

Superintendent Goals Summary for 2018-2019

June 17, 2019

All goals were completed satisfactorily.

Highlights and Accomplishments – Below is a summary on goals, initiatives for 2018-2019 school year:

Standard 1 (SHARED VISION) An education leader promotes personalized student success by thinking and planning strategically to create and sustain an organizational vision of learning that is shared and supported by the school community.

Below are examples of behaviors that indicate success in meeting this standard:

- a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. Achievement of this goal will be measured on how well students grow in a year using the district metric.
 - 2018-2019 PSSA raw data spreadsheet analysis indicates that the district has improved in the following key areas:
 - District metric provides a summary of all achievement data collected in the district
- b. Uses research and/or best practices in improving the educational program. Such as, professional development, data team meetings and opportunities for teacher collaboration.
 - Data team meetings and elementary assessment schedule is provided for K-12
 - 2018-2019 Professional Development calendar that outlines professional development for staff, topics such as: technology integration and Lucy Calkins
- c. Aligns and implements the educational program, plans, actions and resources with the district's vision and goals. Completion of the Comprehensive Plan for regular and special education for 2019-2022.
 - Completed Comprehensive Plan for regular and special education was approved by the Pennsylvania Department of Education and posted on the website
- d. Provides leadership for major initiatives and change efforts. 1:1 technology initiatives, middle school schedule options, and career pathways.
 - 1:1 technology initiative was implemented in grades 8-11
 - 1:1 technology initiative is in progress for grades 5-7 beginning in 2019-2020
 - In 2019-2020 students in grades 4 & 5 will receive laptops to use in the classrooms

- e. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
 - Communications are posted on the website such as: 1:1 Handbooks, Career Pathways, district calendar, district advocacy
 - Increased electronic opportunities for parents and students: course selection process and conference registration

- f. Constructively handles dissent and disagreements within the organization.
 - Proactively communicated to our staff and community by posting TVESPA negotiation information
 - Increased communications through website, twitter and added Instagram
 - Work with administrators to resolve conflict within the buildings to a satisfactory level with a minimum of legal and financial ramifications for the district

Rate on a scale of 1 to 4 where 4 is high and 1 is low(circle one): 4 3 2 1

Standard 2 (CULTURE OF LEARNING) An education leader promotes personalized student success by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning.

Below are examples of behaviors that indicate success in meeting this standard:

- a. Monitors and evaluates the effectiveness of curriculum, instruction and assessment through analysis of common summative assessment data.
 - Assessment Data (Performance Plus) samples for HS is provided
 - Common Assessments samples for MS are provided
 - DRA results for elementary samples are provided

- b. Articulates the desired school/system culture and shows evidence about how it is reinforced through support of positive behavior support initiatives.
 - Multiple opportunities for students such as: Raider Pride Club, Heroes Club, Diversity Club
 - Cultural Awareness presentations
 - Cultural Diversity Themes at Middle School and High School

- c. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
 - Monthly Board recognitions
 - Citadel Heart of Learning nominees and award winners
 - Distinguished Alumni Hall of Fame created
 - Continue to support the Sports Awards banquet, Scholarship ceremony for seniors, TVCEF grant award winners
 - Annie Sullivan Award nominees annually

- d. Creates a system that prioritizes the needs of the staff in terms of professional development leading to improved student learning as evidenced by staff professional development feedback surveys.

- Customize a survey annually for staff and create professional development opportunities that meets those needs
- e. Oversees the evaluation of staff and ongoing coaching for improvement.
- Created a new technology coach position to improve staff and teacher technology skills and implementation
 - In 2019-2020 creating a part-time elementary math coaching position
- f. Is highly visible and engaged in the classrooms, schools and student activities.
- Monthly visits to all buildings, faculty visits twice per building, PTO presentations on Career Pathways, sporting events, teacher observations, concerts and community events
- g. Delegates appropriately to encourage the empowerment of staff
- Distributed leadership through staff empowerment to lead professional development sessions such as Schoology, Train the Trainer sessions, Career Pathways, Curriculum committees
 - Branched out with staff to join Berks County Intermediate Unit networking groups in Lucy Calkins literacy and STEM activities for students

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 3 (DECISION MAKING) An education leader promotes personalized student success by accessing and using appropriate data to inform decision making at all levels of the system.

