

Pottsgrove School District Comprehensive Plan 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)

Strategies & Focus Areas for 2013-14

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 participate in the new PDE Comprehensive (strategic) Planning Process and develop a new plan for implementation in 2013-14.
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.

ELA Focus – Elementary

- Refine units of study to strengthen balanced literacy curriculum connections and integrate Foundations and writing instruction within units.
- Maintain the balanced literacy cohort to continue to research best instructional practices within balanced literacy and guide curriculum and assessment development.

Math Focus – Elementary

- Implement Every Day Mathematics Program with fidelity.

ELA, Science, Social Studies & World Language – Secondary

- Continue to refine all units (including CFAs and Performance Tasks) and implement with fidelity across all classrooms.
- Evaluate units of study based on established district criteria (alignment & rigor).
- Research & establish criteria for placement into advanced courses.

Math- Secondary

- Implement the designated math program with fidelity across all classrooms.
- Align advanced math courses to common core standards and practices.
- Research & establish criteria for placement into advanced courses.

AP Eligible Courses

- Explore the advantages additional AP Courses can provide to our students.

Encore- Secondary

- Continue to refine all units (including Performance Tasks) and implement with fidelity across all classrooms.

3. **Comprehensive Literacy Framework & Instruction:** Integrate a comprehensive literacy framework within all K-12 units of study, aligned to the Common Core Literacy Standards.

ELA Focus – Elementary

- Continue implementation of the modeling component of balanced literacy in K-2 and the independent reading component in grades 3-5.
- Implement Guided Reading Instruction K-5
- Implement Words Their Way as a differentiated word study component of balanced literacy in grades 3-5.

ELA, Science, Social Studies & World Language & Encore– Secondary

- Embed (Reading & Writing) Literacy Standards into existing units of study.
- Use Reading Apprenticeship strategies to assist in the implementation of Common Core Literacy Standards in science and social studies courses.
- Continue to integrate writing checklist across designated core curricular areas.

<ul style="list-style-type: none"> • Create, monitor and support independent reading structures within the ELA class period K-5. • Balanced Literacy Cohort will pilot implementation of Lucy Calkins Writing Units of Study K-5. 	
<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"> • Replace current pre and post unit CFAs with ongoing common formative assessments throughout each unit. • Identify a process to create and implement benchmarks to guide instructional decision-making. • Administer and analyze the F & P Benchmark Assessment System, utilizing the Continuum of Literacy Learning to set goals, monitor progress and guide instruction. • Maintain anecdotal notes as a formative assessment tool to monitor guided and independent reading and track grade level progress within a leveled system. • Refine data team time/process to support the analysis off formative assessment data, maximize collaborative instructional decision-making, support the school improvement plan and allow for collaborative, timely and relevant professional development. • Data team around student work to analyze effectiveness of instructional strategies and guide instructional decision-making. 	<p>Math, ELA, Science, Social Studies & World Language – Secondary</p> <ul style="list-style-type: none"> • Implement established district protocol for data teaming with high cognitive demand tasks. • Implement established district protocol for data teaming with benchmark assessment data in order to prepare students for success on Keystone and PSSA exams.
<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"> • Evaluate units of study based on established district criteria (alignment & rigor). 	<p>Secondary:</p> <ul style="list-style-type: none"> • Evaluate units of study based on established district criteria (alignment & rigor).
<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"> • Monitor grade level progress within a leveled system in ELA. • Revise grading practices to incorporate on-going informal formative assessment. 	
<p style="text-align: center;">K-12</p> <ul style="list-style-type: none"> • A K-12 committee will review & research standards-based grading practices to prepare the foundation for future work. 	
<p>7. Technology as a Tool For Learning: Incorporate appropriate, purposeful and effective technology tools to support implementation of the standards-based curriculum.</p>	
<p>Elementary</p> <ul style="list-style-type: none"> • Teachers and administrators will understand expectations for using mobile technology to support the curricular initiatives and differentiation of instruction (EDM, Balanced Literacy, etc.). 	<p>ELA, Science, Social Studies & World Language, Math & Encore – Secondary</p> <ul style="list-style-type: none"> • The 9th grade team will research best practices in a 1:1 learning environment. • All secondary math teachers will implement best practices in a blended learning environment (Mathia and Cognitive Tutor).

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.	
<u>K-12</u>	
<ul style="list-style-type: none"> Participate in the newly defined differentiated supervision and evaluation process with the intent of meeting identified personalized goals successfully. 	
9. RTII : Expand the RTII model into mathematics at the elementary level grades K-5 and continue to refine RTII in reading grades K-5.	
<u>Elementary</u> <ul style="list-style-type: none"> Continue to employ established RTII procedures in reading and fine tune as necessary. Each K-2 building will establish a team to explore practices related to math interventions. 	<u>Secondary</u> <ul style="list-style-type: none"> N/A
10. HS/MS support programs (academic and social/emotional): Expand MS/HS programs to support the academic and social/emotional needs of ALL learners.	
<u>Elementary</u> <ul style="list-style-type: none"> Continue to refine and implement school-wide positive behavior support programming. 	<u>Secondary</u> <ul style="list-style-type: none"> Develop and implement appropriate interventions based upon data review using benchmark and formative assessment data via the established district data team process. Establish a school-wide positive behavior support team at the middle and high school levels to research and develop protocols for implementation in 2014.
<u>K-12</u>	
<ul style="list-style-type: none"> Establish a drug/alcohol and mental health task force to research best practice and recommend additional preventative and support programming for implementation. 	
11. Child Study: Increase the efficacy of child study teams in providing academic and behavioral interventions and child find duties in each building.	
<u>Elementary</u> <ul style="list-style-type: none"> Child study teams will review and refine membership and procedures at each building annually. Child study teams will develop an extensive list of remedial strategies and interventions for in-classroom implementation. 	<u>Secondary</u> <ul style="list-style-type: none"> Child study teams will review and refine membership and procedures at each building annually. Child study teams will develop an extensive list of remedial strategies and interventions for in-classroom implementation.
12. Technology & Communications: Implement communication structures and protocols in order to improve internal and external communications across segments of the district.	
<u>K-12</u>	
<ul style="list-style-type: none"> Professional staff will be trained to use the new district identified on-line system for teacher supervision and evaluation. Professional staff will be trained to use the new district web portal (classroom web pages, calendaring, teacher dashboard, and social media tools) with the intent of full implementation by September 2014. District faculty will receive communications training in best practices to engage parents in the students' learning process, to recognize newsworthy activities in their classrooms, and to know the protocol in place in the district to have that news disseminated to the media. Professional staff will understand expectations for use of the website and communicating with families (e.g. responding to email and phone calls, posting homework, updating web page, etc.). 	