

**Tredyffrin/Easttown School District
District Level Goal Completion Report
2008-2009**



Mission Statement for the Tredyffrin/Easttown School District

**To inspire a passion for learning, personal integrity, the pursuit of
excellence and social responsibility in each student**

2008-2009 District Goals

District Level Goals are carefully considered and established each year. The process of establishing Goals in itself serves as a planning and communication device for the Board and administration. It ensures everyone is familiar with the direction being set and has participated in setting that direction for the benefit of our students. Finally, a statement of Goals enables the Board and staff to look back at the end of the year to see if the plans have indeed been accomplished. Depending on an evaluation of the outcomes, it may be appropriate to either revisit a particular Goal or to move on to new areas of priority.

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Context: It is the practice of the District to review programs and initiatives at regular intervals. The District also seeks to ensure the success of emerging programs designed to provide support for student success. The following areas have been identified for study and review or for evaluation during 2008-2009:

- 1) Blueprint for Instruction at the Elementary Level
- 2) PATHS Curriculum
- 3) Middle School Program
- 4) High School Graduation Requirements
- 5) World Languages K-12 Curriculum
- 6) Electronic Learning
- 7) Pinnacle Program - Student/Parent Internet Access to Grades

Goal 1: To analyze the effectiveness of existing curricular and educational programs and to implement new initiatives to meet learner needs.

Objective 1.1 To revise the Elementary Blueprint for Instruction to incorporate recent programming changes including analysis of the implementation of the elementary six-day rotation.

After a three-year committee review of the elementary school program, recommendations for revisions to the Elementary Blueprint for Instruction were presented to the Board Education Committee in the fall of 2008. The revisions include the use of flexible grouping strategies in math and reading; the adjustment of the schedule to maximize time in language arts, math and science; the integration of strategic initiatives into the elementary school program; the updating of staff and program descriptions; and the reorganization of the support and special area teams. Implementation of several of the revisions to the elementary school program began during the 2008-09 school year.

Analysis of the implementation of the six-day schedule began with discussion and review at Instructional Cabinet meetings in all five elementary schools as well as through District facilitators’ meetings. Implications of the Blueprint revisions and new schedule were reviewed at curriculum standing committees and at other District-wide committee meetings.

Although the implementation of the 6-day schedule in 2008-09 was separate from the work of the Blueprint Committee, the schedule embodies all of the recommendations made to the Education Committee. In the spring of 2009 an assessment of the six-day cycle was conducted involving interviews with students in grades 3 and 4 and with all teachers from all five elementary schools. Refinements to the schedule were identified and modifications to the six-day rotation are planned for the 2009-10 school year.

Objective 1.2 To expand the implementation of the PATHS curriculum to all elementary schools.

The Promoting Alternative Thinking Strategies (PATHS) program is a research-based program designed to promote healthy choices. PATHS, a social and emotional learning program, addresses problem solving skills, inter-personal relations, emotional awareness and the impact on children. The program is a long-term approach to addressing choices surrounding drug and alcohol use. PATHS was expanded from Beaumont and Devon Elementary Schools to all five elementary schools during the 2008-09 school year. PATHS training was provided for all teachers through summer workshops and in-service sessions. Elementary principals and District administrators worked with PATHS consultants to identify teacher and student needs and to administer instruments to assess the impact of the program.

Objective 1.3 To evaluate the effectiveness of the current middle school curriculum including the delivery of reading and math.

The Middle School Advisory Committee reviews programs and initiatives at regular intervals with emphasis on current practices in curriculum, program development, support, activities and transition at the middle school level. The Committee held discussions about different possibilities for creating additional time for math instruction at the fifth and sixth grade levels. Committee members discussed schedule alternatives to initiate an integrated language arts course by combining the English and reading courses. In order to increase instructional time in math and/or create a language arts course, a reduction in instructional time could affect other areas including science, social studies and special areas classes. The study of the allocation of time across instructional areas will continue in 2009-10.

In addition to examining the curriculum, the Committee developed the following overarching goal: to determine if the current middle school program meets the needs of students in the 21st century. To achieve this goal, the Committee began a review of the action plans of the original program to determine the degree to which they promote the development of strategic initiatives and reflect best practices. The Committee reviewed curriculum and instruction best practices and future trends in math, science, English, reading, and social studies. The Committee also examined special areas offerings from high performing middle schools.