Below are examples of behaviors that indicate success in meeting this standard:

- a. Decisions are made after acquiring and analyzing student data (i.e. performance data, attendance data, discipline data)
- Data team meetings and elementary assessment schedule is provided for K-12
- b. Decisions are consistently made in a timely manner appropriate to the situation.
- Proactively created a safety team to improve district safety across the district
 - Provided the resources for cameras, panic buttons, Raptor system, CrisisGo app, vestibule enhancements, table top exercises, Child Guidance assistance for our students
 - Effectively implemented Act 44 mandates – Safe2Say, grant applications
- c. Decisions are consistently made based upon the needs of the students, staff, and community stakeholders
- Students, staff and community well-being is considered prior to all decisions such as: unwelcome visitor prompted increased security during evening events, increased professional development on

building security with custodial staff, immediate contact with the District Attorney's Office as well as the Berks County Mental Health Director

d. Decisions and actions are made following board directives

- Board directives are followed such as: security enhancements, facility improvements, budget parameters and contractual issues

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 4 (MANAGEMENT) An education leader promotes personalized student success by ensuring management of the resources for a safe, efficient and effective learning environment.

Below are examples of behaviors that indicate success in meeting this standard:

a. Complies with state and federal mandates and local board policies.

- Clean audits are evidence that the district complies with State and Federal mandates such as: Financial, Food Service Department audits, Civil Rights and Title IX requirements as well as the completion of the Comprehensive Plan

b. Has system in place to recruit, select, induct and retain staff to support quality instruction as well as a plan to increase administrative leadership training.

- District created and uses a detailed hiring process for teachers and staff
- Bartell is utilized for administrative positions
- Berks County Intermediate Unit and a group of stakeholders were included throughout the process for the hiring of the new assistant superintendent.

c. Addresses current and potential issues in a timely manner. Provides feedback through appropriate means throughout the school year.

- Weekly board letters provide updates on the week's activity in the school district
- In the event that police are contacted or in an emergency situation emails are sent to the Board with pertinent information as soon as time permits
- Website, Twitter, Facebook and Instagram are used to communicate to the community and parents

d. Manages fiscal and physical resources responsibly, efficiently and effectively.

- District completed multiple capital projects during the 2018-2019 school year including: concrete improvements, electronic front hill sign, security cameras, panic buttons, Raptor System, vestibules, softball and baseball field improvements, stadium turf, auditorium lighting/projection/sound, gym floors, STEM equipment and paving and roofing projects.

e. Maximizes instructional time by effectively designing and managing operational procedures.

- Teacher schedules are designed to maximum instructional time with students. Co-teaching and common planning enhancements have provided additional opportunities for all students.

f. Communicates effectively with both internal and external audiences about the

operation of the school/system.

- Website, Twitter, Facebook and Instagram are used to communicate to the community and parents
- Superintendent Presentations on Career Pathways to community organizations such as Berks Community Foundation
- Chairman of COLA advocacy committee for Berks County Schools
- Board Governor for PASA
- Penn State's main campus advisory
- Liaison for Kutztown Partnership for preservice teachers

g. Has systems in place to effectively monitor budget for 2018-19 school year

- Budget parameters are followed
- Weekly meetings are held with the Business Manager to insure quality control

h. Complete an effective performance management review process (Act 82 as required by the state). Document direct reports in a timely fashion throughout the year when necessary.

- Act 82 is required by the State and proper paperwork is completed within the time parameters

i. Preparation for superintendent replacement plan

- Services of the Berks County Intermediate Unit were used to fill the assistant superintendent vacancy and included all stakeholders in the process.

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 5 (FAMILY AND COMMUNITY) An education leader promotes personalized student success by collaborating, communicating, engaging and empowering others inside and outside of the organization to pursue excellence in learning.

Below are examples of behaviors that indicate success in meeting this standard:

a. Engages families and community by promoting shared responsibility for student learning and support of the education system through community outreach.

