

The Superintendent's annual performance evaluation for 2018-19 was completed on August 27, 2019 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 2018 – 2019**

Goal #1: To increase student Achievement and Growth

Objectives:

Achievement (PSSA)

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.

Growth (Map Testing)

2: PGSD students in Grades 2 through 10 will reflect a higher mean RIT (Ready for Instruction Today) score in Mathematics in May 2019 then the September 2018 mean RIT score. Part 2 – PGSD students will meet or exceed the status national norm in May 2019.

Growth (Map Testing)

3: PGSD students in Grades 2 through 10 will reflect higher mean RIT (Ready for Instruction Today) score in Reading in May 2019 then the September 2018 mean RIT score. Part 2 – PGSD students will meet or exceed the status national norm in May 2019.

Achievement (Other)

4: Academic indicators such as SAT, ACT, NOCTI, and AP Tests, will meet or exceeded the state, national, or global achievement norms.

| Time Line | Action Step | Evaluation of Step |
|----------------------------|--|---|
| August to October 2018 | Review PSSA/MAP/ECRA data with principals, supervisors and directors. | PSSA/ECRA Completed 10/2018 MAP On-going |
| September to November 2018 | Review district-wide PSSA/MAP/ECRA and Achievement Gap data with administration and staff. Implement Instructional Support Team Position Implement After School Tutoring program for students in grades 3-5. | On-going Completed Completed |

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| | <p>Review district-wide PSSA and underperforming groups and individual gaps for each learner with administration and staff.</p> | 10/16/18 |
| | <p>Develop PSSA and State Average data to compare PGSD results and with administration and CIT committee.</p> | 10/16/18 |
| | <p>Data review meeting with Curriculum/Technology/Student Affairs Committee.</p> | 10/16/18 |
| August to June 2018-19 | <p>Assessment data presented to Curriculum/Technology/Student Affairs Committee and school board regarding SPP, AP, SAT, and ACT scores and district ranking.</p> | 10/16/18 |
| | <p>Elementary classrooms will continue to implement new ELA and Math Curriculum. (Year Two)</p> | On-Going |
| | <p>Refine pacing calendars for implemented ELA and Math Curriculum for grades K-5 (occurred during curriculum writing and PLCs)</p> | Completed |
| | <p>IST implementation meetings.</p> | On-Going |
| August to June 2018-19 | <p>Middle School teams will continue to implement new ELA and Math Curriculum. (Year Two)</p> | On-Going |
| | <p>Refine pacing calendars for implemented ELA and Math Curriculum for grades 6-8 (occurred during curriculum writing and PLCs)</p> | Completed |
| | <p>High School Math teachers will continue to implement new Math Curriculum. (Year Two)</p> | Completed |
| | <p>Refine pacing calendars for implemented ELA and Math Curriculum for grades 9-12 (occurred during curriculum writing and PLCs)</p> | Completed |
| | <p>Complete all steps of the A-TSI Improvement Plan.</p> | Completed |
| | <p>Develop recommendations for World Language programming.</p> | Completed |
| | <p>Continue to examine Curriculum alignment to Common Core of Keystone Biology, Algebra, and Literature Courses.</p> | On-Going |
| | <p>Elementary and Middle School classrooms will continue to implement of SWPBS.</p> | On-Going |

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| November/December 2018 | <p>Complete analysis of PSSA/MAP/ECRA 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 and Future Ready Index data and 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>Completed</p> <p>Completed 1/17/19</p> <p>Completed 10/2018</p> |
| December 2018 | All administrators (building level, directors, and supervisors) to finalize student achievement goals. Submit goals to immediate supervisors. | Completed |
| November 2018 to May 2019 | Principals to work with staff on achievement goal areas, conduct observations, and provide input to professional learning community meetings. | Completed |
| December 2018 – May 2019 | 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. | Completed |

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.**

Results Reported Summer 2019

Growth (Map Testing)


- 2. PGSD students in Grades 2 through 10 will reflect a higher mean RIT score (Mathematics) in May 2019 then the September 2018 Mean RIT score.**


Part 2 – PGSD students will meet or exceed the status national norm in May 2019.


MAP PGSD Mean RIT Scores and Norms

Mathematics 2018-2019

The chart below shows each grade level’s mean RIT score in Mathematics in September 2018, January 2019 and May 2019. The columns for “PGSD Mean RIT” are color-coded as follows.

