



Spring-Ford Area School District  
 2022-2023 School Year  
 Assistant Superintendent for Special  
 Education and Student Services Goals  
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Goal Area 1	Implementation of the Special Education Plan
<b>Rationale</b>	The Special Education Plan, submitted in the summer of 2022, will now begin the implementation stage. Over the course of the next three years, key staff will receive professional development in identified content-related goal areas. Along with the team of Special Education Supervisors, we will work collectively and collaboratively towards implementation of training for teachers, support staff and parents
<b>Goal</b>	<ul style="list-style-type: none"> <li>● Special Education Plan action steps will be implemented and monitored.</li> </ul>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>● Development and implementation of a projected training and professional development for targeted audience</li> <li>● Monthly department meetings with the special education leadership team to connect the goals within the plan to building level implementation</li> </ul>
<b>How will the goal be evaluated?</b>	<ul style="list-style-type: none"> <li>● Evidence of training</li> <li>● Quarterly Skyward data</li> </ul>
<b>How will the goal be supported?</b>	<ul style="list-style-type: none"> <li>● Bi-weekly review of action plan development with special education supervisors.</li> <li>● Ongoing communication with building leadership to reflect on plan progress</li> </ul>

Goal Area 2	Procedure and Process Development - Student Services
<b>Rationale</b>	Procedures are considered to be a form of district-level policy and outline needed steps to accomplish the desired outcome. They provide a measure of structure and include specified task instructions for seamless implementation and consistency.
<b>Goal</b>	<ul style="list-style-type: none"> <li>● Create breakdown of steps it will take to reach outcome</li> <li>● Develop an outline of action needed, department involved and timeframe for implementation</li> <li>● Determine how they are communicated and accessible to staff</li> </ul>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>● For each targeted process development, the team will focus on:               <ul style="list-style-type: none"> <li>○ Discussions and desired outcomes of the process</li> <li>○ Review best practices and exemplars for development of documentation</li> <li>○ Small group collaboration on document creation and implementation</li> </ul> </li> </ul>
<b>How will the goal be evaluated?</b>	<ul style="list-style-type: none"> <li>● Completion of developed documents</li> <li>● Feedback from leadership and staff</li> </ul>

	<ul style="list-style-type: none"> <li>● Approval and feedback from superintendent and asst. superintendent</li> </ul>
<b>How will the goal be supported?</b>	<ul style="list-style-type: none"> <li>● Ongoing discussions at leadership meetings regarding specific procedure implementation</li> <li>● Collaboration with department representatives</li> </ul>

<b>Goal Area 3</b>	<b>Communication and Accessibility</b>
<b>Rationale</b>	As the Assistant Superintendent for Special Education and Student Services, it is important that the staff, students, parents, and the community develop and maintain trust and confidence. This can be established, in part, by being accessible, visible and connected to each building.
<b>Goal</b>	<ul style="list-style-type: none"> <li>● Assistant Superintendent will attend after school and evening events, clubs, sports, musical and theater and/or community events, with a minimum of twice per month.</li> <li>● Assistant Superintendent will conduct building visits for a minimum of twice per month.</li> <li>● Assistant Superintendent will participate in regular meetings with Association leadership as needed.</li> </ul>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>● Increased communication and connectivity with the community, district and building administration, and staff.</li> <li>● Evidence of a strong relationship between the Leadership Team and the Board of School Directors.</li> <li>● Evidence of a strong relationship with Association leadership.</li> </ul>
<b>How will the goal be evaluated?</b>	<ul style="list-style-type: none"> <li>● Documented record</li> </ul>
<b>How will the goal be supported?</b>	<ul style="list-style-type: none"> <li>● Scheduling building visits.</li> <li>● Attending after school events.</li> <li>● Attending Home and School events upon invitation.</li> <li>● Attending Extracurricular activities.</li> <li>● Meeting with community members.</li> <li>● Monthly Staff Q&amp;A sessions.</li> <li>● Continuing to foster a strong relationship between the administration and the Association.</li> </ul>