

## PGSD District Action Plan Goals 2009-2012

Finalized August 18, 2009

### **Strategic Plan Priorities:**

1. High Student Performance
2. Healthy, Safe, Orderly & Caring Schools
3. Quality Staff and Administration
4. Strong Staff, Family Community and Business Communications/Support
5. Effective and Efficient Operations

### **STRATEGIC PRIORITY 1: HIGH STUDENT PERFORMANCE**

All students achieving at their highest level remains the primary focus of the Pottsgrove School District.

### **STUDENT ACHIEVEMENT:**

1. **THREE-YEAR GOAL:** The percent of students in the **Elementary Division** meeting or exceeding state proficiency targets in **Reading** will increase to at least target (81%), as measured by the 2012 PSSA relative to the corresponding table:

Subgroup	Present Reality	2010	2011	2012
All	72.8%	78.2%	83.7%	89.1%
White	75.4%	80.3%	85.2%	90.2%
Black	56.8%	65.4%	74.1%	82.7%
IEP	45.9%	63%	72.0%	81.0%
ED	62.5%	70.0%	77.5%	85.0%

2. **THREE-YEAR GOAL:** The percent of students in the **Secondary Division** meeting or exceeding state proficiency targets in **Reading** will increase to at least target (81%), as measured by the 2012 PSSA relative to the corresponding table:

Subgroup	Present Reality	2010	2011	2012
All	66.5%	73.2%	79.9%	86.6%
White	72.6%	78.1%	83.6%	89.0%
Black	67.7%	74.1%	80.6%	87.1%
IEP	37.1%	63.0%	72.0%	81.0%
ED	43.7%	63.0%	72.0%	81.0%

3. **THREE-YEAR GOAL:** The percent of students in the **Elementary Division** meeting or exceeding state proficiency targets in **Math** will increase to at least target (78%), as measured by the 2012 PSSA relative to the corresponding table:

Subgroup	Present Reality	2010	2011	2012
All	66.5%	73.2%	79.9%	86.6%
White	72.6%	78.1%	83.6%	89.0%
Black	67.7%	74.1%	80.6%	87.1%
IEP	37.1%	56.0%	67.0%	78.0%
ED	43.7%	56.0%	67.0%	78.0%

4. **THREE-YEAR GOAL:** The percent of students in the **Secondary Division** meeting or exceeding state proficiency targets in **Math** will increase to at least target (78%), as measured by the 2012 PSSA relative to the corresponding table:

Subgroup	Present Reality	2010	2011	2012
All	58.4%	66.7%	75.0%	83.4%
White	63.9%	71.1%	78.3%	85.6%
Black	37.4%	56.0%	67.0%	78.0%
IEP	36.6%	56.0%	67.0%	78.0%
ED	37.1%	56.0%	67.0%	78.0%

**CURRICULUM ALIGNMENT:**

5. **THREE-YEAR GOAL:** Implement a process for alignment of curriculum in the following subjects by June 2012.
- i. *Reading and Language Arts*
  - ii. *Math*
  - iii. *Music*
  - iv. *Science*
  - v. *Social Studies*
  - vi. *Art*

- a. **Year 1-Goal:** Create a process for alignment of curriculum that can be used in all subject areas by June 2010.

**Key Strategies**

- A. Define and evaluate the effectiveness of our current progress to date.
  - 1. Create flowchart of the entire curriculum process.
    - 1. Unwrapping standards
    - 2. Writing year-end and quarterly/trimester benchmarks
    - 3. Identifying materials and resources
    - 4. Identifying essential curriculum from identified materials and resources

5. Supplement curriculum where needed
6. Create Common District Assessments
7. Pilot curriculum
2. Survey teachers/administrators participating on curriculum team to determine effectiveness of the process.
  1. Create survey
  2. Administer survey
  3. Analyze results
  4. Report results

### **STRATEGIC PRIORITY #2: HEALTHY, SAFE, ORDERLY AND CARING SCHOOLS**

PGSD must provide a healthy, safe and orderly learning environment to ensure the success of our students

1. **THREE-YEAR GOAL:** By 2012, 90% of respondents will agree or strongly agree that they possess understanding and apply the essential elements of cultural competency as measured by the staff, student and community surveys.
2. **THREE-YEAR GOAL:** BY 2012, the USCO (Unsafe School Choice Option) incidents will be reduced by 50% as measured by the Safe Schools Report. (2009 Current reality = 71 reports)

### **STRATEGIC PRIORITY #3: QUALITY STAFF AND ADMINISTRATION**

PGSD will carefully select and develop employees to flourish and contribute to the mission, vision and values of the organization.

#### **STAFF DEVELOPMENT:**

1. **THREE-YEAR GOAL:** Differentiated Instruction will be implemented with fidelity at all levels as measured by classroom walkthroughs.

By the end of 2011-12, 18 teachers (3-4 per core department) at each level (HS/MS) and twenty-one teachers at each building (one per grade level and special education – 7 per year) at the elementary level will be skilled in Differentiated Instruction (DI) strategies and implementation.

#### **YEARLY BENCHMARKS**

1. By the end of 2009-10, all professional staff will have participated in 4 full days of introductory DI training including follow up via one-hour meetings, PLCs, and/or department meetings, etc.
2. Six teachers at each level per year HS/MS and seven teachers at each elementary building (2009-10- through 2010-12) will complete a DI cohort that includes 2 observations, non-evaluative feedback and 2 follow-up release time PLC days.

3. Each year (09/10, 10/11, and 11/12) Principals and Supervisors will dedicate (at least 3) one-hour meetings to full faculty support for DI (fall/spring/end of year showcase).
  4. A collaborative network or database of DI strategies will be created and maintained across schools.
  5. Curriculum documents will reflect evidence of DI strategies and structures across content areas (developed/reviewed per cycle year).
2. **THREE-YEAR GOAL:** Reading Apprenticeship strategies will be implemented with fidelity at the MS/HS as measured by classroom walkthroughs.

By the end of 2011-12, 18 teachers (3-4 per core department) at each level (HS/MS) will be skilled in Reading Apprenticeship (RA) strategies and implementation.

**YEARLY BENCHMARKS**

1. Six teachers at each level per year HS/MS (2009-10- through 2010-12) will complete an RA cohort that includes 2 observations, non-evaluative feedback and 2 follow-up release time PLC days.
  2. Each year (09/10, 10/11, and 11/12) Principals and Supervisors will dedicate (at least 3) one-hour meetings to full faculty support for RA (fall/spring/end of year showcase).
  3. A collaborative network or database of RA strategies will be created and maintained across schools.
  4. Curriculum documents will reflect evidence of RA strategies and structures across content areas (developed/reviewed per cycle year).
3. **THREE YEAR GOAL:** By the end of 2011-2012, professional staff will be effective users of technology with professional productivity applications as well as instructional tools and applications which promote student achievement as measured by the pre/post LoTI Digital Age Survey Online Assessment. (to be further defined).

**STRATEGIC PRIORITY # 4: STRONG STAFF, FAMILY, COMMUNITY AND BUSINESS COMMUNICATIONS/SUPPORT**

1. **THREE-YEAR GOAL:** By 2012, 90% of respondents will agree or strongly agree that the district applies effective internal and external communications as measured by district-wide surveys.

**STRATEGIC PRIORITY#5: EFFECTIVE AND EFFICIENT OPERATIONS**