Future trends were discussed including movements toward national standards, national standardized testing, and the expanded use of Pennsylvania Value Added Assessment System (PVAAS). Changes in the delivery of math and reading support were communicated as a follow up to a presentation to the Board Education Committee. The use of core classes in all grades and core extension in seventh and eighth grades as the method to provide support for all students will be examined for implementation in the

future. The Board Education Committee supported the continued study of changes in delivery of math and reading support during the 2009-10 school year.

Objective 1.4 To monitor the status of the state plan to implement Graduation Competency Assessments to determine the potential impact on students.

Based on reactions received from many voices across the state, the GCA proposal has been modified. Most recent revisions include a change in name to Keystone Exams, a delayed implementation timeline, additional provisions for students with exceptional circumstances, and accommodations for diverse learners. Ten new exams will be created with proficiency requirements extended to science and social studies. Significant costs for curriculum revision, remediation, test validation, test administration, and communication will be incurred by local school districts. The local assessment option has been maintained within a structure that allows for more input on local assessment criteria from local school boards. Pending federal approval, three Keystone Exams may replace the current 11th grade PSSA tests. Developments on this issue will continue to be monitored in 2009-10.

Objective 1.5 To conduct a K-12 review of the World Languages curriculum to align with the new strategic plan, including achievement levels at the high school.

In December 2008, a team of two consultants was selected to conduct a K-12 review of the World Languages curriculum. They began their process during the spring. Considerations from this work will be grounded within the context of the District's commitment to strategic initiatives and priorities.

Objective 1.6 To review current practices related to the awarding of credit for electronic learning courses with consideration to existing and emerging technologies and programs.

The District's pilot online coursework program is designed to provide eligible Conestoga students with an opportunity to receive high school credit for courses taken online. In preparation for this pilot program, current practices related to the assignment of course credit at Conestoga were reviewed by the administration, with particular consideration to emerging programs and coursework through online learning. Specific attention was paid to utilizing the current structure as a framework to support online coursework at Conestoga. Information will be gathered throughout the 2009-10 school year to assess the impact of the pilot program as well as the Board policy regarding the awarding of credit by the School District.

Objective 1.7 To implement the Pinnacle Internet Viewer in grades 5-12 to enable students and parents to view individual grade information online.

The Parent Internet Viewer (PIV) was fully implemented in grades 5 through 12 during the first quarter of the 2008-09 school year. Parents and students have successfully used this tool thousands of times to gather accurate and timely information about grades and assignments directly from the teachers' electronic grade books. In a recent survey of teachers in grades 5-12, the following was noted:

85% reported that the PIV has had a positive impact on their students.

70% reported that the PIV has increased communication with their students.

55% reported that they have seen a greater amount of assignments turned in (both on time or late) by their students due to the PIV.

Context: To maintain an ongoing dialogue among students, parents, community members, teachers, counselors, and administrators about the needs of students, the District Safety Committee annually reviews current practices and emerging safety data. During the 2008-2009 school year, the District will review the implementation of a social norming campaign at the high school, the operation of a new emergency notification system to inform parents of critical events, the review of the District’s anti-bullying policy, and the development of safe practices for students to guide the use of emerging web technologies.

Goal 2: To evaluate existing systems to ensure safe school practices and effective communications, and to develop new safety initiatives to address emerging needs.

Objective 2.1 To implement a social norming campaign at Conestoga High School to promote responsible student decision making.

In consultation with an outside facilitating agency called Actuality, Conestoga effectively launched the MANIFEST social norming campaign. A survey was administered to the students in the fall to gather initial data on stress management and at-risk behaviors. A “street team” of students was assembled to coordinate the campaign roll out. The campaign involved a gradual reveal of a series of messages addressing stress reduction and healthy stress management, including: a mural in the courtyard, banners, screen savers, magnets, stress balls and pencils. In addition, a “reveal” assembly and the “Manifestival” provided students with more detail regarding the campaign. The norming campaign will continue next year as Conestoga continues to address healthy stress management and responsible decision making using the MANIFEST tag.

The District Safety Committee provided a supporting role in the implementation of the norming campaign at Conestoga High School. The Committee maintained a relationship with the ARCH (Area Residents Caring and Helping) throughout the process. ARCH contributed funds for implementing the campaign. Several District and community stakeholders were active members of both ARCH and the District Safety Committee to ensure proper communication within the partnership. Appropriate information regarding the District’s prosocial programs and the social norming campaign was shared at these meetings. This garnered support for the campaign among community members and District stakeholders and justified its place among the District’s multifaceted efforts to reinforce responsible decision making skills in our students K-12.

Objective 2.2 To employ the use of a new telephone notification system as a means of contacting parents, guardians and, at selected times, staff when applicable.

The District contracted with SchoolMessenger to provide emergency phone notification services beginning in the 2008-09 school year. The system features 1) delivery of message via phone, text message, and/or email; 2) multi-lingual options; 3) live reporting during the call; 4) the capability to receive data by call results, such as delivered to a person, delivered to a machine, busy, or disconnected number; and 5) segment reporting results by school. These features allow individual schools to view a report online, letting staff know which families did not receive the message.

Utilizing the information provided by parents at the beginning of the school year from student verification sheets, emergency cards and individual school snow emergency forms, the District continually updates the emergency contact database. This new system was communicated to parents with a notice informing them of the system and providing them with a means to change emergency contact information if necessary. The system was tested and used successfully several times during the school year. Once in place, the success of the system was reported through the District Safety Committee.

Objective 2.3 To review the District anti-bullying policy and to distribute and post the updated policy in all District schools.

Policy 5401, *Student Discipline* was revised by the Board of School Directors to include a section devoted to bullying. This policy defines bullying behavior, reporting procedures, disciplinary consequences and the posting requirement for all schools. This policy and all related documents have been posted on the District's web site. Regulation 5401, *Student Discipline* was also amended to include a section on bullying. Age-appropriate documents were created for elementary, middle, and high school postings that describe bullying behaviors, indicate what students should do if bullied, and what the schools will do to prevent such behaviors. As a result of the actions taken by the Board and the administration, the District is in compliance with all appropriate state and federal laws and regulations dealing with bullying requirements.

Objective 2.4 To develop safe practices recommendations for using new, collaborative web technologies with students.

The District Technology Committee began developing Student Guidelines for the safe use of Web 2.0 Tools during the 2008-09 school year. These guidelines have been reviewed twice by the Committee and have been shared with school representatives at all levels of instruction and with several members of the administrative team. This project will continue into the fall of 2009, when *Guidelines for Safe Web 2.0 Practices* will be released and sent to all schools for distribution. The District will continue its current practice of reviewing Web 2.0 sites for appropriateness.

Context: The No Child Left Behind Act requires all students to demonstrate proficiency in reading and math by the year 2014 and, in cooperation with each state, sets standards for all schools and districts to demonstrate adequate yearly progress toward that goal. School and District administrators, in collaboration with Student Performance Committees, will continue to make recommendations for meeting the needs of all learners based on review of assessment data. During the 2008-2009 school year, the United States Congress will consider the reauthorization of the No Child Left Behind Act. The District will continue to monitor the status of the reauthorization effort and its potential impact on students.

Goal 3: To review recent PSSA student performance data, to communicate results to District personnel and the public, and to review instructional practices as needed to ensure that all students demonstrate proficiency.

Objective 3.1 To use 2008 PSSA results in reading and math at all levels to direct instruction for diverse needs of student learners as identified in priority groups through Student Performance Committees.

All District PSSA data were reviewed and summarized in charts, graphs, and PowerPoint presentations. This data was widely shared among team facilitators and administrators during summer workshops. PSSA data was used to assist in the review of curricula and to assist schools in targeting services to students who scored less than proficient in either math or reading. Priority group data was similarly examined and resulted in action plans being implemented to improve student achievement.

Objective 3.2 To review results from the 2008 science PSSA tests to determine if curricular revision or re-alignments are required.

Spring 2008 was the first time science was a tested area for the PSSA. All students in grades 4, 8 and 11 participated. Workshops were scheduled for summer 2008 to analyze the results, but these were cancelled, as PDE was late releasing the results. In October 2008, preliminary results were released to individual districts, but without comparative results for the state or other districts. At that time, TESD preliminary results were analyzed by content anchor for grades 4, 8 and 11. In December, statewide results were released and teachers from each level reviewed results to make curricular recommendations. Results were compared to other districts, and TESD ranked first in the state for percentage of students scoring advanced or proficient. No curricular revisions were recommended at this time; however, review materials for each grade were created to better prepare TESD students for the 2009 science PSSA.