 Mean RIT score was higher than the previous administration (showing growth) AND met or exceeded the national norm

 Mean RIT score was higher than the previous administration (showing growth), but did not meet the national norm

 Mean RIT score was lower than the previous administration within the same academic year AND mean RIT score did not meet the status national norm
OR the first administration of the year was below the national norm

| | | Mathematics | | | | | |
|---------------|-------|-------------------------|-----------------------|------------------------|-------------------------|------------------------|-------------------------|
| Building | Grade | PGSD Mean RIT Sept 2018 | Status Norm Fall 2018 | PGSD Mean RIT Jan 2019 | Status Norm Winter 2019 | PGSD Mean RIT May 2019 | Status Norm Spring 2019 |
| Rocks | 2 | 174.5 | 176.9 | 183.9 | 186.4 | 190.0 | 192.1 |
| West | 2 | 175.1 | 176.9 | 185.2 | 186.4 | 189.8 | 192.1 |
| Lower | 3 | 189.7 | 190.4 | 197.3 | 198.2 | 203.7 | 203.4 |
| Lower | 4 | 199.8 | 201.9 | 205.5 | 208.7 | 210.2 | 213.5 |
| Lower | 5 | 211.5 | 211.4 | 216.3 | 217.2 | 221.1 | 221.4 |
| Middle School | 6 | 216.4 | 217.6 | 220.7 | 222.1 | 224.5 | 225.3 |
| Middle School | 7 | 224.5 | 222.6 | 227.1 | 226.1 | 229.1 | 228.6 |
| Middle School | 8 | 232.1 | 226.3 | 234.3 | 229.1 | 237.4 | 230.9 |
| High School | 9 | 231.9 | 230.3 | 234.3 | 232.2 | 235.0 | 233.4 |
| High School | 10 | 234.3 | 230.1 | 236.6 | 231.5 | 237.5 | 232.4 |


- Five out of the 10 grade level groups met or exceeded the national norm status. All grade level groups showed growth from September 2018 to May 2019.


Growth (Map Testing)

3. PGSD students in Grades 2 through 10 will reflect a higher mean RIT score (Reading) in May 2019 then the September 2018 Mean RIT score. **Part 2 – PGSD students will meet or exceed the status national norm in May of 2019.**

MAP PGSD Mean RIT Scores and Norms
Reading 2018-2019

The chart below shows each grade level’s mean RIT score in Reading in September 2018, January 2019 and May 2019. The columns for “PGSD Mean RIT” are color-coded as follows.

 Mean RIT score was higher than the previous administration (showing growth) AND met or exceeded the national norm

 Mean RIT score was higher than the previous administration (showing growth), but did not meet the national norm

Mean RIT score was lower than the previous administration within the same academic year AND mean RIT score did not meet the status national norm OR the first administration of the year was below the national norm

| Building | Grade | READING | | | | | |
|---------------|-------|-------------------------|-----------------------|------------------------|-------------------------|--------------------------|-------------------------|
| | | PGSD Mean RIT Sept 2018 | Status Norm Fall 2018 | PGSD Mean RIT Jan 2019 | Status Norm Winter 2019 | PGSD Mean RIT April 2019 | Status Norm Spring 2019 |
| Rocks | 2 | 172.7 | 174.7 | 184.5 | 184.2 | 188.5 | 188.7 |
| West | 2 | 173.7 | 174.7 | 184.6 | 184.2 | 188.1 | 188.7 |
| Lower | 3 | 188.7 | 188.3 | 195.1 | 195.6 | 198.8 | 198.6 |
| Lower | 4 | 198.7 | 198.2 | 202.7 | 203.6 | 204.4 | 205.9 |
| Lower | 5 | 206.1 | 205.7 | 208.9 | 209.8 | 211.9 | 211.8 |
| Middle School | 6 | 211.3 | 211.0 | 215.6 | 214.2 | 217.7 | 215.8 |
| Middle School | 7 | 217.7 | 214.4 | 218.4 | 216.9 | 219.8 | 218.2 |
| Middle School | 8 | 222.3 | 217.2 | 222.8 | 219.1 | 224.0 | 220.1 |
| High School | 9 | 220.1 | 220.1 | 220.6 | 221.3 | 220.6 | 221.9 |
| High School | 10 | 221.7 | 220.4 | 221.9 | 221.0 | 220.2 | 221.2 |

- Six out of the 10 grade level groups met or exceeded the national norm status. All but one grade level group showed growth from September 2018 to May 2019. Please note that the High School Grade 10 group exceeded the national norm in the January testing window.

