an office helper. The most popular rewards are the ability to have a toy Pouncer be with you all day long or to take Pouncer home for the weekend and have a picture of what you did put on a bulletin board. There is also an opportunity to earn a school –wide monthly celebration for students working together to demonstrate their Pouncer Pal behavior.

As a staff we have developed a culture of supporting one another and making sure that we celebrate things. We make sure that we laugh often. Because we are such a small faculty and the way our master schedule is designed, the majority of the staff has lunch at the same time. This allows them to communicate socially on a regular basis and cultivate our sense of family. As a group we are known for hosting a luncheon anytime someone comes into our building for the day. For example, when the fire department comes during fire prevention week, we host a luncheon for them to show our appreciation.

2. Engaging Families and Community

Lower Milford has a strong connection with its community members. That strong connection starts with our parents. Parents are an integral part of our school. Parents serve as the first teachers of their students and we respect the knowledge that they bring to our team. Parent volunteers are an important piece of our school programming. They provide us with the support not just for a classroom celebration but when we do many of our curricular activities. For example, during recess we have a Miler program where we encourage students to complete a mile long walking course as an activity. The parents monitor this activity for us and help keep track of the miles so that students can earn “toe tokens”. They also help us with the kick off event where each grade level has an hour to run/walk around a mile course and see who gets the most miles. Another example is our Earth Day event that is coordinated by parent volunteers together with the grade level teachers. Without the parents support, the many things that we do at Lower Milford that make us unique would not occur.

We are connected to our community in many ways. Our rural, farming roots provide us with opportunities to have a local farm host our students at their fall festival and they donate the profits to our PTA to support student events. They also donate pumpkins and homemade apple cider for our fall events. Members of the community have come to our Dillingersville School event and tell the stories of how they used to go to school in a one-room school.

The school provides a location for community events to occur, as it is the only facility of it’s kind in the township. Most afternoons and evenings there are Scout meetings and youth basketball or soccer taking place. Our school district is open to any non-profit organization as a free location to meet and for-profit groups pay a nominal fee. We believe that our district is here to serve the community and we attempt to give back to them every opportunity we can.

3. Professional Development

The Southern Lehigh School District provides a variety of professional development activities. Some address district-wide initiatives in which all teachers and administrators participate. Some of this time may be used for state mandated items. Others are self-selected or supervisor assigned, based upon differentiated needs of individuals. All approved professional development for teachers is reviewed for rigor and application to content, classroom strategies, instruction, assessment and data analysis, differentiation of instruction to meet individual student needs regardless of ability but including gifted and learning supports, and parent/community partnerships. Administrators participate in professional development alongside their teaching staff. In addition, approved administrative activities are reviewed for alignment and application of the items that impact teachers in the classroom with an emphasis on leading the organization toward excellence in all we do.

The Board of Directors for the school district, working with the superintendent, set direction and specific annual goals for the District based upon our comprehensive plan. In turn, we at the building level create an annual plan that outlines our Goals for Growth, Improvement, and Enhancement based on the annual goals. Professional development focus is aligned to these goals. While the topics vary from year to year, the focus has been related to improving students' achievement and alignment of curriculum to the Pennsylvania Core Standards, data informed decision-making, differentiation of instruction, response to intervention and instruction, and 21st century skills including the 4 C's (Communication, Collaboration, Creativity and Critical Thinking). Also, there is a focus on, technology integration, problem-based learning, global understanding and education, leadership at all levels, specific content and topics related to content and instruction, research-based effective classroom strategies, and increasing rigor relevance and relationships.

The districts Act 48 Committee surveys all professional staff annually in order to gauge interests and need in specific topics related to the District's goals. Based upon that needs assessment, both internal and external experts are identified to deliver professional development. Hands on application of learning through job imbedded activities is a major focus in our school.

4. School Leadership

Although this is my 25th year in education and 19th year in administration, this is my first year as principal of this building. When I arrived I wanted to help the staff come together with me to work on becoming our own community with me as the leader. I did this through utilizing the FISH philosophy video. We talk about the four principles of the philosophy and how to implement them on a regular basis.

The principal is only one leader in our building. Our Reading Specialist and Response to Instruction and Intervention teacher also serve important leadership roles with their work with student achievement. They lead our monthly data team meetings and provide teachers with valuable insight into their student's achievement and behavior data. They listen to teachers concerns and help them develop solutions that utilize evidence-based strategies to reach the goal of each student achieving success both academically and behaviorally.

A principal is only as strong as the people that surround her. By giving other people in the organization the autonomy and authority to develop projects, the school is a stronger place for students to succeed. As the principal I will give global directions regarding policies and programs to the faculty and then we will work together to implement them successfully. By listening to my teachers I am able to better understand how they will be successful in implementing whatever initiative we are working with. Teachers are encouraged to have projects that they do with their kids that promote the school and it's philosophies. For example, one class decided to do a philanthropic project for the local pet shelter after reading a story in their reading textbook.

When all the leaders in a school focus on the goal of student achievement, great success can only follow.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Pennsylvania System of State Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	100	80	89	87	87
Superior academic performance	55	45	55	42	30
Number of students tested	47	51	44	38	53
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above	100	73	83	50	86
Superior academic performance	0	27	17	50	0
Number of students tested	3	11	6	2	7
2. Students receiving Special Education					
Satisfactory academic performance and above	100	40	50	67	75
Superior academic performance	25	20	33	33	13
Number of students tested	4	10	6	3	8
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above	100	0		100	100
Superior academic performance	0	0		0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	1	0	1	1
5. African- American Students					
Satisfactory academic performance and above		0	100		
Superior academic performance		0	100		
Number of students tested	0	2	1	0	0
6. Asian Students					
Satisfactory academic performance and above	100		0		
Superior academic performance	0		0		
Number of students tested	1	0	2	0	0
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above		100		0	
Superior academic performance		100		0	
Number of students tested	0	1	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory academic performance and above	100	85	93	89	100
Superior academic performance	58	48	58	44	31
Number of students tested	45	46	40	36	52
10. Two or More Races identified Students					
Satisfactory academic performance and above		100	100		
Superior academic performance		0	0		
Number of students tested	0	1	1	0	0
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Pennsylvania System of School Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	94	78	87	97	85
Superior academic performance	34	14	34	38	28
Number of students tested	47	51	44	37	53
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above	68	55	68	100	71
Superior academic performance	0	18	17	0	29
Number of students tested	3	11	6	2	7
2. Students receiving Special Education					
Satisfactory academic performance and above	75	10	67	50	50
Superior academic performance	25	0	17	0	13
Number of students tested	4	10	6	2	8
3. English Language Learner Students					
Satisfactory academic performance and above		0			
Superior academic performance		0			
Number of students tested	0	1	0	0	0
4. Hispanic or Latino Students					
Satisfactory academic performance and above	100	0		100	100
Superior academic performance	0	0		100	100
Number of students tested	1	1	0	1	1
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory academic performance and above		50	100		
Superior academic performance		0	0		
Number of students tested	0	2	1	0	0
6. Asian Students					
Satisfactory academic performance and above	100		50		
Superior academic performance	0		0		
Number of students tested	1	0	2	0	0
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above		100		100	
Superior academic performance		0		0	
Number of students tested	0	1	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory academic performance and above	93	80	90	37	85
Superior academic performance	36	15	38	60	27
Number of students tested	45	46	40	35	52
10. Two or More Races identified Students					
Satisfactory academic performance and above		100	100		
Superior academic performance		0	0		
Number of students tested	0	1	1	0	0
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

NOTES: