



Spring-Ford Area School District  
 2024-2025 School Year  
 Superintendent Goals  
 Bob Rizzo

Goal Area 1	Climate and Culture - Data Driven Analysis and Implementation
<b>Rationale</b>	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, and investment in community.
<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>● Higher levels of voluntary participation in discussion and leading professional development.</li> <li>● Equipped leaders that are able to facilitate data-based program implementation in their respective buildings/departments.</li> <li>● Comfort with data analysis, needs assessment, root cause analysis, and continual feedback loops</li> <li>● Increase in staff retention as compared to trend data from prior years.</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>● Touchpoints with staff twice monthly with “bite sized” planning steps.</li> <li>● Leading professional development on the Cycle of Continuous Improvement to strategically plan for systemic change to support staff and students.</li> <li>● Availability to work individually with leadership team members to support their teams.</li> <li>● Provide regular training at 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>○ Cycle of Continuous Improvement and data-driven decision making</li> </ul> </li> </ul>

Goal Area 2	Facility Master Planning
<b>Rationale</b>	During the 2023-2024 school year, we identified the best course of action for our remaining facilities. It was discussed and shared that we need to move toward K-5 buildings which then creates an opportunity to follow a middle school model for 6th-8th grades. Critical elements of

	<p>this decision 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. During the 2024-2025 school year, we will develop and potentially implement a plan to align our facilities to best serve our students from kindergarten through 12th grade.</p>
<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> <li>● Regular participation in administrative user group meetings focused on future facilities planning.</li> <li>● Fully executable plan to shift our students appropriately by the end of the 2024-2025 school year.</li> <li>● Established financing plan for future work.</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 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> <li>● Facilitate leadership team discussions pertaining to future realignment planning.</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 to develop plans for all involved district facilities.</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>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> <li>● Behavioral, and mental health success markers.</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</b>	<ul style="list-style-type: none"> <li>● Regular meetings with key personnel in identified departments and grades.</li> </ul>

<b>supported?</b>	<ul style="list-style-type: none"><li>● Discussions at leadership team professional development meetings.</li><li>● Scheduling time for ad hoc committees to review, discuss, and evaluate current practices.</li><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>
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