- Multiple presentations throughout the year on topics such as: cultural and drug awareness
- Community was invited to attend the Wellness Committees
- Rotary club attendance – Rotary student of the month recognitions

b. Facilitates the connections of students and families to the health and social services that support a focus on learning through increase of SAP services.

- Increased SAP (Student Assistance Program) services to 5 days at the High School and Middle
- Added SAP services at all three elementary centers
- Increased time in each of our buildings for Child Guidance Services

c. Mobilizes community resources to support individual student success through internships in the community and community group presentations.

- Support the internship program by dedicating two teachers
 - Promote the success of the program by marketing to other districts and businesses
- d. Collaboratively establishes a culture that welcomes and honors families and seeks ways to engage them in student learning.
- Provides multiple family/community events through presentations and parent-teacher group offerings
- e. Evaluates staff and provides ongoing coaching for improvement through the continued growth and development of the coaching initiative.
- Created a new technology coach position to improve staff and teacher technology skills and implementation
 - In 2019-2020 creating a part-time elementary math coaching position
- f. Promotes collaboration with all stakeholders.
- Stakeholders are included when and where appropriate such as community stakeholders in Comprehensive plan and wellness committees and staff representatives included in assistant superintendent interviews,
- g. Is easily accessible and approachable to all stakeholders.
- Monthly visits to all buildings, faculty visits twice per building, PTO presentations on Career Pathways, sporting events, teacher observations, concerts and community events

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 6 (ETHICS) An education leader promotes the personalized student success by operating in a fair and equitable manner with personal and professional integrity.

Below are examples of behaviors that indicate success in meeting this standard:

- a. Models values and beliefs and attitudes that inspire others to higher levels of performance.
- Asked to mentor new superintendent's in Berks County multiple times. Currently mentoring the Superintendent of Boyertown area school district. Created a network of partnerships with other superintendents to develop projects to help Twin Valley and their school districts such as: Career Pathways, Literacy training, Kutztown Partnership, COLA and Parallel Lessons.

- b. Fosters and maintains supportive professional relationships with staff. Attends a staff meeting in each building and gathers input from staff.
 - Monthly visits to all buildings, faculty visits twice per building and teacher observations multiple times per year

- c. Demonstrates appreciation for and sensitivity to diversity within the school community through professional development in two areas of diversity.
 - Cultural awareness presentations at the middle school and created a cultural diversity club at the high school

- d. Is respectful of divergent opinions and of different points of view within the boundaries of the values and mission of the organization.
 - Respect individuals for who they are and value what they bring to the organization. Restructured central office to hold operations meetings, principal meetings, technology, student services and curriculum meetings as a team approach so that varying opinions and input is heard.
 - Monthly meetings are held with the Teachers' Association to solicit input.

- e. Acts in accordance with the TVSD school policy, Title 9, PA School Code, and PA Department of Education regulations.
 - Clean audits are evidence that the district complies with State and Federal mandates such as: Financial, Food Service Department audits, Civil Rights and Title IX requirements as well as the completion of the Comprehensive Plan

- f. Meets commitments, verbal, written and implied.
 - Strive to communicate on a regular basis with all stakeholders

- g. Log and document faculty meeting attendance and listening sessions (at least one meeting at each school per year).
 - Monthly visits to all buildings, faculty visits twice per building and teacher observations multiple times per year

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 7 (ADVOCACY) An education leader promotes personalized student success by advocating for children and public education in the larger political, social, economic, legal and cultural context.

Below are examples of behaviors that indicate success in meeting this standard:

- a. Collaborates with community agencies and other decision makers to provide a safe learning environment for our students and staff.
 - **Work collaboratively with COCA (Counsel on Chemical Abuse), Caron Foundation, Migrant Education, Berks County Mental Health Director, table top exercises with first responders, annual safety review meetings with first responders.**
- b. Advocates at various levels of government, state, county and local for policies and practices regarding the needs and interests of our district.
 - Collaborate with the executive director of the BCIU to organize legislative breakfast, legislative panel discussion and four COLA meetings annually
 - Communicate with area legislatures at various times throughout the year
- c. Communicates with all constituencies to advance the mission and goals of the district.
 - Website, Twitter, Facebook and Instagram are used to communicate with the community and parents
- d. Communicates with all constituencies to advance the mission of public education.
 - Website, Twitter, Facebook and Instagram are used to communicate with the community and parents

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 8 (PERSONAL AND PROFESSIONAL GROWTH) An education leader promotes the personalized student success by supporting professional growth of self and others through practice and inquiry.