4. Academic indicators such as SAT, ACT, NOCTI, and AP Tests, will show increased achievement and growth gains. (SAT, ACT, Spring MAP, and AP scores)

WMCTC students scored above the state average (88%) on the NOCTI and earned more industry recognized credentials than the year prior. (Up 2%)

- Achievement of 94% Competent/Advanced
- 83.8% Special Education Competent/Advanced
- 62% Advanced overall
- 97.2% of Seniors (Who started as Freshman) who achieved advanced on the NOCTI

Results of SAT, ACT, and AP Scores will be reported in the Summer of 2019

Goal #2: To strengthen professional development-Objectives:

1. Provide teachers with continued training and professional learning required to meet the demands of our new ELA, Math, and Science implementation efforts.
2. Establish building level (K-5) Instructional Support Team (IST) model. This team will focus on developing the framework, procedures, and documents necessary for this process. The IST team will ensure all students receive interventions in a timely manner. (This intervention will help reduce the achievement gap between historically underperforming students and other students)
3. Establish building level (K-5) Multi-Tiered System of Support (MTSS). This model will define tier time during the regularly scheduled school day during which students receive the targeted support they need. (This intervention will help reduce the achievement gap between historically underperforming students and other students)
4. To implement year three of Professional Learning Communities and appropriately monitor the use of (Guiding Questions and MAP Data to Instructional Framework) to inform instruction and interventions in classroom.
5. Provide teachers and staff with continued training and professional learning required to meet the building level (K-12) demands of a Trauma Informed Community. The faculty and staff will understand Adverse Childhood Experiences (ACEs), and why ACEs matter.

| Time Line | Action Steps | Evaluation of Steps |
|-------------------------------|---|---------------------|
| August/September 2018 | Implementation meeting with Instructional Support Team (IST) | Completed |
| August/September/October 2018 | Departmental/Data Meetings analysis of PSSA/MAP/ECRA data Keystone Exams, Achievement Gap baseline data, and other effectiveness measures. | Completed |
| August/September 2018 | Implementation meeting with building level Multi-Tiered System of Support (MTSS). | Completed |
| | Trauma Informed Workshop #2 | 8/22/18 and 11/6/18 |
| | Transition Meetings between Regular Ed & Special Ed | Completed |
| | Finalize (Year 3) implementation plans for PLC's and prepare for staff meetings at building levels. (Guiding Questions and MAP Data to Instructional Framework) | Completed |
| | Implemented Data to Instruction | On-Going |

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| | <p>Framework(DtIF) as documentation for expectations for PLCs (teachers have been taught and have used a sorted document to analyze projected proficiency and growth students make RIT)</p> <p>Principals to facilitate in-service on the topic of PLC, student assessment data.</p> | On-Going |
| October/November 2018 | Final evaluations from 2017-18 completed. To establish goals for 2018-2019. | Completed |
| October/November 2018 | Student learning objectives (SLO)for teacher evaluation due to principals. | Completed |
| November/December 2018 | Act 93 Administrators develop goals for 2018-2019. | Completed |
| | Principals and Directors to facilitate in-service on the topic of ELA, Math, and Science Curriculum Instruction review. | Completed |
| November/December 2018 | Plan and establish building interventions goals to help reduce the achievement gap between historically underperforming students and other students. | Completed |
| | Established expectations for MTSS with pathways for identifications and designed intervention, enrichment, and remediation with building staff. | Completed |
| | Established and shared IST model during staff meetings. | Completed |
| December 2018 | Act 93 Administrator goals finalized. | Completed |
| January 2018 | Review First Semester PLC meetings and implementation plans. (Guiding Questions and MAP Data to Instructional Framework) | Completed |
| | Review First Semester / Implementation of building level Multi-Tiered System of Support (MTSS). | Completed |
| | Review First Semester / Implementation of building level Instructional Support Team (IST). | Completed |

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| February/May 2019 | PLC teams and building leadership will provide a progress report with principals on the use of protocols and intervention periods. | On-Going |
| March 2019 | Trauma Informed Workshop #3 Instructional Support Team (IST) and Multi-Tiered System of Support (MTSS) check-In. | Completed 2/15/19 |
| April - June 2019 | Partial evaluations completed with Act 93 group – achievement goals need to be completed in fall 2019. Instructional Support Team (IST) and Multi-Tiered System of Support (MTSS) Progress/Final Check In. Trauma Informed Workshop #4 Yearly Wrap- Up | On-Going Mid-Year Review May ,2019 June/2019 June/2019 |

