



Spring-Ford Area School District

2024-2025 School Year

Asst. Superintendent Goals

Tina Giambattista

Goal Area 1	Climate and Culture- Positive and Proactive Environment for Staff
Rationale	The special education department plays a critical role in the development of students with diverse learning needs. Fostering a positive climate, and culture, is essential to the success and well-being of both students and staff.
Indicators of success	<ul style="list-style-type: none"> ● Climate reflects the broader shift towards special education ● Special education teams actively support student success ● Teachers and Students feel valued and supported ● Teachers and students will develop a deeper understanding and appreciation for each other's unique strengths and challenges.
How will the goal be evaluated?	<ul style="list-style-type: none"> ● Obtain feedback via Google Form surveys. ● Anecdotal feedback from leadership team discussions.
How will the goal be supported?	<ul style="list-style-type: none"> ● Professional development activities specifically designed to climate/culture in special education ● Working with special education leadership to support their buildings and staff

Goal Area 2	Compliance Monitoring and Planning
Rationale	The Bureau of Special Education monitors all school districts in the state to ensure compliance with federal and state special education regulations. The purpose is to improve performance outcomes of students with disabilities.
Indicators of success	<ul style="list-style-type: none"> ● Participating in pre-monitoring training ● Completion of a comprehensive self-assessment ● On-site collaboration with the Bureau of Special Education team ● Minimal corrective action planning and implementation.
How will the goal be evaluated?	<ul style="list-style-type: none"> ● Monitoring is conducted onsite by a team of trained personnel. ● Following the onsite monitoring, the Bureau of Special Education sends a report of findings to the school district.
How will the goal be supported?	<ul style="list-style-type: none"> ● The Bureau of Special Education collaborates with the District to ensure that necessary resources are available to support ● The Bureau of Special Education confirms the implementation of all corrective actions and improvement plans.

Goal Area 3	Defining and Promoting Success - English Language Learners
Rationale	Spring-Ford's ELD program is to facilitate the development and attainment of English proficiency and academic achievement of students whose first language is not English.
Indicators of success	<ul style="list-style-type: none"> • Demonstrated proficiency in essential life skills, such as budgeting, cooking, self-care, transportation, and housing. • Ability to articulate personal goals, preferences, and needs, and to make informed decisions about post-school options. • Engagement in community-based activities, such as volunteering, clubs, organizations, or recreational programs.
How will the goal be evaluated?	<ul style="list-style-type: none"> • Collect Baseline Data • Monitor Progress Regularly • Provide Ongoing Feedback • Student Assessment Data
How will the goal be supported?	<ul style="list-style-type: none"> • Professional Development • Parent Involvement • Curriculum • Community Involvement