

Pottsgrove School District

Superintendent Goals Summary 2013-14

The mission of the Pottsgrove School District is to educate and inspire all students to excel as productive, responsible citizens, and lifelong learners.

	Goal	Evidence & Measures of Success and/or Deliverables	Final Report June 19, 2014
District	<p>1. Superintendent Goal 1: Continuous Improvement Planning – <i>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.</i></p> <p style="text-align: center;">GOAL MET</p>	<ul style="list-style-type: none"> • Continuous Improvement Plans submitted by Schools and Departments • 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. 	<p><u>Comprehensive Plan</u></p> <ul style="list-style-type: none"> • Began implementation of focus areas for 2013-14 aligned to Comprehensive Plan. • Board workshop – 1.2014 to review progress • SIP progress presented to BOE – 9.2014 & 5.2014 • Board presentation – 6.17.14 <p><u>School & Dept. Improvement Plans</u></p> <ul style="list-style-type: none"> • 9.16.13 – SIP/DIPs reviewed and feedback provided. • 12.13 – SIP/DIP Cycle I evaluation meeting • 3.10.14 – SIP/DIP Cycle II evaluation meeting • 6.18.14 – SIP/DIP Cycle III evaluation meeting (scheduled). • Continued check-ins regarding status throughout the school year (via monthly principals meetings, cabinet meetings, etc).
	<p>2. Superintendent Goal 2: 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> <p style="text-align: center;">GOAL MET</p>	<ul style="list-style-type: none"> • One-page overview of curriculum for each grade/course posted prominently on Curriculum Department website • Documented peer and administrative review of curriculum per School-level Continuous Improvement Plan • Participate in Learning Walks throughout the district • Growth of students and subgroups on local and state assessments 	<ul style="list-style-type: none"> • Refined elementary units of study to strengthen balanced literacy curriculum connections and integrate Foundations and writing instruction within units (included embedded staff training). • Implemented Every Day Mathematics Program K-5 including embedded staff training throughout the year. • Continued to refine all 6-12 ELA, SS, Sci and Encore Units of Study (including CFA’s and performance tasks) and implement with fidelity across all classrooms. • Implemented designated math program 6-12 with fidelity including embedded staff training throughout the year. • Researched and established criteria for placement into advanced courses. Added additional AP courses

	Goal	Evidence & Measures of Success and/or Deliverables	Final Report June 19, 2014
	<p>3. Superintendent Goal 3: 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> <p>GOAL MET</p>	<ul style="list-style-type: none"> • One-page overview of curriculum for each grade/course posted prominently on Curriculum Department website • Documented peer and administrative review of curriculum per School-level Continuous Improvement Plan • Participate in Learning Walks throughout the district 	<p>(included training for appropriate staff).</p> <ul style="list-style-type: none"> • Continued implementation of the modeling component of balanced literacy in K-2 and the independent reading component in grades 3-5. • Implemented Guided Reading Instruction K-5 • Implemented Words Their Way as a differentiated word study component of balanced literacy in grades 3-5. • Created, monitored and supported independent reading structures within the ELA class period K-5. • Piloted implementation of Lucy Calkins Writing Units of Study K-5. • Embedded reading and writing literacy standards into existing 6-10 ELA, Science and SS units of study utilizing the district developed writing checklist. • Implemented the F & P Benchmark Assessment System, utilizing the Continuum of Literacy Learning to set goals, monitor progress and guide instruction K-5. • Maintained anecdotal notes as a formative assessment tool to monitor guided and independent reading and track grade level progress within a leveled system K-5. • Refined data team time/process to support the analysis of formative assessment data, maximize collaborative instructional decision-making, support the school improvement plan and allow for collaborative, timely and relevant professional development K-5. • Implemented established district protocol for data teaming with high cognitive demand tasks 6-12. • Implemented established district protocol for data teaming with benchmark assessment data in order to prepare students for success on Keystone and PSSA exams 6-12. • Set expectations for using mobile technology to support the curricular initiatives and differentiation of instruction (EDM, Balanced Literacy, Agile Minds, etc.). • Digital literacy team researched best practices in a 1:1 learning environment and developed a comprehensive implementation plan. • All secondary math teachers implemented best practices in a blended learning environment (Mathia & Cognitive

