

# TREDYFFRIN/EASTTOWN SCHOOL DISTRICT

## GOAL COMPLETION REPORT

2024-2025



**Mission:** To empower students to pursue their individual and collective potential as global citizens by creating a safe and equitable community that fosters well-being, integrity, social responsibility and a passion for learning.

### **Change**

*Goal: We will engage in a process of inquiry by capturing, exchanging, and memorializing lessons evolving from COVID-19 and harness the opportunities for continued growth and development of student, staff and community.*

### **Curriculum**

*Goal: We will create an inclusive learning culture that promotes academic and social emotional skills while valuing multiple pathways to student success.*

### **Engagement**

*Goal: We will pursue effective and authentic engagement to maximize communications and connections with stakeholders within the community and beyond to develop partnerships that support and advance our District mission.*

### **Equity**

*Goal: We will foster an atmosphere where all voices are heard, respected, and valued by critically evaluating systems, policies, and practices through a lens of equity, examining our decisions for both impact on and opportunity for our community including all students, faculty, staff and families.*

### **Faculty Support**

*Goal: We will empower, support, and nurture faculty and staff as valued individuals, collaborative innovators, and essential catalysts for propelling the District forward.*

### **Mental Health and Well-being**

*Goal: We will proactively work in partnership with families to prioritize mental health and social-emotional well-being as fundamental to learning and teaching.*

### **Safety**

*Goal: We will vigilantly ensure all students, families, staff, and members of the community are safe in our schools, feel a sense of belonging, and are informed as active partners in safeguarding psychological and physical safety.*

### **Sustainability**

*Goal: We will plan for and provide infrastructure and sustainable resources to accommodate the District's evolving needs.*

## CHANGE

### Contact Person: Dr. Wendy Towle

**Goal:** We will engage in a process of inquiry by capturing, exchanging, and memorializing lessons evolving from COVID-19 and harness the opportunities for continued growth and development of student, staff and community.

#### Success Indicators:

By June 30, 2025, the District will have:

- Completed and evaluated year one of the new high school schedule
  - *The review of the new high schedule has been completed. In addition to anecdotal information from students and staff, the high school administration worked with the Chester County Intermediate Unit to develop a survey that collected data regarding the new schedule. Staff and students were asked to complete the survey in March, and a presentation of findings to the Education Committee occurred in April.*
- Implemented the additional math pathway at the middle school, supported by analysis of student performance data
  - *The first phase of the new math pathway was implemented this year with the 5/6 course. Under the direction of the math supervisor, teachers are developing the second portion of the pathway to be in place for the 2025-26 school year.*
- Developed guidelines and practices for meaningful use of artificial intelligence in District classrooms and workplaces
  - *The District's Artificial Intelligence Work Group has continued to meet to consider the implications of AI in TESD. Work has focused on AI literacy for students, AI tools and materials for staff, and AI acceptable use considerations for the school community.*

## CURRICULUM

### Contact Person: Dr. Wendy Towle

**Goal:** We will create an inclusive learning culture that promotes academic and social emotional skills while valuing multiple pathways to student success.

#### Success Indicators:

By June 30, 2025, the District will have:

- Begun review and revision of the Elementary Blueprint for Instruction as part of the process leading to the opening of the sixth elementary school
  - *Led by Dr. Stephanie Demming, the Elementary Blueprint Committee met twice during the 2024-25 school year. In addition to changes needed due to the new elementary school and the implementation of the full day kindergarten program, the Committee is considering changes in language and schedule structure to more accurately reflect the practices and personnel currently in place. The work of this Committee will continue throughout the years leading up to the opening of the new elementary school.*

