

Pottsgrove School District

PGSD District Goals 2014-15 – Final Progress Update

The mission of the Pottsgrove School District is to educate and inspire all students to excel as productive, responsible citizens, and lifelong learners.

Goal	Activities	Evidence & Measures of Success &/or Deliverables	Final Progress Report June, 2015
<p>1. Superintendent Goal 1: Curriculum Development (includes comprehensive plan goal 1)– <i>Ensure the employment of a system within the district that fully ensures consistent implementation of standards-aligned curricula across all schools for all students.</i></p> <p style="color: red; font-weight: bold; font-size: 1.2em; margin-top: 20px;">GOAL MET</p>	<ul style="list-style-type: none"> • Design and implement rigorous and aligned units of study: <ul style="list-style-type: none"> ○ Align content standards and embed highly rigorous research-based strategies and learning experiences into units of study in all content areas grades K-12. ○ Employ highly rigorous research-based strategies and learning experiences, aligned to current standards, in all content areas grades K-12 differentiating to meet the needs of our students. ○ Implement the recommendations from the Gifted Program Quality Review report. 	<ul style="list-style-type: none"> • Core planned courses of study K-12 will include these elements and be documented digitally. • Documentation collected via district learning walks through continuous improvement process. • Documentation of handbook for gifted programming, communication plan and updated website information. 	<ul style="list-style-type: none"> • Developed K-5 Online Curriculum Resource Center • Core planned courses documented digitally via web site for staff accessibility. • Observations/monitoring via administrative attendance at K-12 PLC meetings. • Observations/monitoring via instructional walkthroughs documented in Oasys. • Implemented job-embedded coaching experiences for all K-5 teachers in balanced literacy and 6-12 Math teachers. • Gifted programming handbook and communications plan started in January and will continue into next year due to delay in appointment of Director. • Curriculum writing to align HS Biology, MS Math, Elementary ELA. • Expanded Induction Program to include more after school sessions and an online component. • Established regular and ongoing meetings with principals regarding curriculum and instruction. • Designed and implemented professional learning days focused on balanced literacy and 1:1 over 7

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	<ul style="list-style-type: none"> • Design and implement a Curriculum Renewal Process • Integrate a comprehensive literacy framework within all K-12 units of study, aligned to the Common Core literacy standards. • Formative Assessment Using Data Teams: Integrate a rigorous K-12 assessment framework aligned with Common Core Standards for the process of informing instruction to meet the needs of all students. 	<ul style="list-style-type: none"> • Documentation of curriculum renewal process (timeline). • Increase in students performing at appropriate levels in reading and writing K-12. • Results documented of continuous assessment performance by students. • Documentation of developed protocol, data team logs and data 	<p>professional learning days, 4 Act 80 days, and 18 one-hour meetings.</p> <ul style="list-style-type: none"> • Instructional Coaches conducted 350 personalized coaching sessions with staff. • Redesigned Instructional Coaching model to infuse enhanced supports for balanced literacy, 1:1, and instructional strategies. • Development of Eligible Content checklists for teacher use. • Met with 9-12 departments to define curriculum needs. • Developed curriculum inventory to inform the Curriculum Renewal Process. • Developed curriculum renewal process based upon student needs, CCSS, and materials/resources needs (see BOE updates 5.1.15 and 5.15.15). • All K-5 classrooms have implemented the Narrative Unit from the new Lucy Calkins Writing Program. • Designed K-8 writing rubrics for common use across classrooms. • Developed plan to reallocate staff to provide greater efficiency in Title I and provide consistency among buildings. • Revised Reading Olympics format. • Development and implementation of Guided Reading rubric to define expectations in classrooms. • Worked with over 200 data teams; introduced revised data team format and infused regular support for K-5 ELA and Math teams, 6-8 Math, HS Biology, Literature, Algebra I and AP. • Established assessment teams to