Objective 3.3 To conduct an analysis of the impact of the literacy and math intervention programs on student achievement and make recommendations for modifications and enhancements to the programs.

Over the course of this year, the District undertook a review of the reading and math support programs K-12. The supervisors of language arts and math worked with the principals to evaluate the current programs and review the effects of these programs on student achievement. It became clear that, while the data indicated there was some evidence of benefit, a redesign of the support programs was needed at this time. Utilizing data gathered from principals, standing committees and the support teachers themselves, a new structure that would provide benefit and growth for all students was developed.

To facilitate the implementation of a revised structure, the language arts and math supervisors convened meetings of the support teachers and reading specialists at all three levels – elementary, middle and high school. Working collaboratively, a plan was developed that will provide opportunity for growth for all students in the areas of language arts and math. In addition to curricular realignment, the plan also includes the introduction of electronic learning opportunities that will be integrated into the programs at key points throughout each level. As the revised support structure is implemented in the fall, the piloting of these electronic opportunities will also begin.

Objective 3.4 To monitor the No Child Left Behind reauthorization process and to communicate the District analysis of potential impact on students to legislators.

The reauthorization of the No Child Left Behind law is still in limbo before the U.S. Congress. It is expected this legislation will be reviewed in fall 2009. Some of the proposed changes to this law, as reported in the news media, include: extending the timeline for all students to achieve proficiency in math and reading beyond 2014, providing greater flexibility in dealing with special education requirements, easing the punitive measures that are currently applied to schools and districts for not making adequate yearly progress (AYP), and possibly adding science or other subjects to those required for achieving AYP.

Strategic Planning October 2008

Context: In June 2008, the Board approved a strategic plan with a mission statement and strategies to guide the direction of the District through the year 2014. During the 2008-2009 school year, the District will focus on several themes that emerged throughout the planning process: creativity, personal integrity and social responsibility, and technology. In addition, existing District initiatives will be reviewed to align with the new plan. The District will also monitor the state review of the components of the plan submitted through the e-Strategic Planning tool.

Goal 4: To begin implementation of the new strategic plan with a focus on the strategic initiatives of creativity, personal integrity and social responsibility, and technology.

Objective 4.1 To analyze current research on creativity with teachers and administrators in order to design instructional approaches to creativity that will achieve the District mission.

In the summer of 2008, a representative group of teachers met to review recent research and writing about creativity. The group responded positively to the work of Daniel Pink, Dewitt Jones, and Frans Johansson and recommended a fuller exploration of these ideas in curricular standing committees and through inservice presentations at the building level. Administrators read three current books on creativity to consider potential application in all T/E Schools. The entire administrative group discussed the books in August and reacted favorably to sharing concepts with teachers during the year.

Based on the information gathered from the summer teachers' workshop and the administrative workshop discussion, a half-day inservice presentation was designed for Conestoga High School and Hillside, New Eagle, and Valley Forge Elementary Schools. The teaching staff reacted to the content by defining creativity and its component skills and habits of mind. This information, plus feedback from the curricular standing committees, will be shared with a K-12 creativity committee during the 2009-10 school year. The committee will review additional research to recommend an implementation plan for all schools.

Objective 4.2 To identify through the curricular standing committees opportunities to teach personal integrity and social responsibility in the curricular areas.

The District standing committees for language arts, science, and social studies explored the concepts of personal integrity, social responsibility, and ethics in their meetings during the 2008-2009 school year. Each standing committee was introduced to *An Ethics*

Primer, published by the Northwest Association for Biomedical Research. This resource provided instructional strategies and tools for the inclusion of ethics in the curriculum. Personal integrity and social responsibility were identified as perspectives to guide ethical decision-making processes. Each of the standing committees identified existing curricular opportunities where personal integrity, social responsibility, and ethics could be integrated or made more explicit. In addition, new curricular areas were identified for possible work by future committees and by participants in a personal integrity/social responsibility workshop during the summer of 2009.

Objective 4.3 To incorporate a global component in the District partnerships initiative.