## CURRICULUM, continued

- Established a committee and scope of work needed to develop an outstanding full day kindergarten program
  - *A Full Day Kindergarten (FDK) Committee has been established by the Director of Curriculum, Instruction, Staff Development, and Planning. The Committee includes kindergarten representatives from each elementary school, along with teacher representatives from grades 1 and 2, special areas representatives, and special education representatives. The work of the Committee thus far has been to immerse themselves in the most current research around outstanding FDK programs. A timeline for the program development has been established, and the Committee has developed a statement of belief regarding the best aspects of a FDK program to guide their work. In May, the Committee participated in a professional development session centered on the idea of playful learning, an approach supported by multiple research studies.*
- Developed the schedule and curriculum for a STEM special at both the elementary and middle school levels
  - *A schedule has been developed for both the new elementary and middle school STEM special classes. Elementary STEM teachers were selected at the end of the last school year and they have spent this school year attending professional development and meeting to develop the curriculum for grades K-4. In February, these five teachers presented to the Curriculum Council as a means to further enhance understanding of the program and to receive feedback from staff, family members, and community members. Four STEM teaching positions at the middle school were filled by internal candidates, with a fifth candidate selected from outside applicants. These teachers are also in the process of receiving professional development and building the curriculum for grades 5-8.*
- Convened an ad hoc committee of the School Board to determine the parameters for redistricting
  - *The District established an ad hoc committee that had its initial meeting this year.*
- Implemented the math benchmark protocol in grades 1 and 2 and analyzed results to inform instruction and program enhancements
  - *Students in grades 1 and 2 have participated in three administrations of the math benchmarks. The elementary math specialists and core classroom teachers have met to review the data and to make any instructional adjustments deemed appropriate based on student results.*
- Expanded dual enrollment opportunities at the high school
  - *This year, in only the second year of availability, both the number of courses offered for dual enrollment credit and the number of students choosing to participate in this opportunity have both doubled. The Board Education Committee received a presentation in March where these results were shared. Investigation into additional options for dual enrollment is ongoing.*

## ENGAGEMENT

### Contact Person: Chris Connolly, Dr. Mike Szymendera

**Goal:** We will pursue effective and authentic engagement to maximize communications and connections with stakeholders within the community and beyond to develop partnerships that support and advance our District mission.

#### Success Indicators:

By June 30, 2025, the District will have:

- Developed and implemented a multi-faceted awareness campaign to share information about the progress of the sixth elementary school with stakeholders and provided opportunities for engagement
  - *The District utilized its many communication channels to share information about the new elementary school with stakeholders.*
  - *This year, the primary emphasis has been on publicizing and generating engagement for naming the new school. Using the District e-newsletter, District website, TETV, school newsletters, social media, and local media outlets, the District engaged the community in the naming process. In November, stakeholders were invited to submit name ideas. This campaign generated 424 submissions, 678 total names, and 246 unique names. Subsequently, at the end of January, a second campaign was launched to solicit feedback from the public on the final four name ideas. The District received 899 responses that included input on the final name options. Following a lengthy public engagement process, the Board approved the name Bear Hill Elementary School at its March 24, 2025 Regular Meeting.*
- Expanded the dedicated new elementary school webpage to include project updates, new developments, methods for submitting questions, contact information, and resources
  - *The new elementary school webpage was expanded in November to include background on the naming process, naming parameters, and a link for submitting name ideas. In January, it was updated with next steps and a new link for public input on the final four name options. By March, the page reflected the selected name: Bear Hill Elementary School.*
  - *Throughout the school year, the Bear Hill Elementary School webpage was expanded to include information about the Ad Hoc Redistricting Committee, schematic designs, a simulated walkthrough video, and presentations shared at public meetings.*
- Developed a dynamic FAQ document on the new elementary school and updated as new information becomes available
  - *In April, the District posted FAQs on the Bear Hill Elementary School webpage. The FAQs will be expanded and updated as the project progresses.*
- Informed staff and stakeholders about any changes to the District's website template
  - *The District transitioned to a new website template with the vendor Finalsite on June 11, 2025. An update on the project was provided at the March Ad Hoc Public Information Committee and again at the March Regular School Board Meeting. All staff received a detailed email announcement about the upcoming transition. To inform members of the public, the District included announcements in the District e-newsletter and on the District website for three weeks leading up to the launch. In addition, a pop-up window was implemented on all District webpages for 36 hours prior to the launch as a reminder to all website users.*

## EQUITY

**Contact Person:** Dr. Anthony Stevenson, Dr. Oscar Torres, Dr. Wendy Towle

**Goal:** We will foster an atmosphere where all voices are heard, respected, and valued by critically evaluating systems, policies, and practices through a lens of equity, examining our decisions for both impact on and opportunity for our community including all students, faculty, staff and families.

