



Spring-Ford Area School District  
2023-2024 School Year  
Superintendent Goals  
Bob Rizzo

Goal Area 1	Climate and Culture
<b>Rationale</b>	Spring-Ford is recovering from the impact of the pandemic and resulting pressures placed on the district. The focus on climate and culture is multifaceted which includes areas such as recruitment and retention of staff, engaging with staff, staff and student wellness, investment in community, training in the CR-SE and Professional Ethics standards, and parental involvement.
<b>Action Step(s)</b>	<ul style="list-style-type: none"> <li>● Provide ongoing training at each monthly leadership professional development meetings in the following areas:               <ul style="list-style-type: none"> <li>○ Leadership/team building</li> <li>○ Climate and culture</li> <li>○ Engaging in meaningful and direct conversations</li> <li>○ Adoption of the Professional Ethics Program Framework Guidelines</li> </ul> </li> <li>● 100% of the leadership team will develop goals consistent with district-established goal areas including climate/culture and the comprehensive plan.</li> </ul>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>● Higher levels of collaboration among the leadership team.</li> <li>● More in-depth understanding of team members' personal areas of growth and strength and how those apply to the larger team dynamic.</li> <li>● Understanding of the "first team" concept.</li> <li>● Higher levels of voluntary participation in discussion and leading professional development.</li> <li>● Equipped leaders that are able to provide necessary professional development to their buildings and/or departments.</li> </ul>
<b>How will the goal be evaluated?</b>	<ul style="list-style-type: none"> <li>● Obtain feedback via Google Form surveys.</li> <li>● Anecdotal feedback from leadership team discussions.</li> <li>● 1:1 discussions throughout the year with individuals on the leadership team.</li> </ul>
<b>How will the goal be supported?</b>	<ul style="list-style-type: none"> <li>● Reformatting the means by which the leadership team meets.</li> <li>● Allocating more time for professional development and additional, dedicated time for department updates and "business items".</li> <li>● Facilitating a whole group book study with opportunities to apply key learnings immediately.</li> <li>● Availability to work individually with leadership team members to support their teams.</li> </ul>

Goal Area 2	Facility Operations Review and Planning
<b>Rationale</b>	The Spring City project is underway and we are now at a point where we must consider what is best for students as they proceed along their educational pathways. Critical components of

	<p>this discussion include transitions between buildings, population leveling in our K-4 buildings, providing the best educational model with respect to grade level realignment, and condition of existing buildings. The primary focus will initially be placed on the 8th Grade Center and misaligned schedules at the 5th/6th/7th grade center.</p>
<b>Action Step(s)</b>	<ul style="list-style-type: none"> <li>● Participate in 90% of all administrative user groups meetings relative to the Spring City project.</li> <li>● Participate in 90% of all Project Oversight Committee meetings relative to the Spring City project.</li> <li>● Facilitate leadership team discussions pertaining to district facilities and potential realignment.</li> <li>● Coordinate with the Operations department to ensure board members are fully equipped to engage in public discussion and make decisions to support our programs.</li> <li>● Coordinate with the Operations department and ICS to develop plans for all involved district facilities.</li> </ul>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>● Leadership team buy-in.</li> <li>● Board and community support.</li> <li>● Engaging collaboration with stakeholders leading to plan development.</li> <li>● Creation of a timeline and facilities plan to best support our students in all grades.</li> </ul>
<b>How will the goal be evaluated?</b>	<ul style="list-style-type: none"> <li>● Documented record</li> <li>● Meeting minutes</li> <li>● Meeting notes</li> <li>● Board/Committee presentations</li> <li>● Google Forms surveys as needed to collect information from many stakeholders.</li> </ul>
<b>How will the goal be supported?</b>	<ul style="list-style-type: none"> <li>● Participation at regularly scheduled meetings with ICS and stakeholders.</li> <li>● Regularly scheduled meetings with the Director and Supervisor of Operations.</li> <li>● Ongoing attendance at the Property and Finance committees.</li> <li>● Continual feedback from members of our leadership team.</li> </ul>

<b>Goal Area 3</b>	<b>Defining and Promoting Success</b>
<b>Rationale</b>	<p>An easy way to measure and compare districts is to simply review standardized testing data. While standardized testing data is a valuable metric to utilize when comparing performance to the state standards for academics, it does not capture the full scope of what makes Spring-Ford students successful. The work surrounding the “Portrait of a Graduate” brings in other components such as soft skills, emotional intelligence, etc.</p>
<b>Action Step(s)</b>	<ul style="list-style-type: none"> <li>● Develop a committee of secondary administrators, school counselors, and teachers to identify important components to a student’s high school experience in preparation for college and career readiness.</li> <li>● Engage in professional development opportunities on the “Portrait of a Graduate” process.</li> <li>● Work with secondary school administration to investigate pathways to graduation for students and possible implementation.</li> <li>● Collaborate with assistant superintendents on their goals to identify academic, behavioral, and mental health success markers.</li> </ul>

<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>● Deeper understanding of what a “Portrait of a Graduate” is and represents.</li> <li>● Established list of hard and soft skills that we value and plan to integrate.</li> <li>● Clear communication of what Spring-Ford values and how it defines success.</li> </ul>
<b>How will the goal be evaluated?</b>	<ul style="list-style-type: none"> <li>● Anecdotal feedback from committee discussions.</li> <li>● Google Forms surveys as needed to collect information efficiently.</li> <li>● Meeting notes and or minutes.</li> </ul>
<b>How will the goal be supported?</b>	<ul style="list-style-type: none"> <li>● Regular meetings with key personnel in identified departments and grades.</li> <li>● Discussions at leadership team professional development meetings.</li> <li>● Scheduling time for ad hoc committees to review, discuss, and evaluate current practices.</li> </ul>