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	<ul style="list-style-type: none"> ○ Employ a continuous process through data teams to review and revise standards-aligned curriculum K-12 ○ Refine data team protocol to inform teams' assessment of student growth. 	<p>analysis records.</p>	<p>gather data on elementary reading levels.</p>
	<ul style="list-style-type: none"> • Comprehensive Grading Practices: Establish and implement effective standards-based grading practices to monitor progress, process and products at all levels K-12. <ul style="list-style-type: none"> ○ Design K-12 standards-based grading team to research, make recommendations and share grading practices. ○ Revise grading practices within elementary ELA to ensure that all assessments have a well-defined purpose. ○ Implement a 6-12 task force to establish implications of recommended grade scale revisions. ○ Ensure data collection from identified assessments is utilized to inform instruction. 	<ul style="list-style-type: none"> • Grading Practices Committee minutes; updates to BOE committee; PGSD grading guidelines document 	<ul style="list-style-type: none"> • Developed K-12 Grading Practices team and sub committees. • Designed, implemented, and evaluated ongoing professional learning for all staff on grading practices (documented on PD plan). • Developed K-12 PGSD Grading Practices Guidelines document (final recommendations presented to BOE on 6.16.15).
	<ul style="list-style-type: none"> • Technology: Incorporate appropriate, purposeful and effective technology tools to support implementation of a standards-based curriculum. <ul style="list-style-type: none"> ○ Implement 1:1 and ensure SAMR model is considered and articulated in support PA Common Core aligned curriculum. 	<ul style="list-style-type: none"> • One to two unit plans in each core subject 6-12 incorporating SAMR model in unit design. • Quantifiable growth in teacher readiness and use of technology as measured by Apple's education technology profile survey (baseline Fall 2014 and re-administer May 2015). 	<ul style="list-style-type: none"> • Professional development activities implemented and ongoing. • Rubric developed and reviewed for unit plan revisions for "teaching above the line" consistent with SAMR model. • A revised unit turned into to secondary principals and evaluated, as part of locally determined 15% of 82-1 teacher evaluation. • 1:1 implemented at Middle School and High School on schedule. • Baseline and first follow-up surveys completed by all certificated staff grades 6-12. Survey results shared

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			<p>with district leadership and instructional coaches for use in professional development planning.</p> <ul style="list-style-type: none"> • Baseline and first follow-up survey completed by students, grades 6-12 measuring levels of engagement and access to home broadband Internet demonstrating moderate growth in levels of engagement (57% to 72%). • Technology Integration Assessment Rubric developed using the Alan November Six Transformational Questions and SAMR models. • Progress Report provided to Board highlighting areas of growth (prof skills, student engagement and next steps) on 5.26.15.
	<ul style="list-style-type: none"> • Differentiated Supervision and Evaluation: <ul style="list-style-type: none"> ○ Continue to implement the newly defined differentiated supervision and evaluation process for professional staff. ○ Implement the Principal Effectiveness Model per the PDE mandate. 	<ul style="list-style-type: none"> • Teacher/Principal Portfolio 	<ul style="list-style-type: none"> • Conducted training with Faculty to ensure alignment with Act 82. • Conducted SLO teacher training. • Conducted Teacher Specific Data training. (Rubrics). • Conducted training with administration on the Oasys platform to implement the newly defined differentiated supervision and evaluation process for professional staff. • Conducted training with administration on implementation of the Principal Effectiveness Model per the PDE mandate. • Conducted SIP meetings to monitor Principal Effectiveness.

