

Pottsgrove School District

PGSD District Goals 2015-16 – BOE Approved 6.16.15 - Final Report 6.10.16

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	Progress Report
<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>	<ul style="list-style-type: none"> • Design and implement rigorous and aligned units of study: <ul style="list-style-type: none"> ○ Refine K-8 ELA curriculum with materials, resources, and curriculum maps. ○ Refine all units and implement with fidelity across classrooms. ○ Analyze, make recommendations, and implement changes to increase scores in AP courses. 	<ul style="list-style-type: none"> • Curriculum materials, resources, and maps implemented and available digitally. • Various pathways for students to progress through available AP courses. 	<ul style="list-style-type: none"> • Realigned K-5 Math and ELA pacing calendars • Made recommendations for refinement of K-5 balanced literacy program • Infused additional high quality literature into K-5 book rooms • Full implementation of K-5 Writing Units of Study • Implemented new courses (AP Psychology, AP Computer Science, PLTW: Digital Electronics, Spanish in the Workplace) • Developed MS and HS math department goals and action plans (presented at CTSA committee)
<p>GOAL MET</p>	<ul style="list-style-type: none"> • Design and implement a Curriculum Renewal Process <ul style="list-style-type: none"> ○ Establish Focus Walks to collect data regarding building’s progress toward SIPs. ○ Implement curriculum renewal process for all content areas. ○ Study and make recommendations for elementary literacy. ○ Establish targeted curriculum writing for Math, AP Psychology, AP Computer Science, and PLTW: Digital Electronics. 	<ul style="list-style-type: none"> • Documentation of curriculum renewal process (timeline). • Published Focus Walk process communicated as well as results from each building. • Refined curriculum documents from curriculum writing. 	<ul style="list-style-type: none"> • Developed Curriculum Resource Review process • Developed Data Review Binders • Implemented Program Quality Review for K-12 with MCIU • Implemented Learning Walks in all buildings • Implemented Board visits in two buildings • Implemented Carnegie coaching plan 6-12 • Implemented processes for new course/textbook adoptions • Implemented curriculum check in meetings with principals

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	<ul style="list-style-type: none"> • Integrate a comprehensive literacy framework within all K-12 units of study, aligned to the Common Core literacy standards. <ul style="list-style-type: none"> ○ Ensure full implementation of Lucy Calkins Writing Units of Study. ○ Implement K-5 writing rubrics. ○ Implement strategies from Penn Literacy Network. ○ Establish all teachers as teachers of reading/writing. 	<ul style="list-style-type: none"> • Documented materials for Units of Study. • K-5 writing rubrics utilized by students and posted in classrooms. 	<ul style="list-style-type: none"> • Refined Course Proposal process with review meetings • Planned professional learning 6-12 on literacy strategies • Implemented Heinemann coaching plan K-5 • Implemented professional learning on close reading and text dependent analysis • Established elementary reading specialist mission, goals, and action plan
	<ul style="list-style-type: none"> • 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"> ○ Refine, implement, and support teachers in utilizing district protocol for data informed decision-making. ○ Identify and communicate assessment plan at each grade level. ○ Utilize Measure of Academic Progress (MAP) for all students K-10, three times a year. ○ Establish all teams in professional learning related to the data team collaboration model. 	<ul style="list-style-type: none"> • Documentation of developed protocol, data team logs, and data analysis records. • Analysis records and flexible grouping for students based upon MAP results. • MAP results demonstrating student growth. • Identified and communicated assessment plan. 	<ul style="list-style-type: none"> • Refined PLC process to include log with ongoing data collection • Visitations of PLCs to work through new process • Design assessment plan for 16-17 with collaboration from several groups • Analyzed all assessments for purpose • Designed plan to implement MAP in 16-17 • Refined SIP reporting tool for schools • Facilitated administrative retreat on SIPs • Developed PLC plan, by month, to identify expectations
	<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"> ○ Implement PGSD Grading Guidelines. 	<ul style="list-style-type: none"> • Analysis records of K-5 report card. • Formal recommendations presented to Board for K-5 report card. • Learning targets by trimester/marketing period 	<ul style="list-style-type: none"> • Facilitated K-5 standards-based report card committee • Facilitated 6-12 one hour meeting discussions on grading • Assist in development of grading implementation procedures • Facilitated professional learning on

