



Spring-Ford Area School District
2024-2025 School Year
Superintendent/Assistant Superintendent Goals
Kelly Murray

Goal Area 1	Implementation of MTSS (Multi-Tiered System of Support) in Grades K-8
Rationale	A Multi-Tiered System of Support (MTSS) provides a comprehensive framework for addressing the diverse needs of all students. The approach is a systematic way to identify challenges and strategically apply interventions to support students' academic, social, emotional and behavioral needs. This goal will focus on year 1 implementation of the MTSS plan that was collaboratively established.
Indicators of success	<ul style="list-style-type: none"> Professional Development completed 80% of teachers in K-8 will report that they (1) understand how to record and monitor the effectiveness of tier 1 classroom-based interventions and (2) understand how to initiate the Intervention Plan process by submitting "Requests for Assistance." 90% of MTSS Coordinators report that they understand how to develop intervention plan for students in Link it!
How will the goal be evaluated?	<ul style="list-style-type: none"> Evidence of a completed professional development plan. Recorded responses on staff surveys.
How will the goal be supported?	<ul style="list-style-type: none"> Easily accessible resources and guides to support the practices. Open office hours to support staff Opportunities for feedback Professional Development plan for Administration, MTSS Coordinators and Teachers

Goal Area 2	Comprehensive Planning and Development
Rationale	Every three years, a comprehensive plan must be submitted to PDE for consideration and approval. We will engage a group of stakeholders toward the development of our 2025-2028 Comprehensive Plan.
Goal	<ul style="list-style-type: none"> 2025-2028 Comprehensive Plan approved by the School Board of Directors and submitted through the Future Ready Comprehensive Planning Portal.
Indicators of success	<ul style="list-style-type: none"> Development and implementation of a project action plan that works backward from the date of submission. Establish Comprehensive Planning Steering Committee. Establish meeting dates and agenda items. Completion of the Induction Plan, Chapter 4 Academic Standards and Assessment Requirements, and Professional Development Plan.
How will the goal be evaluated?	<ul style="list-style-type: none"> Obtain feedback via Google Form surveys. Notes from steering team meetings.

	<ul style="list-style-type: none"> ● Comprehensive planning team members shared notes and feedback through the development and evaluation process. ● Feedback from the Leadership Team. ● Approval and submission of plan to PDE.
How will the goal be supported?	<ul style="list-style-type: none"> ● Utilization of the PDE Comprehensive Planning Tool. ● Facilitate regular meetings with the Comprehensive Plan Steering Team. ● Facilitate regular opportunities for community members to review and provide feedback on the Steering Team's work. ● Engaging the Leadership Team in data collection and comprehensive planning. ● Identifying strengths and needs at the district and building levels.

Goal Area 3	Climate and Culture
Rationale	Continuing to promote a positive climate and culture throughout the district is paramount. Maintaining a positive climate impacts a students achievement, behavior and overall well being as well as staff's overall satisfaction and professional fulfillment.
Indicators of success	<ul style="list-style-type: none"> ● Complete the "Best Practices Audit" for each building to identify areas of need and develop prioritized goals. ● Evaluate the results of the Audit. Support building administrators in using the results to develop priorities and goals. ● Identify which area(s) can be incorporated in building level goals as a continuation of their Culture and Climate goals. ● Support Building leadership as they develop and document school-wide positive behavior plans.
How will the goal be evaluated?	<ul style="list-style-type: none"> ● Completion of the "Best Practices Audit" ● Evidence of goals and priorities within building-level plans. ● Identification of Professional Development needs and establish a 3-year plan to support the development of these skills.
How will the goal be supported?	<ul style="list-style-type: none"> ● Opportunities for families and community to provide input. ● Consultation with professional experts