

The Superintendent's annual performance evaluation for 2016-17 was completed on June 27, 2017 and the Pottsgrove Board of School Directors determined that Dr. William R. Shirk Jr. satisfied the mutually agreed performance standards.

Pottsgrove School District

Superintendent Goals for 2016 – 2017, Board Approved 1/24/2017

December 2016

Goal #1: To increase student achievement-

Objectives:

1: PGSD students in Grades 3 through 8 will score at or above the state average (proficient or higher) in the PSSA Math and ELA assessments.

2: The percentage of first-time (proficient/advanced) test takers in the Algebra I Keystone Exam will increase from 29.0% to 40% in the 2016/2017 school year.

3: The percentage of first-time (proficient/advanced) test takers in the Literature Keystone Exam will increase from 70.0% to 75% in the 2016/2017 school year.

4: The percentage of first-time (proficient/advanced) test takers in the Biology Keystone Exam will increase from 61.0% to 66% in the 2016/2017 school year.

Time Line	Action Step	Evaluation of Step
August 2016	Review PSSA data with principals, supervisors and directors.	
September to October 2016	Review district-wide PSSA and Achievement Gap data with administration and staff. Review district-wide PSSA and underperforming groups and individual gaps for each learner with administration and staff. Data review meeting with Curriculum/Technology/Student Affairs Committee. Implement Math and ELA Seminar time into Middle School Schedule. Examine Curriculum of the half credit Algebra I Course. Examine Curriculum alignment to Common Core of Keystone Literature Course. Examine Curriculum alignment to Common Core of Keystone Biology Course. Elementary classrooms will continue to implement Close Reading Strategies, Writing Mechanics, and Grammar. Elementary classrooms will continue to implement of SWPBS.	

November/December 2016	<p>Complete analysis of PSSA data Keystone Exams, SPP Achievement Gap baseline data, and other effectiveness measures to determine how PGSD ranks in the state.</p> <p>Complete analysis of School Performance Profile data. Set yearly targets for each building and for the district.</p> <p>Establish goal areas of student achievement as related to educator effectiveness measures on the principal evaluation tool.</p> <p>Assessment data presented to Curriculum/Technology/Student Affairs Committee and school board regarding SPP, AP, SAT, and ACT scores and district ranking.</p>	
January 2017	All administrators (building level directors, and supervisors) to finalize student achievement goals. Submit goals to immediate supervisors.	
November 2016 to May 2017	Principals to work with staff on achievement goal areas, conduct observations, and provide input to professional learning community meetings.	
December 2016 – May 2017	Updates provided by principals, supervisors and central office leadership on progress of goal setting. Updates provided at instructional leadership meetings and part of professional development days.	

Assessment of Goal:

This goal will be considered successful if:

1. PGSD students in grades 3 through 8 will score at or above the state average (proficient or higher) in the PSSA Math and ELA Assessments.
2. The percentage of first time (proficient/advanced) test takers in the Algebra I Keystone Exam increases from 29.0% to 40% in the 2016/2017 school year.
3. The percentage of first time (proficient/advanced) test takers in the Literature Keystone Exam increases from 70.0% to 75% in the 2016/2017 school year.
4. The percentage of first time (proficient/advanced) test takers in the Biology Keystone Exam increases from 61.0% to 66% in the 2016/2017 school year.

Goal #2: To improve professional development-

Objectives:

1. Provide teachers with training and resources to meet the demands of the new PA Learning Standards.
2. Refine units of study and determine modifications for literacy, mathematics, and technology curriculum.

Goal #2: To improve professional development-Continued

- 3. Develop a balanced assessment framework that aligns with our vision of a graduate.**
- 4. Design a system to appropriately monitor and sustain the use of Professional Learning Communities (PLC) to inform instruction and intervention at each building.**

Time Line	Action Steps	Evaluation of Steps
August 2016	Board workshop for ECRA and data review.	
September 2016	Departmental/Data Meetings/PSSA/PVAAS Transition Meetings between Regular Ed & Special Ed Finalize implementation plans for PLC's and prepare for staff meetings at building levels. Principals to facilitate in-service day on the topic of PLC, student assessment data.	
October/November 2016	Final evaluations from 2015-16 completed to establish goals for 16-17. Principals and Directors to facilitate in-service day on the topic of ELA and Math Curriculum Instruction review. Student learning objectives for teacher evaluation due to principals.	
December 2016	ECRA School Improvement Workshop. Develop a balanced assessment framework that aligns with our vision of a graduate. ELA and Math Materials, Resources, and Technology Review Meetings for grades K-2. ELA and Math Materials, Resources and Technology Review Meetings for grades 3-5. ELA and Math Materials, Resources, and technology Review Meetings for grades 6-12.	
January 2017	Act 93 Administrators develop goals for 16-17.	
February 2017	Act 93 Administrator goals finalized.	
February - May 2017	PLC teams and building leadership will provide a progress report with principals on the use of protocols and intervention periods.	