Several steps were taken during the 2008-2009 school year to facilitate the ongoing development of a global component to the District partnership initiatives. During the summer of 2008, a summer workshop was held that focused on the inclusion of global components in existing and future district partnerships. During the school year, a middle school music teacher partnered with a composer in Japan and, through technology, included him in a performance of his symphony by students. At the high school, a “polinomics” club was formed in which students partnered with schools in China to discuss, live, through internet video political and economic issues and events. Through these examples, Skype and Elluminate were identified as tools to facilitate the partnering of students and schools over the Internet. These experiences will serve as models for the addition of future partnerships.

Objective 4.4 To monitor the state approval process of District reports submitted through the e-Strategic Planning tool.

The Special Education Report was approved in May 2008, as it followed a timeline that differed from the other required reports. The Academic Standards and Assessment Report, Teacher Induction Report, Professional Education Report, Educational Technology Report, and Student Services Report were submitted electronically prior to the September 30, 2008 timeline. Each report was examined by Department of Education reviewers. Between October 2008 and February 2009, each report received State approval.

Context: The District will continue to look for ways to utilize cost effective communication options through the use of technology while still meeting the needs of the community. Awareness campaigns will inform parents, students, staff and community members of new communication services. The utilization of the Conestoga High School TV Studio as a viable communication vehicle will be enhanced through new equipment and expanded live productions.

Goal 5: To create an awareness in the community of new communication services, enhance existing communication methods and utilize the CHS TV Studio to continue the production of high quality programs.

Objective 5.1 To implement and advertise an electronic bulletin board for non-profit organization fliers previously included in school newsletters.

The *T/e-Bulletin Board*, the District’s electronic bulletin board, was developed in August 2008 in response to PTO feedback that the schools were receiving too many requests to include community fliers in their school newsletters. That feedback, coupled with the District’s broader goal to advertise more efficiently, conserve resources and reduce paper and printing costs, led to the development of the electronic bulletin board. The Public Information Office sent a letter to local non-profit organizations who had previously included fliers in school newsletters informing them of the electronic bulletin board and the District’s intent to transfer publicity options from school newsletters to the electronic bulletin board. A transition period was established from September 1, 2008 through December 31, 2008. During the transition period, the District continued to include approved community fliers in school newsletters while also posting the fliers on the electronic bulletin board. Beginning January 1, 2009, community fliers were limited to the electronic bulletin board and were no longer included in school newsletters. At their discretion, school administrators and newsletter editors could include fliers from the electronic bulletin board in school newsletters as space permitted.

The Public Information Office launched an awareness campaign during the fall of 2008 to inform the stakeholders of the electronic bulletin board. The *T/e-Bulletin Board* was advertised on T/E TV, on the District web site, in the T/E Insight, and through public service announcements and press releases. In addition, links to fliers on the *T/e-Bulletin Board* are included in the District’s weekly email message to the community. Each school newsletter includes a permanent reference to the *T/e-Bulletin Board* as well.

Objective 5.2 To conduct a campaign to inform parents of the emergency parent notification system.

During the fall of 2008, the Public Information Office and Business Office worked together to inform parents of the emergency parent notification system, T/E All-Call. A T/E All-Call logo was developed and used on all communication pieces to help parents easily identify communication about the new system. A letter was sent to all parents informing them of the new system and asking them to verify or change contact numbers to be called in the event of an emergency closing. Information on T/E All-Call was featured in a *T/E Board Talk* segment, a televised public service announcement, email notification messages, and school newsletters. In addition, the administration made announcements about T/E All-Call at parent meetings and curriculum nights. A list of frequently asked questions on T/E All-Call was developed and posted on the TESD web site. These questions were also sent to email notification subscribers and referenced in school newsletters. The T/E All-Call awareness campaign culminated with a full-scale test of the system on November 13, 2008.

Objective 5.3 To enhance aspects of the District web site as noted in the 2008 web site usability survey.

Several enhancements were made to the TESD web site during the 2008-09 school year based on suggestions received from the 2008 web site usability survey. These enhancements included the more prominent placement of the emergency school closing information link on the TESD home page; a new, more user-friendly site search function; a reformatted online TETV schedule; and the addition of streaming video, in the form of *T/E Board Talk* programs. The Public Information Office intends to incorporate additional suggestions received in the web site usability survey using enhanced tools available through the SchoolWires web site management software.

Objective 5.4 To evaluate current paper communication tools to determine if any can be distributed electronically.

Throughout the school year, the Public Information Office worked to identify internal and external paper communication pieces that could be distributed electronically. Beginning in August 2008, the monthly *Action Line*, quarterly *T/E Insight* and annual *New Staff Brochure* were sent to staff members electronically instead of on paper.