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<ul style="list-style-type: none"> Superintendent Goal 2: Instruction (includes comprehensive plan goal 2)– <i>Employ a system within the district that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</i> <p>GOAL MET</p>	<p>See Activities in Goal # 1 above.</p>	<p>See Evidence and measures of success as articulated in Goal # 1 above</p>	<p>See final progress as articulated in goal # 1 above.</p>
<ul style="list-style-type: none"> Superintendent Goal 3: At Risk Learner (includes comprehensive plan goal 3)– <i>Establish a district system that fully ensures students who are academically at-risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.</i> <p>GOAL MET</p>	<ul style="list-style-type: none"> Develop an integrated model K-12 for tiered intervention services. Examine the efficacy of K-12 School Wide Positive Behavior Support (SWPBS) implementation framework for supporting the social and emotional development of all students. Build Capacity to support students’ social, emotional and behavioral needs 	<ul style="list-style-type: none"> Identify strengths and needs of child study teams as it relates to RTII model at each building. Develop plan for K-12 MTSS. Develop a district leadership team to study SWPBS. Conduct a needs assessment. Establish a system to evaluate fidelity and building needs. Develop evaluation plan for each building. Recommend plan for revitalizing SWPBS. Review Alternative Education procedures and 	<ul style="list-style-type: none"> Presented MTSS plan to BOE (April 28, 2015). Conducted a LETRS refresher training regarding best practice for reading and spelling instruction for students in special education programs. Implemented a K-5 system of additional supports through After School Tutoring Programs. District leadership team established. Needs assessment conducted. Used leadership team and Pattan to support review of existing practices. Developed a plan for each building to be included in 2015-16 DIP and building SIPS. Scheduled a tier-one refresher training for K-8 core teams for summer 2015. Analyzed self assessment data for 15-16 team planning. Conducted training with secondary administrators to ensure AEDY

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	<p>district-wide.</p>	<p>align to state requirements.</p> <ul style="list-style-type: none"> • Assess current resources and identify plan to address areas lacking. 	<p>alignment to state.</p> <ul style="list-style-type: none"> • Implemented increased support for K-12 social, behavioral and emotional needs via FBA's, behavior plans and staff coaching for at-risk students utilizing newly acquired BCBA. • Increased cost effective nonviolent crisis intervention training; provided resiliency training to all staff; provided two professional development training sessions on mental health first aid. • Identified outside agencies to provide free counseling to students who experienced trauma. • Field-tested evidenced-based social skills curriculum materials with emotional support teachers. • Examined new Epipen training procedures as well as alignment of state and district food allergy procedures.
	<ul style="list-style-type: none"> • Expand district health and wellness programming to create active teams in all buildings with a focus on stress reduction for staff and resiliency for students. 	<ul style="list-style-type: none"> • Implement & Monitor Pottstown Health and Wellness Foundation Grant. • Other professional development. 	<ul style="list-style-type: none"> • Successfully completed grant strategies and actions that included addition of Pottsgrove Pride (running) program for youth; Unity day at MS; development of student leaders group to participate in training summer 2015; pedometer program to develop healthy lifestyles for staff; professional development for staff on resiliency. • PGSD staff provided seminar series (De-Stress University) to provide opportunities to learn essential skills to build a less stressed life. • Awarded \$65,000 grant for 2015-16.
	<ul style="list-style-type: none"> • Develop a K-12 Model for the Pupil Services Department. 	<ul style="list-style-type: none"> • Modify Supervisor job description and hire K-12 	<ul style="list-style-type: none"> • Revised JD and hired a new supervisor in April.