Below are examples of behaviors that indicate success in meeting this standard:

- a. Engages in periodic quality reflection and self-evaluation for professional growth.
 - Bartell was used as a team building instrument to improve leadership
 - Follow-up meetings on the Superintendent's academy and also presentations at the 2nd & 3rd cohorts
 - Action Learning Plan completed at the Superintendent's academy was published and used as a exemplary action learning plan for future participant's to model
- b. Seeks feedback from the School Board and others internal and external to the school community.
 - Weekly board letters provide updates on the week's activity in the school district
 - All emails from board members are answered promptly at my direction and supervision
- c. Participates in professional development opportunities to extend and expand upon one's knowledge, skills and competencies, including performance coaching if appropriate.
 - Follow-up meetings on the Superintendent's academy and also presentations at the 2nd & 3rd cohorts
 - Collaborate with the executive director of the BCIU and actively mentors other superintendent's
- d. Arranges for the personal and professional development of others within the Twin Valley School District.
 - Encourage and support administrators and staff to attend professional development sessions
- e. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan within the Twin Valley School District.
 - Remains current on all school related effective practices while serving as the Superintendent
 - In addition, remained current and disseminated pertinent information to administrators in the absence of the Assistant Superintendent and Director of Curriculum

Rate on a scale of 1 to 4 where 4 is high and 1 is low(circle one): 4 3 2 1

Standard 9 (OBJECTIVE PERFORMANCE STANDARDS) Objective performance standards may be based upon the following: 1) achievement of annual measurable objectives established by the school district; 2) achievement on the PSSA and/or Keystone Exams; 3) student growth as measured by PVAAS; 4) attrition or graduation rates; 5) financial management standards; 6) standards of operational excellence; or 7) any additional criteria deemed relevant and mutually agreed to by the board and district Superintendent.

It is suggested that five or fewer standards be used annually to keep the focus on the district's most critical items. Note: Section 1073.I requires that the board to post the mutually agreed to objective performance standards on the school district's website. Upon completion of the annual performance assessment the board shall post the date of the assessment and whether or not the superintendent met the agreed to objective performance standards. It does NOT require the evaluation itself to be posted.

Below are criteria that should be considered when developing objective performance standards.

- * Standards must be clear and readily understandable so as to leave little room for misunderstanding by both the Superintendent and members of the board.
- * Standards must be within the scope of the Superintendent's control. They must only be held accountable for matters that are within their direct control.
- * Standards must be focused on district priorities by limiting the number of objective performance standards to the most important priority areas. PASA suggests no more than 5.
- * Standards must be directly aligned with the goals of the district as approved in board approved documents such as the district's mission and vision statements, strategic plan, Superintendent's job description or board policies.
- * Standards should be designed to stretch, but not exceed, the capacity of the district in terms of time, talent and resources.
- * Standards must be readily measurable as determined through available quantitative data and/or through observation of activities/behavior.
- * Standards must have a clear timeframe for achievement-or reasonable benchmarks to measure progress.

Objective Performance Standards

(Met/Did Not Meet)

1. **TEACHING AND LEARNING** – Hold staff members responsible and accountable for ensuring that students reach the rigorous outcomes established for them. Include improvement guidelines written and verbal.

Measurement: District Metric

2. **TECHNOLOGY INTEGRATION** – Allocate time, resources, and access to ensure ongoing professional growth in technology and integration. Including timelines and milestones to be used to determine if the objective is met.

Measurement: Professional Development Plan

3. **STRUCTURES OF LEARNING** – Create high school and middle schedule changes to optimize staff and instructional time.

Measurement: Schedule change plan options based on consensus of stakeholders and Board members.

4. **COMMUNICATION/COMMUNITY** – Collaboratively work to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.

Measurement: Documentation of events