Assessment of Goal of Goal 2:

This goal will be considered successful if:

- 1. Training and resources implemented met the demands of our new ELA, Math, and Science implementation efforts.**
 1. Provided in building coaching support by Math in Focus (K-5 Math) on 1/8/19, 1/9/19, 1/10/19, 1/16/19, 1/17/19, 3/11/19, 3/12/19, 3/22/19, 4/17/19, 4/18/19, 4/30/19, 5/9/19, 5/22/19, 6/17/19, 6/18/19, 6/19/19, 6/20/19
 2. Implemented K-5 science resources in K-5 PLCs throughout November and December
 3. Implemented training on newly implemented science resources for MS throughout December and January
 4. Implemented in-service time to revise pacing calendars for ELA and Math on 11/6/18
 5. Engaged all K-5 teachers in professional learning on effective science instruction on 5/21/19
 6. Engaged all 6-12 teachers in professional learning on new science resources on 5/21/19
 7. Will engage teachers involved in curriculum writing with pacing (Math and Science during June 17-20, ELA during June 24-27)
 8. Ongoing formal observations and walkthroughs of staff

2. **Implement building level Instructional Support Team (IST) model. Focusing on developing the framework, procedures, and documents necessary for this process and ensure all students receive interventions in a timely manner. (This intervention will help reduce the achievement gap between historically underperforming students and other students)**
 1. Presented IST model with all staff at Lower on 9/16/18, all staff at Ringing Rocks on 10/27/18, and all staff at West on 11/28/18).
 2. Established monthly meetings with IST teachers
 3. Developed protocol and processes to support the IST model
 4. Established IST teams in each elementary building to review data
 5. Established interventions to be used for Math and Reading in K-5

3. **Implement building level Multi-Tiered System of Support (MTSS). Focusing on a defined tier time during the regularly scheduled school day during which students receive the targeted support they need. (This intervention will help reduce the achievement gap between historically underperforming students and other students)**
 1. Planning Team meetings were held (9/6/18, 9/12/18, 9/14/18, 9/19/18)
 2. Planning Team met with all K-5 PLCs in October 2018
 3. A district letter sent to families to communicate MTSS model on 10/3/18
 4. Regular board updates occurred 9/11/18, 9/26/18, 10/19/18, 2/24/19, 3/12/19, 4/9/19
 5. Planned and implemented in-service day for MTSS expectations on 11/2/18
 6. Designed pathways for interventions on 12/3/18 and 1/15/19
 7. Planning Team Met with all K-5 PLCs to gather data about MTSS process on 2/26/19 at Lower, 3/11/19 at West, and 3/19/19 at Ringing Rocks
 8. Compiled themes and recommendations for future of MTSS on 4/2/19
 9. Engaged all K-5 teachers in analysis of MTSS themes on 5/21/19

4. **Implemented year three of Professional Learning Communities and appropriately monitor the use of (Guiding Questions and MAP Data to Instructional Framework) to inform instruction and interventions in classroom.**
 1. Implemented building level exploration of data for all staff on 8/28/18
 2. Presented CIT committee with a presentation on data 8/28/19 and 10/16/18
 3. Completed Full board presentation on data 10/23/18
 4. Engaged all K-5 PLCs to communicate expectations for PLCs
 5. Engaged all K-10 PLCs to analyze MAP data (MS: 2/21/19 and 3/15/19, RR: 3/7/19, WP: 3/12/19 and 3/14/19, HS: February and May)
 6. Completed Grade Level (2-10) PLC team meetings and analyzed RIT scores and growth to determine action plans for groups of students
 7. Compiled documents to show analysis of MAP Math and ELA data and action plans
 8. Provided three comparisons of PGSD's mean RIT score by grade level to the national norm for staff and CIT committee

5. **Training and resources implemented met the demands of our Trauma Informed Community Connections. The staff will understand Adverse Childhood Experiences (ACEs), and why ACES matters when educating our students.**
 1. Completed Professional learning sessions occurred for all staff on 8/22/18, 11/6/18, and 2/15/19

Goal #3: To balance the 2019-20 budget while maintaining the integrity of classroom instructional programs and co-curricular activities-

Objectives:

1. **Have a balanced budget with a planned use of fund balance and a property tax increase (Not to exceed 2.5%) that reflects and maintains the integrity of instructional programs and co-curricular activities.**

2. **To have a Target Goal of under 2.5% of the expenditure variance at the end of June 30, 2019.**

3. **Have a final budget passed that reflects an overall spending increase of less than 1% for non-mandated expenses.**

| Time Line | Action Step | Evaluation of step |
|---------------------------|--|-------------------------|
| July 2018 | Review financial data with Administrative Team. | Completed |
| August 2018 | Monitor effects of state budget changes if any. | Completed |
| September-Nov. 2018 | Determine revenue generated from Act 1. | Completed Index 3.0% |
| September-October 2018 | Reconciliation of projected deficit to actual surplus. | Completed |
| November/December 2018 | Update projected fund balances and the budget gap to school board. | Completed |
| | Determine per-pupil allocations for buildings. | Completed |
| | Begin staffing projections for the 2018-19 school year. | Completed |
| November/December 2018 | Prepare building allocations and materials needs for the 2019-20 school year. | Completed |
| | Identify Grant opportunities. | Completed |
| | Estimated use of designated fund balances for healthcare, PSERS, capital projects, and technology. | Completed |
| | Board to determine if the budget will stay within index. | Completed |
| January 2019 – April 2019 | Update forecast with any new revenue sources and/or reductions in expenses. | Completed |
| | Prepare budget for 2019-20 with updates made at monthly Operations and Facilities Committee | Completed 2/12/19 |

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| | meetings. Estimate costs for contract obligations. Estimate costs for health care increases. Prepare preliminary budget. | Completed Completed Completed 2/12/19 |
| April 2019 | Prepare proposed final budget for Board approval. | Completed 4/23/19 |
| June 2019 | Prepare final budget for Board approval. | Expect adoption 6/11/19 |

Assessment of Goal:

This goal will be considered successful if:

- 1. Have a balanced budget that reflects the lowest tax increase (Not to exceed 2.5%) while maintaining the integrity of instructional programs and co-curricular activities.**

The Preliminary budget reflected a need for a tax increase of 2.1%. This included the implementation of a 3rd foreign language. This was reduced to a 1.6% tax increase required to balance the Proposed Final Budget on April 23, 2019. This budget scenario added a teacher on special assignment for the Pupil Services Department to aid in the completion of administrative functions. It also included additional compensation for 10 aides who will become registered behavior technicians and an increase in charter school tuitions of approximately \$350,000. Due to the recognition of 12 retirements generated from an incentive plan offered to the teachers' union, the 2019-2020 budget is expected to require a tax increase of less than 1%.

- 2. The Target Goal of under 2.5% of expenditure variance was met at the end of the June 30, 2017.**

This will not be determined until our audit is completed. However, all indications are that we will meet this goal.

- 3. A final budget is passed that reflects an overall spending increase of less than 1% for non-mandated expenses.**

When the Preliminary Budget was created, it reflected a decrease of .43% in non-mandated expenses.

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

1. The PGSD 2019 Satisfaction and Communication Survey will reflect an overall satisfaction rating of 8 on a scale of 1 to 10.

2. Continued Areas of Focus in 2018-19:

- Overall district communications
- Overall school communications
- Budget communications
- Safe Schools Partnership
- Pottsgrove Village

3. New Initiatives 2018-19

- Director of Community Relations and Co-Curricular Activities will:
 1. will further develop the Pottsgrove Brand in order to demonstrate (Market) the value that PGSD students add to the PGSD community.
 2. will further develop the Pottsgrove Education Foundation.
 3. will initiate a more diverse co-curricular program in grade 3 through 8.
 4. will further develop and utilize social media to communicate and promote community relations.
- Communicating with non-parent residents – **Annual Report**
- Asking for, and responding to public input – **Calendar Committee**

| | Action Steps | Evaluation of step |
|------------------------|--|--------------------|
| August 2018 | Review survey findings with administration | Completed |
| September 2018 | Review survey findings with staff. | Completed |
| | Review survey findings with Board | Completed |
| | Post Survey Results | Completed |
| September-June 2018-19 | Provide Overall district communications | Completed |
| | Provide Overall school communications | Completed |
| | Provide Budget communications | Completed |
| | Communicating with non-parent residents – Annual Report | Spring 2019 |