	Develop a balanced assessment framework that aligns with our vision of a graduate. ECRA Meeting with Board. Strategic goals and benchmarks.	
June 2017	Partial evaluations completed with Act 93 group – achievement goals need to be completed in fall 2017.	

Assessment of Goal:

This goal will be considered successful if:

1. Training and resources implemented met demands of the new PA Learning Standards.
2. Units of study were refined and modifications for literacy, mathematics, and technology curriculum were made.
3. Completed a balanced assessment framework that aligns with our vision of a graduate.
4. Completed a system to appropriately monitor and sustain the use of Professional Learning Communities (PLC) to inform instruction and intervention at each building.

Goal #3: To balance the 2017-18 budget while maintaining the integrity of classroom instructional programs and co-curricular activities-

Objectives:

1. To reduce the estimated 2017-18 budget gap of \$1,215,000.00.
2. Have a balance budget with a planned use of fund balance and a property tax increase that reflects and maintains the integrity of instructional programs and co-curricular activities.
3. To have a Target Goal of under 3% of the expenditure variance at the end of the June 30, 2017.

Time Line	Action Step	Evaluation of step
July 2016	Review financial data with Administrative Team.	
August 2016	Monitor effects of state budget changes if any.	
September-October 2016	Determine revenue generated from Act 1. Reconciliation of projected deficit to actual surplus.	
November 2016	Update projected fund balances and the budget gap to school board. Determine per-pupil allocations for buildings. Begin staffing projections for the 2017-18 school year.	
December 2016	Prepare building allocations and materials needs for the 2017-18 school year. Identify Grant opportunities.	

	<p>Estimated use of designated fund balances for healthcare, PSERS, capital projects, and technology.</p> <p>Board to determine if the budget will stay within the Act 1 index.</p>	
January 2017 – April 2017	<p>Update forecast with any new revenue sources and/or reductions in expenses.</p> <p>Prepare budget for 2017-18 with updates made at monthly Operations and Facilities Committee meetings.</p> <p>Estimate costs for contract obligations.</p> <p>Estimate costs for health care increases.</p> <p>Prepare preliminary budget.</p>	
May 2017	Prepare proposed final budget for Board approval.	
June 2017	Prepare final budget for Board approval.	

Assessment of Goal:

This goal will be considered successful if:

- 1. Have a balance budget with a planned use of fund balance and a property tax increase that reflects the lowest tax increase possible while maintaining the integrity of instructional programs and co-curricular activities.**
- 2. The Target Goal of under 3% of expenditure variance was met at the end of the June 30, 2017.**
- 3. A final budget is passed that reflects an overall spending increase of less than 1% for non-mandated expenses.**

Goal #4: To provide timely, relevant communication to each stakeholder group–

Objectives:

Create a satisfaction survey for parents, staff, and everybody else.

Areas to consider:

Parents

- Overall district communications
- Overall school communications
- Budget communications
- New initiative communications
- Balance between electronic communications and face-to-face communications

Staff

- Overall district communications
- Overall school communications
- Professional development/learning community process
- New curriculum and technology changes
- Budget communications
- New initiative communications
- Balance between electronic communications and face-to-face communications

Conduct Survey

Twenty-Five Behaviors that positively effect student achievement

Time Line	Action Steps	Evaluation of step
January-February 2017	Research survey data from other school districts and educational leadership organizations. Develop priorities.	
March-April 2017	Review survey findings with administration and staff.	
April – May 2017	Review survey findings with Curriculum/Technology/Student Affairs Committee. Conduct professional development planning meeting with the union leadership, administration, teachers, and support staff. Review survey findings with Board.	
May-June 2017	Updates to parents and staff on the survey. Take Survey.	

Assessment of Goal:

This goal will be considered successful if:

A satisfaction survey for parents and staff has been created and surveys taken.