Rather than printing a fixed number of paper brochures annually and discarding extra brochures when the information becomes outdated, the Public Information Office began reformatting brochures and other paper communication pieces into print-ready web documents. Two brochures that have been reformatted and are in a print-ready format on the web site include the *Thumbnail Sketch* and the *Kindergarten Brochure*. All District and school offices can access these brochures electronically and print copies at any time.

During the 2008-09 school year, the Public Information Office created a user-friendly on-line form to enable community members to opt out of receiving the *T/E Insight* on paper in the mail. The *T/E Insight* is available electronically on the TESD web site and is also sent electronically to all email notification subscribers. As of July 2009, 235 community members have opted to read the *T/E Insight* electronically and be removed from the paper mailing list.

Objective 5.5 To oversee the installation of the new set in the Conestoga TV Studio.

Prior to the opening of school, the television studio was upgraded with the installation of a new modular set. The new set is used daily for the morning news show as well as the television classes. It has drastically improved the quality of programming and has also provided more versatility for programming and opportunities to explore more advanced broadcasting techniques.

Objective 5.6 To improve the TETV broadcast capabilities from Teamer Field.

Broadcasting capabilities were expanded to two remote locations, Teamer Field and the gymnasium, through the use of fiber optics. The remote capabilities provided for live coverage from both the gym and Teamer, with simultaneous production from the television studio. Installation was completed over winter break in the gymnasium, allowing for approximately eight basketball games to be aired “live.” In the spring, the remote access was installed at Teamer Field allowing for the live production of two lacrosse games. Expanding the broadcast feeds from the television studio to the two remote locations provided greater flexibility in programming and the capability for efficient live programming.

Objective 5.7 To publicize the availability of the TESD email notification system to increase subscription.

Survey results and informal community feedback have indicated that the District’s email notification messages are one of the most popular ways for parents and community members to receive current District information. The Public Information Office continues to actively advertise the email notification program on T/E TV, school newsletters, the District web site, and the *T/E Insight*. In the fall of 2008, the Public Information Office enlisted the help of staff members at all schools to recruit new subscribers. As a result, the email notification program received over 500 new subscribers from September through November 2008. As of July 2009, there are 1,176 subscribers to the program.

Objective 5.8 To provide the community with status updates on the state's Graduation Competency Assessment initiative.

During the summer of 2008, the General Assembly passed a moratorium on spending money for the development of Graduation Competency Assessments (GCAs). The Independent Regulatory Review Commission received an overwhelmingly negative response from community members about the proposal. These two developments were in line with District efforts to oppose the development of these exams. During the fall of 2008, parent chairpersons of Parent Teacher Organizations, the InterSchool Council, and the Board Education Committee received updates about the status of GCAs. District representatives met with local legislators in December 2008 to communicate District concerns including opposition to GCAs.

In March 2009, the State Board of Education, the Pennsylvania Department of Education, and the Pennsylvania School Boards Association announced a modified version of the GCA proposal. The GCAs were renamed Keystone Exams, changes were made to the local assessment validation process, and the Keystone Exams were described as one voluntary means through which a student could demonstrate the required level of proficiency to graduate. After reviewing the proposal through the Public Information Committee, the full Board passed a resolution opposing Keystone Exams at the April 27 regular meeting. The resolution was placed on the District website and sent to local legislators. As of June 2009, the issue was unresolved at the state level.

Context: The Staff Development Advisory Council continues to work to ensure that all necessary programming is available to support the growth and development of the professional staff. The Council will review the staff development program with consideration to initiatives emerging from the new strategic plan.

Goal 6: To meet professional development needs for all staff by continuing or revising existing programs where appropriate and by creating new initiatives as necessary.

Objective 6.1 To implement a new differentiated assessment mentor program to assist teachers to program for students with different learning needs.

The District created and implemented a Differentiated Assessment Mentor Program during the 2008-09 school year. Mentors were selected by their principals and collaborated with a voluntary participant throughout the year to create assessments to best meet the learning needs of all students. At a summer workshop, program participants examined the assessments that they currently administer to students and identified new ones to use with individuals and in full-class settings. Mentors and participants created portfolios documenting their progress and submitted them to the Staff Development office in June.

Objective 6.2 To communicate the new strategic plan, mission and strategies to the professional staff.

