

THE BOARD'S VISION FOR THE SCHOOL DISTRICT COMMUNITY

Each year the total student educational output will improve;

The financial burden of the community will be wisely used; and

All aspects of our educational community unite in their efforts to excel in the 21st century.

The Superintendent of Schools and his /her administration will carry out this vision.

High level goals are established annually by the Board to measure the Superintendent's progress in implementing the Board's vision. The goals are documented in the following categories:

1. Instruction and Student Achievement
2. Financial Planning and Management
3. Relationships with the Students, Parents, and Community
4. Policies, Governance, and Strategic Planning
5. Operations
6. Special Education

1. Instruction and Student Achievement

The Board expects that all students achieve to their fullest potential. The Superintendent will use all means available to help them realize this potential.

Specific Goals:

- a) Establish a systematic annual assessment of student needs and achievement. Establish mechanisms to ensure the placement of students in strategic level of instruction, encouraging and supporting students to challenge themselves with higher-level classes where possible

- Formative assessments, based on the curriculum maps, will be used to identify students' instructional strengths and needs to determine appropriate lesson planning
 - As measured by the Developmental Reading Assessment (DRA), all students will be at or above grade level by the end of each academic year
 - High school students will be counseled and supported to take higher-level classes when data from the elementary and middle school years indicate they have the capability
 - For the 14-15 school year, 85% of all students who are advanced to higher-level classes will earn a "C" or better and 50% will earn a "B" or better
 - Each AP Stem classes will show a 5% increase in the number of underrepresented (as defined by College Board) students from 2014-15 to 2015-16
 - There will be a 5% increase in the number of underrepresented students enrolled in higher-level courses at the Middle School and High School 2014-15 to 2015-16 in the same course. The goal is to have ethnic, economic, and gender equality
 - The PAHS Graduation rate for 3, 4, 5, or 6 year graduates will be 100% of all students who begin the school year in 12th grade
- b) Continue to improve the District's ranking in relation to other schools in the county and region based on metrics used by realtors and property appraisers (US News and World Report, The Inquirer, Philadelphia Magazine, SAT, graduation rates, standardized testing, attendance and other measures of success)

- Using the PVAAS Data, in grades 4 to 8, the State metrics will show that all schools in all measured areas will be green, light blue, and dark blue
 - By June 2015, present to the Board an initial draft of a broad set of measures that will be used on a regular basis to evaluate district performance. In the draft presented to the Board, there should be 3 to 5 year markers for attainment. Gain Board approval of the list of measures by the end of September 2015. For each measure identify the appropriate periodicity of update (monthly, quarterly, annually.....). In addition to student performance, measures must include some form of measurement of bullying incidents, participation in activities/athletics, incidents of violence, and incidents of drug use.
- c) Continue to articulate and refine a vision for the types and quality of services to be offered by the Guidance Departments at all levels. Define and implement a plan to achieve that vision. Present the vision and the plan in written form to the Board by October 2015
- Naviance – students in grades 7 to 11 will have individualized plans by May 2015
 - The High School Counseling Department will reach out to parents by producing and distributing six newsletters each year. Grade level counselors will produce a grade specific section for each newsletter
 - Secondary students will provide feedback regarding their satisfaction with the counseling services they have received
- d) Utilize performance feedback for staff at all levels

- All 5th to 12th grade students will be surveyed, using the Student Gallup Poll, in October 2014. This data will be considered baseline data and a plan for growth will be developed from the data. The survey will be repeated yearly to determine growth, using both local and national norms. Initially the measure of hopefulness will be used to develop programs that raise the hopefulness level of the PASD students above national norms
- All students will provide feedback to all teachers in grades 4 to 12 at the end of year or semester if the class is a semester class. The feedback format will be age and subject appropriate and will be used by the faculty member to improve instructional practice and reflection
- Staff feedback survey will continue. The 2014-15 survey will show a 5% improvement in scores across all areas from the 2013-14 survey

2. Financial Planning and Management

The Board has a fiduciary duty to the school community and to the community at large to provide the best education to all students with the most cost efficient use of monies and other resources provided to the district.

Specific Goals:

- a) Develop budgets that meet the constraints imposed by PSERS increases and debt while staying within the Act 1 index
- b) The administration will work with the Board to develop a 5-year budget that is sustainable and within the estimated future Act 1 indexes –
 - Continue the PSERS drawdown in a manner that does not adversely impact tax increases in the future
 - Complete implementation of automated payments to vendors

- Develop an inventory control system for all athletic materials and textbooks

3. Relationships With the Students, Parents, and Community

The Board understands the importance of collaborating with the public and school community, and that these relationships will be fostered at a high level.