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	<ul style="list-style-type: none"> ○ Design and make recommendations for a K-5 standards-based report card. ○ Develop learning targets by marking period for K-8 and for 9-12 content areas. ○ Design revised reporting tool to communicate academic and non-academic progress. ○ Establish clear descriptions of achievement expectations for all K-5 and 6-12 content areas. 	<p>for identified areas.</p>	<p>learning targets 6-12</p> <ul style="list-style-type: none"> • Developed “I Can” statements in K-5 • Developed/distributed parent communication tools for “I Can” statements • Defining minimum course requirements 6-12
	<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"> ○ Continue 1:1 professional development in the secondary division to increase faculty proficiency as measured by the Education Technology Profile Survey and reflected in redefined student performance tasks. ○ Implement professional development consistent with the SAMR framework in the elementary division that more effectively leverages available technologies toward improvements in instructional practices and student outcomes. 	<ul style="list-style-type: none"> • By May 2016, double the current number of teachers will reach Level 2 on the Education Technology Profile Survey. • Increase in levels of student engagement (above 80 percent) as measured by the Indiana University Student Engagement Survey and improvement in the quality of projects as reported by teachers. • Develop and implement two additional units of study incorporating the SAMR model (a Augmentation or above). 	<p>Waiting for the results of the more comprehensive Bright Bytes survey. We administer the Apple Prof Dev survey from which baseline was determined after Apple Coach’s May 31-June 3</p> <p>As above, we will be implementing engagement survey.</p> <p>Completed two additional units of study incorporating SAMR.</p>
	<ul style="list-style-type: none"> • Differentiated Supervision and Evaluation: <ul style="list-style-type: none"> ○ Refine the differentiated supervision and evaluation process for K-12 professional staff. 	<ul style="list-style-type: none"> • Add additional differentiated supervision options (action research and independent study). 	<ul style="list-style-type: none"> • Completed 1,345 formal observations or walkthroughs as of 6.10.16. Others still in progress. • 102 professional teaching staff participated in the Clinical Supervision model and 156 participated in the Differentiated Supervision model.

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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>	<ul style="list-style-type: none"> • See Goal 1
<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. • Improve the implementation of K-8 School Wide Positive Behavioral supports (SWPBIS) implementation to support students’ social and emotional development. 	<ul style="list-style-type: none"> • SMART goals and action plans published by team. • Building schedules providing for remediation and enrichment. • Provides Tier II and Tier III training and technical support to K-8 teams via PATTan and MCIU • Uses annual Benchmarks of Quality to a) examine their Universal (Tier I) implementation fidelity, b) Document whether the Tier I implementation has 	<ul style="list-style-type: none"> • Designed expanded model for K-3 Summer Success Program • Facilitated Title I Study and made recommendations for refinement • Refined Child Study Team model • Designed After School Tutoring Program at Lower • Developing MTSS model (board presentations, meetings with principals) • Redefined Keystone Intervention Plan • Implemented ongoing training series for Title I personnel • Core team from Lower participated in SWPBS Implementers Forum. SWPBS reboot in progress. • Summer trainings with MCIU & PATTan planned for each building.

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	<ul style="list-style-type: none"> Build the capacity of a student's social, emotional and behavioral supports. 	<p>been effective and positive impact, and c) Identify strengths and weaknesses in the Tier I implementation.</p> <ul style="list-style-type: none"> Uses annual Benchmarks for Advanced Tiers (BAT) to answer the following: a) are the organizational elements in place for implementing secondary and tertiary behavior support practices, b) Is a Tier II support system in place and c) Is a Tier III system in place? Uses annual staff self-assessment survey (SAS) to develop building action plans. Developed High School SWPBIS Program that includes formation of school –based team, tier I training and building based SWPBIS recognition system Decrease in the frequency of monthly office discipline and in school suspension rates at each building. Training provided for teachers regarding social skills strategies and techniques for special education and gifted students who have social, 	<ul style="list-style-type: none"> Core team of staff participated in Social Thinking 3-day training. Meeting as team to develop implementation plans for upcoming school year. Social workers, counselors, and