The new strategic plan, mission, and strategies were made available to all professionals through the District web site immediately following the Board’s approval of the plan in June 2008. In addition, copies of the Strategic Plan Executive Summary were distributed to teachers. Throughout the year, various aspects of the strategic plan were communicated to faculty members during summer workshops, in-service presentations, and District committee and curricular meetings. The themes of creativity, personal integrity, social responsibility and technology were identified as points of emphasis.

Objective 6.3 To review K-12 self-directed learning plan to assess necessary modifications to reflect new strategic planning initiatives.

Three summer workshops were held in the summer of 2008 to review the existing self-directed learning programs and to assess their alignment with creativity, a new District strategic initiative. Representatives from the elementary, middle, and high schools attended the workshops to review the scope and sequences of each program and to

consider the degree to which the processes and outcomes nurture the development of creative skills and abilities. In all cases, the workshop participants determined that the existing programs encouraged and assessed creativity for T/E students. As next steps, participants suggested that when new language and applications of creativity are designed as a result of the new initiative, that they be further aligned with the goals, processes, and outcomes of the self-directed learning programs at each grade level.

Objective 6.4 To identify intersections between the existing thinking skills initiative and new initiatives with respect to creative, affective, and information literacy skills.

In discussions on creativity, personal integrity, social responsibility, and ethics held during standing committee meetings in science, language arts, and social studies, participants noted alignment between aspects of these initiatives and the existing language of the District thinking skill initiative. As a result, plans were put in place to specifically assess the creative, affective, and information literacy thinking skills as tools to advance new strategic initiatives during summer workshops in 2009.

Objective 6.5 To provide training for regular education teachers that builds on the existing capacities to instruct special needs students in the least restrictive environment.

A variety of staff development activities occurred during the 2008-09 school year to build on existing capacities of regular education teachers to instruct students with special needs in the least restrictive environment. These activities coincided with goals in the District special education plan. A video distributed by PDE entitled “Inclusive Schools: Learning...Working...Achieving Together” was screened for teachers throughout the District. As a standard component of the teacher induction program, all new faculty received an overview of special education regulations and reviewed strategies for working with children with diverse learning needs. An in-service workshop focusing on a review of federal and state special education regulations, student progress monitoring and the importance of making timely data-based instructional decisions was conducted by the District’s special education solicitor.

To support students with behavioral challenges, a team of teachers from each school was trained to implement strategies to de-escalate inappropriate behavior. As a support to these teams, all school faculties received an overview of functional behavioral assessment and how factors in the school environment can affect student behavior. At the IEP team level, regular education teachers received training and technical assistance from District administration, CCIU consultants and other sources in specific inclusive practices to meet the needs of individual students in their classrooms.

Other examples of topics addressed with various faculty groups, based on specific building needs include: differentiated assessment, creating instructional interventions, communication and effective strategies for inclusion in regular education classrooms,

collaborative problem-solving, and a review of behavioral and learning characteristics of students with Asperger's Syndrome and Attention Deficit Disorder.

Context: During the 2008-2009 school year, the administration will continue to review enrollment patterns and programming needs to ensure that facilities are available to deliver approved programs. The long-range capital improvement plan will be prioritized and implemented with Board approval. Renovations to the technology infrastructure will be evaluated.

Goal 7: To ensure that District facilities are adequate to deliver both current programs and forecasted new programs for District students.

Objective 7.1. To review and ensure that the capacity exists to provide adequate space for the instructional program based on student enrollment patterns and projections.

An analysis of space utilization at each elementary school was prepared to reflect anticipated student needs through 2012-13. Factors influencing the analysis included enrollment projections using both District straight line progressions and the January 2009 Pennsylvania Economy League Report of projected enrollment. This data revealed the need for additional regular classroom space at Devon Elementary School in 2009-10. As a result, work was scheduled for summer 2009 to recapture space within the existing footprint of the building. This work will result in two additional regular classrooms. Additional space was also recaptured for storage.

Objective 7.2 To complete all Board approved projects designated in the Capital Plan for the 2008-2009 school year for the opening of the schools in September 2009.

All Board approved construction projects began on schedule. At the time of this writing the construction projects were completed as expected.

Objective 7.3 To complete the renovation of the former Tredyffrin High School property to accommodate the information technology department.