### **Success Indicators:**

By June 30, 2025, the District will have:

- Developed and implemented the District's own foundational equity training for staff
  - *District-trained administrators and staff members who have delivered previous training sessions met over the summer to develop TESD-specific foundational training. This training was delivered to new staff members during Summer Academy, and the workshop was also delivered to interested staff members across the District.*
- Revised the teacher model to include indicators reflective of the District's Equity Guiding Principles
  - *The Staff Development Advisory Council (SDAC) is reviewing the teacher model and measuring it against the Equity Guiding Principles and related District initiatives and expectations. The SDAC is continuing to work on the draft over the summer and looks to share the model with staff in the fall.*
- Worked with the design team of the new elementary school on accessibility and belonging
  - *TESD administrators communicated ideas with design team members regarding how the new elementary school will provide a visually welcoming environment to all students and families, reflecting various perspectives and backgrounds.*
- Conducted ongoing outreach efforts to attract candidates who may have varied backgrounds and experiences
  - *TESD continued to strengthen partnerships with universities that have successfully diversified their teacher education programs by including culturally relevant curricula.*
  - *TESD was among the few school districts selected to serve on a student-teacher panel and Career Fair at Temple University. Similar partnerships have been developed with additional universities, including West Chester University.*
- Increased participation from underrepresented groups at school events and continued outreach efforts, as determined by community feedback provided from diverse groups
  - *TESD continues to collaborate with families from historically underrepresented groups through the District's Family & Community Partnership Program. Families in the District have engaged in open and honest dialogue with TESD's administration and staff by sharing challenges they have faced. Using this insight, new opportunities for involvement in school events have been developed, and existing programs have been enhanced with intentionally welcoming activities.*
- Updated the Equity Initiative webpage to provide information and resources for TESD staff and community members
  - *The District continues to review and evaluate the TESD Equity Initiative webpage, updating resources and information as needed. Teachers use this webpage to find local resources, such as videos and documents, to enhance their instruction.*

## FACULTY SUPPORT

**Contact Person:** Dr. Anthony Stevenson, Dr. Oscar Torres, Dr. Wendy Towle

**Goal:** We will empower, support, and nurture faculty and staff as valued individuals, collaborative innovators, and essential catalysts for propelling the District forward.

### Success Indicators:

By June 30, 2025, the District will have:

- Implemented and evaluated year one of the newly required 2-year induction program for new faculty
  - *All sessions of the Year 1 Induction program were developed and completed. Feedback was collected from participants and the Staff Development Advisory Council (SDAC). Minor adjustments will be made to the Year 1 program next year as the District also begins implementation of Year 2 programming.*
- Undertook a needs assessment to ascertain staffing needs for the new elementary school
  - *TESD monitored current and future staffing needs through ongoing discussions with the administration and the Board, focusing on both short-term and long-term planning leading up to the opening of the new building.*
- Enhanced efficiency by phasing in a digitized onboarding plan that utilizes electronic forms and documents and eliminates paperwork
  - *The Human Resources Department collaborated with the Technology Department to assess the most efficient and network-friendly digital solutions for streamlining the onboarding process.*
- Leveraged technology to improve the recruitment process by incorporating prerecorded videos into the initial screening phase
  - *The District has signed a contract with VidCruiter, which will allow administrators to review more candidates' credentials efficiently for open positions.*

## MENTAL HEALTH AND WELL-BEING

**Contact Person:** Dr. Chris Groppe, Dr. Oscar Torres

**Goal:** We will proactively work in partnership with families to prioritize mental health and social-emotional well-being as fundamental to learning and teaching.