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		emotional and behavioral needs. <ul style="list-style-type: none"> • Training provided to special education teachers and paraprofessional regarding de-escalation techniques. • Training provided to special education paraprofessional regarding mental health strategies for students (e.g., School mental health toolkit). 	emotional support teachers participated in training with Thom Stecher and implementing components of Social Emotional Learning (Social Emotional Toolkit) <ul style="list-style-type: none"> • Crisis Prevention Intervention training provided through the district's certified trainer to a core team in each building and other 1:1 aides as identified. • De-escalation training provided to all para-professionals.
	<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"> • Successfully implement goals associated with the Pottsgrove Health and Wellness Grant as measured by the end of year report including; <ul style="list-style-type: none"> ○ Establish resiliency teams in each building. ○ Provide PD for resiliency. ○ Complete resiliency action plan for 2016-17 implementation. 	<ul style="list-style-type: none"> • Resiliency action plan completed, including staff trainings, lunch and learns, fitness events, Dr. Ginsberg presentation • Successful completion of 16-17 grant application
	<ul style="list-style-type: none"> • Develop a K-12 Model for the Pupil Services Department. 	<ul style="list-style-type: none"> • K-12 SPE Manual • Pupil Services Manual • Paraprofessional Manual 	<ul style="list-style-type: none"> • Manual created in draft form – revisions anticipated for summer in response to new IEP system. Planned sharing with staff at start of school year. • Paraprofessional manual in draft form. Finalization planned for summer, distribution at start of school year.
	<ul style="list-style-type: none"> • Review and implement the recommendations from the gifted program quality review report. 	<ul style="list-style-type: none"> • Provide Professional development for K-12 gifted teachers regarding 	<ul style="list-style-type: none"> • K-12 gifted presentation offered by Mark Walz involving best practice, characteristics of students and

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		<p>best practices.</p> <ul style="list-style-type: none"> • Develop a mission statement and philosophy of district program. • Provide district employees with training regarding characteristics of gifted students and education. • Review and revise the gifted identification procedures. 	<p>educational programs</p> <ul style="list-style-type: none"> • Gifted identification procedures revised – including more efficient timeliness, increased frequency of screening (every other year in elementary school), more efficient, reliable cognitive screener, and revised gifted qualification rubric
<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, 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>GOAL MET</p>	<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"> ○ Reinforce communication expectations for teachers and administrators regarding the use of the website, School Messenger and monitor compliance. ○ Expand Schoology LMS to the middle school level and provide teacher training and ongoing support to assure effective use. ○ Provide three evening learning opportunities for parents and families on programs and technologies that improve understanding of district goals and enhance communication. ○ Continue work with administration and administrative assistants to assure ongoing and effective internal communication, improved service to parents and community, and a positive work environment. ○ Develop and implement a marketing strategy to include social media and 	<ul style="list-style-type: none"> • Teacher websites updated on a regular basis as monitored by building administration utilizing monthly results furnished by the tech department. • Increase the number of kindergarten and first grade teachers using Tadpoles with parents. • All core subject area teachers in grades 6-12 will have an active virtual classroom on Schoology. • Three evening learning opportunities will be planned and implemented on topics relevant to parents. Currently exploring the concept of “Tech Gates” prior to football games and/or concerts. • Survey of administrative support staff and parents soliciting levels of satisfaction. Parent 	<p>Completed, many migrated to Schoology at secondary. Near 100 percent use with Schoology</p> <p>Class Dojo is rapidly replacing Tadpoles and numbers of teachers in K-2 communicating regularly through one or the other increased significantly.</p> <p>Completed and numerous Encore are also using Schoology</p> <p>Taking the recommendation from Key Communicators, one large event was planned and implemented. Parent resources related to 1:1 increased on website. DiLE documents have been revised to make them more parent-friendly and provide more support for home-use of student devices.</p>