The project is progressing on schedule. The IT Department move was successfully completed over the July 31st weekend. The IT staff relocated from the ESC to the newly renovated facility.

Objective 7.4 To develop a priority list of District needs derived from the District infrastructure report and align it with District budget allocations.

The administration met with representatives from Daley + Jalboot to assign priority implementation codes and re-prioritize projects based on safety and programming needs. Projects at all facilities within the District were re-prioritized and a revised draft infrastructure summary report was created and presented to the Facilities Committee for review. A planning document for identified work was completed.

Objective 7.5 To define the location of transportation, maintenance and storage within the parameters of the District facilities master plan.

This objective has been an agenda item for discussion at several Facilities Committee meetings during the last two years. The Maintenance department has temporarily relocated to both the Transportation building and the ESC. Options for the future location of these departments were discussed at Facilities meetings. These options were also presented to the Tredyffrin Township Planning Commission while obtaining their approval for the TEMS South Parking Lot project. One option provides for new construction at the present site of the Transportation building on Old Lancaster Avenue for transportation, maintenance and storage. The plan will continue to be discussed at Facilities Committee meetings.

Objective 7.6 To assess the network capacity for support of enhanced electronic learning opportunities, including wireless capabilities, in District schools and to recommend upgrades as appropriate.

Over the past several years, the bandwidth of the District's Internet connection has grown to meet the rapidly increasing needs of our students and teachers. This past year has been no exception as additional bandwidth was purchased from the District's Internet provider to support enhanced electronic learning opportunities for our students. Wireless capabilities have also increased through the use of laptop carts. The District is continuing to move in the wireless direction within each of our schools. Internet usage continues to be monitored on a daily basis.

Context: The Taxpayer Relief Act (Act 1 of 2006) requires local tax increases to remain at or below the annual state index unless granted exceptions by the state to raise rates above the index. In addition, the District needs to plan for preparing a budget on an accelerated timeline and under some new state imposed budget procedures. In addition, the changes regarding the right-to-know law and the safeguarding of capital assets will be studied and modifications implemented.

Goal 8: To develop a budget consistent with the provisions of the Tax Payer Relief Act (Act 1) and to continue financial reporting procedures to reflect the results of District business operations, while seeking additional efficiencies within District spending.

Objective 8.1 To establish a budget development calendar and budget guidelines consistent with Act 1.

School districts that do not certify to stay at or below the State’s Act 1 index for a tax increase are required to create and adopt a budget on an accelerated schedule. The Board certified in November 2008 to stay at or below the Act 1 index, which allowed a traditional budget calendar to be followed. The calendar included two public budget meetings in March 2009 and Board meetings to consider the proposed final budget in May 2009 and the final budget in June 2009. In addition, there were several budget discussions at Finance Committee meetings that enabled the Board and public to meet and discuss the budget.

Objective 8.2 To provide information for the Board to assess whether the District can remain at or below the index or will need to seek state approval for exceptions to exceed the index.

The administration presented an analysis of the 2008-09 operating year at a Board meeting in the Fall of 2008. In this analysis of the actual projected expenditures and revenues, information was presented to the Board to allow it to approve a resolution to stay at or below the State’s Act 1 index.

Objective 8.3 To continue the efficient and effective use of District resources, in all areas including transportation operations, to improve customer service and to enhance internal controls.

The accounts payable, accounts receivable, purchasing and receiving functions of the accounting system were analyzed throughout the fiscal year by the controller and the

assistant to the business manager with the assistance of the accounting and clerical staff. Recommendations to improve these accounting processes were made to the Business Manager as they were identified and steps were taken to ensure that the recommendations could be implemented in the most efficient manner.

Objective 8.4 To implement the current record retention policies, administrative regulations, and practices.

The records retention policy and regulation were implemented immediately after adoption in early 2008. Administrative records were reviewed as part of the planned relocation to the West Valley location. Copies of the policy, regulation and attachments were sent to District administrators and staff members for implementation. Additionally, the District is in the process of determining the cost to scan and electronically store documents to reduce stress on available District storage.

Objective 8.5 To develop and recommend capital asset policies, administrative regulations, and practices to ensure the safeguarding of District assets.

The capital asset software module was updated and brought into audit compliance in anticipation of presenting draft policies and regulations for safeguarding district assets. Preliminary quotes were obtained for a physical inventory, which may need to be performed as part of the policy development process.