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| September-June 2018-19 | Asking for, and responding to public input– Calendar Committee | Completed 10/11/18 |
| January – 2019 | Safe Schools Partnerships Committee-Mid Year Review Pottsgrove Village – Mid-Year Review | Completed Completed |
| February-May 2019 | Follow-Up Meetings Safe Schools Partnerships Committee Pottsgrove Village | Completed Completed Completed |
| September-June 2018-19 | Director of Community Relations and Co-Curricular Activities (Baseline Goals) | Completed |
| January- | Mid-Year Review | Completed |
| February 2019 | Follow-Up Meetings | Completed |
| February-May 2019 | <ol style="list-style-type: none"> 1. The district will further develop the Pottsgrove Brand in order to demonstrate (Market) the value that PGSD students add to the PGSD community. 2. The district will further develop the Pottsgrove Education Foundation. 3. The district will initiate a more diverse co-curricular program in grade 3 through 8. 4. The district will further develop and utilize social media to communicate and promote community relations. | Completed Completed Completed Completed |
| June-2019 | Produce a Year-End Report that reflects the goals. | Completed |
| June-2019 | Produce a Year-End Report that reflects the established committee goals to help improve school safety and community welfare. | Completed 5/14/19 Act 44 |
| June-2019 | Produce a Year-End Report that reflects the established committee goals to help improve the Pottsgrove Village. | June, 2019 |

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| May 2019 | Conduct professional development planning meeting with the union leadership, administration, teachers, and support staff. | June 2019 |
| June 2019 | Updates to parents and staff on the survey. Take Survey. | On-Going |
| August 2019 | Satisfaction and Communication Survey - Review survey findings Administration | TBA |
| Fall 2019 | Satisfaction and Communication Survey - Review survey findings with Board. | TBA |

Assessment of Goal:

This goal will be considered successful if:

1. The PGSD 2018 Satisfaction and Communication Survey will reflect an overall satisfaction rating of 8 on a scale of 1 to 10.

Summer 2019

2. Areas of Focus will continue to improve and expand based on local data and the information from 2018-19 PGSD Satisfaction and Communication Survey.

Improved and expanded base on local data and information

9/14/18 *TriCounty Area Chamber Event w/Board Legislative Breakfast*
9/28/18 *Superintendent PCTV halftime interviews regarding state of the District*
10/11/18 *Community Stake Holders-Calendar Committee regarding 2018-2019 District Calendar*
10/26/18 *Superintendent PCTV halftime interviews regarding state of the District*
11/13/18 *TriCounty Area Chamber Event w/Board Economic Development Luncheon*
12/6/18 *TriCounty Area Chamber Event w/Board "Gathering of Gratitude" Luncheon*
1/11/19 *TriCounty Area Chamber Event w/Board Economic Development Breakfast*
2/19/19 *Superintendent PCTV halftime interviews regarding state of the District*
4/17/19 *TriCounty Area Chamber Event Annual Meeting*
5/10/19 *Education Foundation 5k*
5/11/19 *RecoveryWalk/TriCounty Area*

3. New communication Initiatives 2018-19 will be implemented and expanded based on local data and the information from 2018-19 PGSD Satisfaction and Communication Survey.

1. Developed the Pottsgrove Brand in order to demonstrate (Market) the value that PGSD students add to the PGSD community.
 - Created a new, modern logo to reflect District identity
 - Published a User Guide for all district shareholders
 - Introduced logo design to public
 - Updated high school profile.
 - Developing overall district brochure - On Going
 - Include district summary on website – Summer 2019
 - Completed Annual Report and mailed to all residents
 - Updated Crisis Handbooks
2. Further developed the Pottsgrove Education Foundation.
 - Provided four education mini-grants in 2018-19
 - Developed application process for mini-grants
 - Obtained four additional EITC sources
 - Implemented annual giving program internally
 - Obtained \$5000.00 grant from Uninvest Bank for mini-grants
 - Identified five potential members for 2019-20 year
 - Education Foundation race planned for May 10th
 - Generated over \$4500.00 in sponsorships
 - PRIDE participants paid by Health & Wellness Grant
3. Initiated a more diverse co-curricular program in grade 3 through 8.
 - Implemented a comprehensive new program platform
 - Recruitment of new instructors for new programs
 - Developed application and evaluation process
4. Further developed and utilize social media to communicate and promote community relations.
 - Developed templates for internal and external communications
 - Established relationships with print and electronic media
 - Development of Public Relations Booklet – On Going
 - Established an account with GreatSchools.org