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		<ul style="list-style-type: none"> special education supervisor. • Examine the K12 continuum of special education services including data collected via interviews of all K-12 special education teachers and department heads. 	<ul style="list-style-type: none"> • Re-aligned special education program services grades 3-12 to provide a greater continuum of supports with existing resources. • Held trainings on creating legally defensible IEP and appropriate NOREPs, resiliency, best practices for FBAs, and ongoing planning for elementary bullying prevention programming. • Begun developing protocols and procedures for requests for 1 to 1 aides, and manuals for special education and paraprofessionals.
	<ul style="list-style-type: none"> • Review and implement the recommendations from the gifted program quality review report. 	<ul style="list-style-type: none"> • Develop a process to solidify the philosophy for the gifted department (e.g. acceleration, enrichment, grade skipping, etc.). • Identify strengths, needs and recommendations regarding procedures/assessments determining gifted eligibility. • Develop a contract and approval process for independent studies for gifted students at the high school. 	<ul style="list-style-type: none"> • Pupil Services Director spent time observing program implementation in order to develop procedures to address needs for 2015-16. Delayed due to hiring of new director. • Currently completing a contract and approval process for independent studies for gifted students at the high school. • Completed analysis of gifted class loads throughout district and made recommendations to HR. • Identified personnel at high school so that gifted caseloads are in compliance with state guidelines.
<ul style="list-style-type: none"> • Superintendent Goal 4: Community (includes comprehensive plan goal 4)– <i>Promote a system within the district that fully ensures each member of the district community promotes,</i> 	<ul style="list-style-type: none"> • Technology & Communications: Implement communication structures and protocols in order to improve internal and external communications across segments of the district. <ul style="list-style-type: none"> ○ Professional staff will be trained on new district on-line eval system. ○ Professional staff will be trained on 	<ul style="list-style-type: none"> • Maintain positive levels of satisfaction (score 3-4) as measured by the district communication satisfaction survey administered each spring. • Staff development documentation logs. 	<ul style="list-style-type: none"> • Established “Video Visits” for parent viewing. • Developed Elementary Parent Communication FAQ document. • Designed Guided Reading Parent Communication tools. • Principals trained and all professional staff using online professional

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<p><i>enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.</i></p> <p>GOAL MET</p>	<p>new district web portal (classroom web pages, calendaring, teacher dashboard, social media tools).</p> <ul style="list-style-type: none"> ○ High school will pilot learning management system to support the future development of hybrid learning courses. ○ Additional communications training for district faculty. ○ Professional staff will understand expectations for web site and communicating with families. 	<ul style="list-style-type: none"> • Communication expectations measured through school improvement plan cyclical review cycle. 	<p>evaluation tool Oasys for Act 82 compliance.</p> <ul style="list-style-type: none"> • New teachers received training on the use of Schoolwires and expectations for ongoing communication. • Schoology LMS now in use by growing number of faculty members at the High School – Expand to MS planned for 15-16. • Conducted a “customer relations” workshop with district’s administrative assistants in order to provide more consistent service among schools and department while also seeking input from admin assistants to improve communication internally.
	<ul style="list-style-type: none"> • Employment of Community Connection Meetings with school personnel to create opportunities to interact with teachers and community to improve the climate of the district as a whole. 	<ul style="list-style-type: none"> • Community connection meetings at least 3 x annually. 	<ul style="list-style-type: none"> • Developed and implemented Family ELA nights and Family Math nights in each elementary building. • Communication Task Force meeting held in October to discuss communication plan for 1:1. •
	<ul style="list-style-type: none"> • Obtain Feedback via district communications and technology committee and implementation of assessment tool. 	<ul style="list-style-type: none"> • Feedback obtained via communication advisory task force. • Implementation of Key Communication Meetings at least quarterly. 	<ul style="list-style-type: none"> • Three Key Communicator meetings held after expansion of membership.
<ul style="list-style-type: none"> • Superintendent Goal 5: Continuous Improvement Planning – Ensure the employment and implementation of a 	<ul style="list-style-type: none"> • Continuous Improvement Plans submitted by Schools and Departments 	<ul style="list-style-type: none"> • School/Department Improvement Plans: Prominently posted on School/Department Website Annually 	<ul style="list-style-type: none"> • Plans are posted on the website with the exception of student services due to change in leadership.