Specific Goals:

- a) Administration to implement the marketing plan to promote district's agenda, accomplishments, and vision
- A marketing plan will be presented to the Board in December 2014 or January 2015. Implementation of the plan will begin once Board of School Director approval is garnered
- b) By the end of May 2015 the Strategic Planning Committee shall be prepared to expand the participation in the process to include a broad range of district and community stakeholders
- c) By the end of May 2016, the Board shall approve the Strategic Plan after significant community participation has occurred as determined by the Board
- d) Increase the engagement of underrepresented parents in the school district and their children's education
 - Administration will meet with parents of underrepresented families at least twice during the 2014-15 school year to learn what the District can do to better meet their needs and increase their engagement with the District

- e) Continue to drive a cultural change in which all staff maintain a customer service mindset toward students, parents, and community
 - Continue to hold all staff accountable for quality customer service
 - Continue implementation of the recognition program where quality customer service is recognized. Two examples: Purple Passion Award and “on the spot” recognition
- f) Develop a marketing plan that targets the relators in the community

4. Policies and Governance

The School District is governed by the policies set forth in the Phoenixville Area School District Board Policies. The application and implementation of these policies is the basis of District processes and procedures.

Specific Goals:

- a) Continue to advise and work with the Board regarding regular review and update of policies as well as responding to policy changes driven by legislation and PDE
 - District Guidelines will be placed underneath their associated Policy – May 2015
 - Working with District Counsel, the administration will recommend to the Board a Policy which addresses Booster Organizations and Title 9
 - The Administration will demonstrate to the Policy Committee that 100% of legislative updates identified in the PNN or by the district solicitor are discussed at Policy within 2 months of the PNN issuance or receipt of the recommendation from the

solicitor, or earlier than 2 months if the legislations drives a faster timeline

- By May 2016, Administration will recommend to the Policy Committee a review cycle that has all policies reviewed at least once every four (4)

5. Operations

The Board expects the daily tasks of managing the school district, with the emphasis on the buildings, grounds, transportation, and student safety, to be integral parts of the overall supervision of the school district.

- Support the Board through the land acquisition process
- Manage land development and construction activities for additional elementary classroom space
- By October 2015, after the new student projections are received and analyzed by the administration and Board of School Directors, the administration will present to the Board of School Directors a plan for meeting the anticipated projected increase in student enrollment. This presentation may include options for redistricting, change of grade patterns, new construction, or other options
- The administration will continue to support the Board of School Directors in its implementation of the Service Life Extension Program
- By January 2016, the District website will be user friendly – easily accessible, seamless in its links, and visually appealing. Updates will occur on a continuous basis, with all departments, calendars, and building pages completely updated by the

beginning of the school year each year and properly maintained throughout the school year

- The superintendent and cabinet will develop a succession plan for all administrative positions by May 2016. The plan should include internal as well as external options

6. Special Education

The Board deems it important that every student is challenged to fulfill his or her potential. In that effort, major emphasis needs to be placed on our special education programming. All aspects of this program should challenge and educate our special needs students

- a) Ensure the proper planning and implementation of special education services, including a systematic method to provide quality programming in a consistent manner in all internal and external placements
 - 95% of parents will indicate that they agree or strongly agree that their children had a positive transition experience on the parent satisfaction survey
 - 95% of parents will indicate that they agree or strongly agree that the programming their child is receiving is quality programming
 - The special education department will conduct every other month reviews of files to confirm that the IEPs achieve a level of quality and individualization. These reviews will also ensure that all goals in the IEP are measurable

- Yearly, student files will be independently audited to determine compliance. The audit will show 100% compliance. When less than 100% compliance is noted corrective procedures will be implemented with corrections occurring within two months –
- b) Develop an inclusive educational system that provides students with access to the highest level of academic rigor, along with the social and emotional opportunities of the general education setting. This will be accomplished by providing all necessary supports and services
- The District will meet or exceed all state targets for 80% LRE and 40% LRE and will reduce the number of students out of the mainstream by 5% per year
 - Ongoing staff development efforts will focus on strategies and supports to provide inclusive opportunities to all students with a special focus on co-teaching in general education
 - 95% of all special education goals – educational, social, and emotional – will be met
 - During the 2014-15 school year, all necessary planning will take place to begin a Life Skills Functional Living House for the Secondary Campus for the 2015-16 school year
 - The staff development training program instituted in 2013-14 will continue to be implemented to ensure that all staff are knowledgeable, capable, and confident to teach / work with / aware of individual students disabilities and the best ways to help them grow to their full potential in the least restrictive environment