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	<p>direct mailing to improve the public perception of the Pottsgrove School District by continuously highlighting programs, staff and facilities.</p>	<p>survey will continue to show improvement in key areas assessed in the past (degree to which the parents feel welcomed in our school, communication with principal and teachers).</p> <ul style="list-style-type: none"> Printed electronic materials will be available to parents, sent to local realtors, and published in local print and electronic media. 	
<ul style="list-style-type: none"> Superintendent Goal 5: Continuous Improvement Planning – Ensure the employment and implementation of a consistent process for Continuous School & Department Improvement that is aligned to PDE’s system for District Strategic Planning in all schools and departments. <p>GOAL MET</p>	<ul style="list-style-type: none"> Continuous Improvement Plans submitted by Schools and Departments 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"> School/Department Improvement Plans: Prominently posted on School/Department Website Annually 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"> Completed and posted. Completed per cyclical cycle shared with board. Updated board via mid-year workshop. Periodical updates to board via superintendent weekly update. Themes collected and action focus plans developed (available upon request).
<ul style="list-style-type: none"> Superintendent Goal 6: Budget – Establish a budget process to improve the clarity, transparency and communication of the budget adoption process as well as the composition of the 	<ul style="list-style-type: none"> Work to improve the clarity of the comprehensive budget document created for the 2015-2016 budget. Evaluate the possibility of implementing components of the Governmental Finance Officers Association’s (GFOA) Distinguished Budget Presentation 	<ul style="list-style-type: none"> Presentation of an enhanced Preliminary Budget Document. Presentation to BOE 	<ul style="list-style-type: none"> Presented Preliminary Budget Document to the Board on January 28, 2016 The Business Office’s evaluation of the Meritorious Budget Award program sponsored by ASBO International was submitted to the

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<p><i>district budget.</i></p> <p>GOAL MET</p>	<p><i>Award Program.</i></p> <ul style="list-style-type: none"> • Refine the multi-year budget and discuss with the BOE. • Develop a communication plan pertaining to the budget process. • Provide additional training for administrators in monitoring building/department budgets. 	<ul style="list-style-type: none"> • Presentation of multi-year budget to BOE. • Communication plan • Schedule of training dates and monitoring dates. 	<p>Board on April 26, 2016. Due to time constraints, it was not discussed. The Business Office's overall evaluation of the program indicates that the cost and time involved in the preparation and submission of the budget for this award is not justified. That being said, the Business Office recommends implementing the following components to enhance the district budget presentation for the 2017-2018 preliminary budget document.</p> <ul style="list-style-type: none"> • Incorporate a section outlining the PDE chart of accounts with descriptions of each account • Incorporate budgetary information for all district funds in the budget document • Add a combining schedule to accumulate the budget of each fund and provide an overall total budget for the district <ul style="list-style-type: none"> • Presented to Board on January 28, 2016 • All budget documents were posted to the district website immediately following the Board meeting in which they were discussed. Budget issues were discussed at regularly scheduled Board meetings throughout the spring. The April 26, 2016 meeting was dedicated to departmental budget presentations and related discussions • Additional work is necessary to enhance budget managers' ability to evaluate the status of their budgets

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<ul style="list-style-type: none"> Superintendent Goal 7: Facilities Management Services - <i>establish and implement effective systems and standards, to monitor efficiencies of service, provided to buildings and grounds.</i> <p>GOAL MET</p>	<ul style="list-style-type: none"> Oversee the construction via participation in meetings with construction management, prime contractors, and architect. 	<ul style="list-style-type: none"> Collection of agendas, meeting notes, and action steps prior to the next meeting. 	<p>Year to Date Attendance: 98% attendance rate in 228 meetings.</p>
	<ul style="list-style-type: none"> Monitor construction budget on an on-going basis throughout the project. 	<ul style="list-style-type: none"> Monthly analysis of expenditure reports and the budget-line allocations. 	<p>Analysis expenditure and budget-line allocations to provide effective communication on requirement needs</p>
	<ul style="list-style-type: none"> Develop a High School construction renovation communication plan for the Board of Directors and stakeholders pertaining to the project progression and costs. 	<ul style="list-style-type: none"> Develop /monthly reports outlining project progression and additional pertinent information. Collection of agendas, meeting notes, reports, and budget analysis communicated to the BOE. 	<p>Provide reports that outline progress of construction and communication updates</p>
	<ul style="list-style-type: none"> Develop cleaning standards and tasks 	<ul style="list-style-type: none"> Schools will have monthly inspections/report cards. 	<p>Able to complete bi-monthly inspections that enabled proactive communication with staff to provide high building maintenance and cleaning outcomes</p>
	<ul style="list-style-type: none"> Develop a standardized preventive maintenance program 	<ul style="list-style-type: none"> Analysis of the monthly completion rate of work-order assigned to staff. 	<p>Continued to document equipment to input into the work-order system; Closed 115 preventive maintenance work orders year-to-date</p>
	<ul style="list-style-type: none"> Develop a standardized agronomic and grounds program 	<ul style="list-style-type: none"> Analysis of the completion of scheduled applications and services. 	<p>Implemented an agronomic and grounds program with the analysis of soil tests to assist with correction and improvements of the program</p>