	Goal	Evidence & Measures of Success and/or Deliverables	Final Report June 19, 2014
			Tutor). <ul style="list-style-type: none"> • Worked collaboratively with the union to develop and implement Pottsgrove University. • Facilitated new Kindergarten Screening Tool implementation.
	<p>4. Superintendent Goal 4: <u>Community</u> (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> <p>GOAL MET</p>	<ul style="list-style-type: none"> • Implement communication structures and protocols in order to improve internal and external communications across segments of the district. • Revisions to the website to promote district communication strategies and public information activities to enhance high level communication and promote district initiatives with all constituencies (e.g. web page revision, community connection meetings). • Employment of Community Connection Meetings with school personnel to create opportunities to interact with teachers and community to improve the climate of the district as a whole. • Feedback via district communications and technology committee 	<ul style="list-style-type: none"> • Professional staff trained and implemented tools on the new district web portal (classroom web pages, calendaring, teacher dashboard, and social media tools). • District faculty received 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 trained in expectations for use of the website and communicating with families (e.g. responding to email and phone calls, posting homework, updating web page, etc.). • Following training, all building principals developed and implemented a building communications plan that was monitored by district office. • Numerous updates and enhancements to the district department websites. • Daily Facebook postings. • Community Connection Meetings held (3 scheduled, 2 held due to snow day). • Math nights held for parents at each level. • Launched Key Communicators group. • Board notes to public created and maintained following every board meeting. • Achiever produced and distributed– 3 editions. • Videos highlighting instructional programming produced and distributed to parents. • Positive Note Campaign launched from Supers office to employees
	<p>5. Comprehensive Plan Goal 3: <i>Establish a district system that fully ensures students who are academically at risk are</i></p>	<ul style="list-style-type: none"> • Establish a drug and alcohol task force to research best practices and recommend additional preventative and support programming for implementation. 	<ul style="list-style-type: none"> • Drug and alcohol task force met numerous times throughout the year to research best practices and build partnerships with the community. <ul style="list-style-type: none"> ○ Promoted and implemented April Awareness activities.

	Goal	Evidence & Measures of Success and/or Deliverables	Final Report June 19, 2014
	<p><i>identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.</i></p> <p>GOAL MET</p>	<ul style="list-style-type: none"> • Expand MS/HS programs to support the academic and social/emotional needs of all learners. • Increase the efficacy of child study teams in providing academic and behavioral interventions and child find duties in each building. • Identify and implement proactive interventions to address bullying prevention. 	<ul style="list-style-type: none"> ○ Community Connection on Drug Awareness and implemented Drug Enforcement Agencies Take Back Initiative. ○ Website of resources developed. • Continued to refine and implement school-wide positive behavior support programming at elementary. • Developed and implemented appropriate interventions based upon data review using benchmark and formative assessment data via the established district data team process 6-12. • Trained the school-wide positive behavior support team at the middle school level. Began to research and develop protocols for high school program in 2015. • Developed partnerships with community agencies to further support academic and social/emotional needs of secondary students. • Expanded Unity Day activities (positive behavior and anti-bullying) to grades 6-8. • Child study teams reviewed and refined membership and procedures at each building K-12 and defined responsibilities. • Child study teams developed an extensive list of remedial strategies and interventions for in-classroom implementation K-12. • Updated bullying programming at elementary level (Second Step and Positive Action). • Elementary Guidance Counselors trained to become bullying prevention specialists. • Bucket Filler and Buddy Bench programs launched K-2. • Falcon Friends club added at the HS to promote tolerance of differences and inclusion.

In addition to those items listed in goals above, some other major initiatives include the following:

Differentiated Supervision – Instituted 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.

- All K-12 professionals participated in the newly defined differentiated supervision and evaluation process with the intent of meeting identified personalized goals successfully.

High School Renovation Project – District design team worked throughout the year through the design phase of the project and successfully garnered community and board support to move forward with the construction phase of the project to begin June 16, 2014.

WMCTC – Served as the Substitute Superintendent of Record from January through present. Worked on filing in the gap for the Administrative Executive Director; Oversaw the entire hiring process for the newly appointed Administrative Director; researched the health care issue at the center; Took over the negotiations process to assist the JOC negotiating team. This has resulted in a very large amount of time due to all of the above-mentioned issues this past semester.

HR responsibilities and all Assistant Superintendent responsibilities (including hiring process for new Assistant Superintendent) – Handled both the Superintendent’s job responsibilities and the Assistant Superintendent’s job responsibilities from August through mid January including the hiring process for the Assistant Superintendent.

Facilitation of the Gifted Program Review

Creation and Monitoring of Administrator Transition Plans - Due to the fact that there were 4 out of 5 building principals new to their positions this year, I facilitated the development and on-going monitoring of transition plans for each newly placed administrator.