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<p><i>consistent process for Continuous School & Department Improvement that is aligned to PDE's system for District Strategic Planning in all schools and departments.</i></p> <p>GOAL MET</p>	<ul style="list-style-type: none"> Meet with all department and building leaders on a cyclical basis to provide feedback on SIP/DIP progress. Organize district-wide learning walks for each school building to monitor progress. 	<ul style="list-style-type: none"> Plans implemented with fidelity as evidenced by achievement of goals or appropriate mid-course corrections executed. Prepare and disseminate evidence toward completion. 	<ul style="list-style-type: none"> Cycle review conducted for district departments. Cycle review schedule amended via the Act 93 agreement for building administration. Did not complete as intended. Included in 2015-16 focus areas.
<p>Superintendent Goal 6: Budget – <i>Establish a budget process to improve the clarity, transparency and communication of the budget adoption process as well as the composition of the district budget.</i></p> <p>GOAL MET</p>	<ul style="list-style-type: none"> Develop a more comprehensive budget document for dissemination to the Board and Community utilizing the PASBO model. Develop a multi-year budget for board discussion purposes. 	<ul style="list-style-type: none"> Prepared budget utilizing PASBO model. Prepared multi-year budget 	<ul style="list-style-type: none"> Developed new budget procedures manual. Implemented a budget justification meeting (for development of 2015-16 budget) process with all budget managers. Implemented a monthly budget monitoring process with all budget managers (to monitor 2014-15 budget expenditures). Presented preliminary budget on 1.27.15, final preliminary on 5.12.15 and numerous budget committee meetings including 5.26.15. Prepared a comprehensive Preliminary Budget Manual and distributed it to the Board on 2.23.15, posted on the district website for the community following this meeting. Budget workshop held with BOE on 1/6/15 to review multi-year projections, timelines, communications and process to date.

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	<ul style="list-style-type: none"> Develop a communication plan pertaining to the budget process. Provide additional training for administrators in developing and monitoring building/department budgets. 	<ul style="list-style-type: none"> Communications plan Documented staff training. 	<ul style="list-style-type: none"> On-going communications to board via Superintendent weekly update and/or news and notes. Preliminary Budget Manual posted on the website for community access. Departmental budget presentations and budget summaries post on the website for community access. Key Communicators Community Budget Summit, 4.21.15. Budget communications sent to community (2.28.15, 4.21.15 and via spring 2015 Achiever publication and annual report, PCTV broadcasts and board notes posted on website). Held trainings with all budget managers to include on-going monitoring meetings throughout year. Held budget justification meetings with all budget managers. Held monitoring meetings with budget managers throughout year focused on the current year budget. Board Budget Workshop held 1.6.15 Information disseminated monthly or bi-weekly.
<ul style="list-style-type: none"> Superintendent Goal 7: HS Renovation Project - Efficiently and effectively <i>manage the construction process and fiscal impact of the Pottsgrove High School Renovation Project to ensure positive outcomes for our students and limit the impact on our community.</i> 	<ul style="list-style-type: none"> Oversee the construction via participation in meetings with construction management, prime contractors, and architect. Monitor construction budget on an on-going basis throughout the project. Develop a communication plan for the Board of Directors and stakeholders pertaining to the project progression and costs. 	<ul style="list-style-type: none"> Assure attendance at the job meetings and report progress on the renovations to the board in a timely fashion. Review and analyze any change order requests prior to Board review. Advise the construction team on ways to minimize the disruption to the daily routine of students. 	<ul style="list-style-type: none"> District design team meetings have been held bi-weekly since August 2014 Presentations to BOE monthly. Presentations to BOE monthly. Team worked to address safety concerns with art/music area as well as with toxic odors due to tar and fire alarm issues. Team developed a plan to begin

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<i>GOAL MET</i>		•	<ul style="list-style-type: none"> cafeteria construction in May, 2015 and obtain additional time to use team rooms for fall athletics. Team developed a plan for remediation of lead identified in joists in the cafeteria that included communications to all stakeholders regarding the remediation process and test results to be posted on website daily.

Other major initiatives unmentioned:

- Residency Investigations (plans/protocols).
- Implementation of state mandate and corresponding professional development for Teacher Effectiveness which included SLO's and creation of LEA generated rubrics for DiLE and Guided Reading.
- Implementation of state mandate and corresponding professional development for Principal Effectiveness which included correlational data review.
- Contract negotiations with the PSEA.
- Meet and Discuss with Act 93 and Revised Act 93 Agreement.
- Hired and oriented three new cabinet level administrators (Facilities, Student Services, Special Education)