

Pottsgrove School District Comprehensive Plan/Superintendent Goals 2013 - 2017

Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students (DLGQ # 1).

Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school (DLGQ # 2).

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 (DLGQ # 7).

Establish 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 (DLGQ # 9)

Additional District Superintendent Goals for 2015-16

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.

Facilities Management: Establish and implement effective systems and standards, to monitor efficiencies of service, provided to buildings and grounds.

Strategies & Focus Areas for 2015-16

1. **Focused Continuous Improvement:** Each building/department will identify priority concerns, develop an action plan, and implement 3 cycles of continuous data-driven decision making process with key stakeholders. The District will continue implementation of the new PDE Comprehensive (strategic) Plan.
2. **Design and Implement Rigorous and Aligned Units of Study:** 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 varied learning needs of our students.

Elementary

ELA Focus

- Refine Grades K-5 ELA curriculum with necessary materials and resources.
- Implement delineated curriculum maps.

Math Focus

- Delineate how skills and concepts transfer from Everyday Mathematics to Connected Math.
- Ensure Everyday Mathematics units are sequenced and aligned appropriate to PSSA.
- Conduct a Mathematics Program Quality Review.

Gifted Education

- Develop action plans to facilitate the implementation of recommendations from the Gifted Program Quality Review including review and refinement of eligibility policies and procedures.

Secondary

ELA, Science, Social Studies, World Language

- Align Grades 6-8 ELA with supporting materials/resources.
- Design targeted instruction for Grades 9-12 ELA.
- Continue to refine all units and implement with fidelity across all classrooms.
- Develop Grades 6-12 Social Studies curriculum maps aligned to standards.

Math

- Ensure the designated math program is implemented with fidelity across all classrooms.
- Examine and explain the lesson structure within Connected Math.
- Implement and align courses to enhance math pathways.

AP Eligible Courses

- Analyze data, make recommendations, and implement changes to increase scores.
- Frame sequence of learning pathways for all courses.

Gifted Education

- Develop action plans to facilitate the implementation of recommendations from the Gifted Program Quality Review.

<p>3. Comprehensive Literacy Framework & Instruction: Integrate a comprehensive literacy framework within all K-12 units of study, aligned to the Common Core Literacy Standards.</p>	
<p>Elementary</p> <ul style="list-style-type: none"> Continue implementation of the multiple components of balanced literacy in K-5. Ensure full implementation of Lucy Calkins Writing Units of Study as a connected component of the balanced literacy program. Connect all components of balanced literacy with comprehensive curriculum maps. Re-establish differentiated instruction professional learning. Implement K-5 writing rubrics. 	<p>Secondary</p> <ul style="list-style-type: none"> Utilize and implement strategies from Penn Literacy Network. Establish all teachers as teachers of reading and writing. Ensure (Reading and Writing) Literacy Standards are embedded into units of study at identified grade levels. Infuse reading strategies to support writing in the content areas. Re-establish differentiated instruction professional learning.
<p>4. 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.</p>	
<p>Elementary</p> <ul style="list-style-type: none"> Refine, implement, and support teachers in utilizing the district protocol for data-informed decision-making. Refine Multi-Tiered Support System with an identified system of supports for students. Identify and communicate an assessment plan at each grade level to benchmark student growth throughout the year. Utilize the Measure of Academic Progress (MAP) for students within pilot, three times a year. Engage all teams in professional learning related to the data team collaboration model. 	<p>Secondary</p> <ul style="list-style-type: none"> Refine Multi-Tiered Support System with an identified system of supports for students. Refine, implement, and support teachers in utilizing the district protocol for data-informed decision-making. Implement established district protocol for data teaming with high cognitive demand tasks. Identify and communicate an assessment plan at each grade level to benchmark student growth throughout the year. Utilize the Measure of Academic Progress (MAP) for students in pilot, three times a year. Identify and implement a common benchmark assessment tool. Engage all teams in professional learning related to the data team collaboration model.
<p>5. Curriculum Review Process: Employ a continuous process through data teams to review and revise standards-aligned curriculum K-12.</p>	
<p>Elementary</p> <ul style="list-style-type: none"> Establish Focus Walks to collect data regarding each building's progress toward School Improvement Plan goals. Implement and communicate district curriculum renewal process for all content areas. Establish targeted curriculum writing for ELA and Math with refined curriculum map templates. Study and make recommendations for elementary literacy program. 	<p>Secondary</p> <ul style="list-style-type: none"> Establish Focus Walks to collect data regarding each building's progress toward School Improvement Plan goals. Implement and communicate district curriculum renewal process for all content areas. Establish targeted curriculum writing for Math, AP Psychology, AP Computer Science, PLTW: Digital Electronics with refined curriculum map templates. Study and make recommendations for grades 6-12 social studies.
<p>6. Comprehensive Grading Practices: Establish and implement effective standards-based grading practices to monitor progress, process and products at all levels K-12.</p>	
<p>Elementary</p> <ul style="list-style-type: none"> Implement PGSD Grading Guidelines. Delineate learning targets by trimester for ELA and Math. Design and implement parent communication of learning targets by trimester. 	<p>Secondary</p> <ul style="list-style-type: none"> Implement PGSD Grading Guidelines. Delineate learning targets by marking period for identified courses. Design revised reporting tool to communicate academic and non-academic

<ul style="list-style-type: none"> Utilize PGSD Grading Guidelines to study, design, communicate, and refine a standards-based K-5 report card. Establish clear descriptions of achievement expectations for K-5 ELA and Math. 	<p>progress.</p> <ul style="list-style-type: none"> Establish clear descriptions of achievement expectations for 6-12 content areas.
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7. Technology as a Tool For Learning: Incorporate appropriate, purposeful and effective technology tools to support implementation of the standards-based curriculum.

<p>Elementary</p> <ul style="list-style-type: none"> 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. 	<p>Secondary</p> <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.
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8. Differentiated Supervision and Evaluation: Institute a differentiated supervision and evaluation program to support and monitor self-directed and collaborative growth options aligned with the Teacher Effectiveness Framework and district, school and individual goals.

<p>K-12</p> <ul style="list-style-type: none"> Refine the defined differentiated supervision and evaluation process for K-12 professional staff with the intent of meeting identified personalized goals successfully. Implement the Principal Effectiveness Model per the mandate from PDE. 	
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9. Expansion of Support Programs for Students: Expand programs to support the academic and social/emotional needs of all learners.

<p>Elementary</p> <ul style="list-style-type: none"> Continue to refine and implement school-wide positive behavior support programming. Focus on Tier I, II and III interventions in the K-12 SWPBS model. Refine Multi-Tiered Support Systems. Establish SMART goals and action plans to meet student needs. Utilize identified assessments to flexibly group students. Identify times in each building to provide tiered instruction (remediation and enrichment). Social skills training for special education teacher cohort K-12 Pupil Services Department Model with Procedures Professional Development for all staff regarding Gifted Education Review and revise gifted screening and identification procedures 	<p>Secondary</p> <ul style="list-style-type: none"> Focus on Tier I, II and III interventions at the middle school level. Start planning for SWPBIS implementation at the high school Develop tiered interventions for academic and behavioral support at the high school. Refine Multi-Tiered Support Systems. Establish SMART goals and action plans to meet student needs. Identify times in each building to provide tiered instruction (remediation and enrichment). Social Skills training for special education teacher cohort K-12 Pupil Services Department Model with Procedures Professional Development for all staff regarding Gifted Education Review and revise gifted screening an identification procedures
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10. District Wellness: Expand district health and wellness programming for staff and students supporting a positive school climate and resiliency.

<p>K-12</p> <ul style="list-style-type: none"> K-12 Resiliency team training and action planning. PRIDE: Fitness Run Provide seminars for district staff: De-Stress-U 	
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11. Technology & Communications: Implement communication structures and protocols in order to improve internal and external communications across segments of the district.

<p>K-12</p> <ul style="list-style-type: none"> Reiterate communication expectations for teachers and administrators regarding the use of tools such as the website, social media, OASYS, and School 	
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Messenger and provide training and ongoing support, as needed, to assure effective use.

- Develop and implement a marketing strategy to include social media, local publications and direct mailing to improve public perception of Pottsgrove School District by continuously highlighting programs, staff and facilities.
- Provide 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.

Elementary

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Secondary

- Expand Schoology LMS into middle level and provide teacher training and ongoing support to assure effective use at both middle and high school levels.