### Success Indicators:

By June 30, 2025, the District will have:

- Continued to leverage the use of existing data and information regarding student well-being and identified possible additional tools to help determine opportunities for growth
  - *The District monitored student well-being using data from the PA Youth Survey (PAYS), attendance, nurse visits, and staff training. Attendance is reviewed regularly as a potential indicator of concern. By year-end, 88 Student Attendance Improvement Plans (SAIPs) were created for students with six or more unexcused absences, involving counselors and mental health specialists to support students and connect families with resources.*

## MENTAL HEALTH AND WELL-BEING, continued

- *As part of the new middle school schedule, a well-being advisory class was developed to support students in need of short-term intervention. Planning included collaboration with the Chester County IU–University of Pennsylvania Consortium on Mental Health and Optimal Development. Staff will use toolkits from Penn researchers to apply evidence-based practices.*
- Identified opportunities to use grant funds to support student mental health needs
  - *TESD has applied for and received approval for a Pennsylvania Commission on Crime & Delinquency grant to fund an additional Elementary Mental Health Specialist position for the 2025-26 school year. This will increase the District's capacity to address student needs at the elementary level.*

## SAFETY

### Contact Person: Dr. Chris Groppe

**Goal:** We will vigilantly ensure all students, families, staff, and members of the community are safe in our schools, feel a sense of belonging, and are informed as active partners in safeguarding psychological and physical safety

#### Success Indicators:

By June 30, 2025, the District will have:

- Collaborated with local law enforcement, first responders and relevant agencies in ongoing reviews of emergency protocols and practices
  - *Through District Safety Committee meetings, County Act 44 Security Coordinator meetings, and other related meetings, TESD met with first responders, law enforcement, and relevant agencies. The District continues to inform local law enforcement about building-level lockdown drills so they can participate and provide feedback.*
- Implemented security priorities in the design process of the new elementary school
  - *During the current phase of the new elementary school project, TESD frequently discussed security priorities with first responders and the County Emergency Services Department to ensure the project incorporates appropriate security protocols.*
- Identified and implemented staff development sessions that align with Act 55 on practices related to school safety and security
  - *All school staff met Act 55 training requirements by the end of the school year.*
- Updated District and building-level Emergency Operations Plans to align with guidance published by PA Emergency Management Agency (PEMA)
  - *The review of District and building-level Emergency Operations Plans progressed through the school year, and the updated EOPs will be in effect for the start of the 2025-26 school year.*
- Incorporated trauma-informed practices during safety exercises
  - *Safety exercises, including Act 55 training, incorporated trauma-informed practices to support staff and students participation in the activities while mitigating any unintended impact on their well-being.*

# SUSTAINABILITY

**Contact Person:** Art McDonnell, Dr. Mike Szymendera

**Goal:** To plan for and to provide infrastructure and sustainable resources to accommodate the District's evolving needs.

## **Success Indicators:**

By June 30, 2025, the District will have:

### **Finance**

- Developed a financial plan to fund the renovation and opening of the sixth elementary school
  - *In the 23-24 fiscal year, an initial plan was presented to the Board that included a combination of funding sources. These sources included the issuance of tax-exempt bonds along with surplus monies from the General Fund at year-end that could be transferred to the Capital Fund. This plan was updated and presented to the Finance Committee at its March 2025 meeting.*
- Developed a financial plan to fund the ongoing operation of the sixth elementary school within the Board-approved budget
  - *Part of the financial plan to fund the renovation of the building that will house Bear Hill Elementary School was surplus monies transferred from the General Fund at year's end that could be transferred to the Capital Fund. The projected annual operational costs of the new school are approximately \$8 million. Methods to fund these costs include increasing revenues and reducing costs to produce a sufficient surplus in the General Fund at year-end, thereby covering the annual operational costs of the new school. Bear Hill Elementary School is projected to open in Fall 2027. This allows several fiscal years to build the surplus monies needed to fund the project, then transition the use of that surplus to operational needs.*
- Trained and cross-trained two new employees in the Business Office
  - *The training and cross-training of two new Business Office employees has begun and is progressing on schedule. To date, several critical operational procedures have been supported by multiple employees.*
- Submitted the Annual Comprehensive Financial Report to the Association of School Business Officials (ASBO) International
  - *The 23-24 fiscal year local financial audit was completed by the District's local auditors in late April 2025. The FY23-24 local financial audit was part of the larger Annual Comprehensive Financial Report, which was subsequently submitted to the Association of School Business Officials for consideration for the Certificate of Excellence in Financial Reporting.*

### **Technology**

- Monitored the evolving cybersecurity landscape in K-12 school districts to identify potential enhancements to ensure student and staff cybersecurity
  - *The District implemented cybersecurity enhancements related to endpoint detection and response.*

## SUSTAINABILITY, continued

### Technology

- Completed the transition of the District website to Finalsity, the vendor that purchased the District's previous website service provider
  - *The District successfully transitioned its website to Finalsity's platform in June 2025. District staff continued working throughout the summer to address details related to the transition, including refining content and ensuring a smooth user experience.*
- Facilitated training on Finalsity for staff members with website editing access
  - *During the second half of the 2024–25 school year, key District staff received training from Finalsity to support the transition to the new website platform. Next, these trained staff members conducted a series of in-house training sessions to ensure that staff who have web editing access were equipped with the necessary skills and knowledge to maintain their sections of the new website.*

### Facilities

- Completed design development, construction documents, bidding, awarding bids, notices to proceed, and initial construction of the sixth elementary school
  - *The District worked with its architects and consultants to finalize the design for the sixth elementary school. Construction documents have been completed, and the public bids were released and due in early June 2025. After bid analysis and review, the Board considered the acceptable bids in July 2025 at a public Board meeting.*
- Completed bidding, procuring equipment, and began construction on the new athletic fields project with anticipated completion during the 2025 calendar year
  - *The Board approved the athletic fields project construction bids in the summer of 2024. The project is well underway, with temporary roads, stormwater management, utility installation, and building construction occurring throughout the entire site. The project is expected to be completed by the end of the 2025 calendar year.*
- Completed playground improvement at elementary schools utilizing the Playground Infrastructure Report
  - *During Summer 2024, playground improvements were completed at VFES. Playground improvements are planned for the Summer 2025 at HES and BES. The development of the project design, specifications, and equipment was Board-approved in November 2024. The sitework and equipment were obtained through cooperative purchasing, and work began on both projects immediately after the completion of the 2024-25 school year.*
- Assessed current practices related to energy usage and implemented practices that prioritize energy efficiency and environmentally friendly operations
  - *Consistent with the Board's resolution regarding renewable energy, a plan to transition to 100% renewable sources for the District's electricity usage was presented to the Facilities Committee in October 2024. The plan had a budget impact of about \$40,000 for the 25-26 fiscal year. The Board continues evaluating the transition to 100% renewable sources for the District's electricity usage.*

## SUSTAINABILITY, continued

- Assessed current practices related to energy usage, and implemented practices that prioritize energy efficiency and environmentally friendly operations
  - *The District's consultants evaluated energy efficiency and sustainable design tactics during various project designs. The evaluations included life-cycle cost evaluation for various systems used in the past and those proposed. The strategies currently being pursued for current projects include:*
    - *Replacement of air conditioning units, air handling units and roof top units, along with elimination of R-22 refrigerant/freon, at various sites during Summer 2024 at VFES, DES, TEMS, VFMS, NOC and CHS.*
    - *Replacement of fluorescent light fixtures with LEDs at various sites during Summer 2024 at BES, HES and CHS.*
    - *Photovoltaic (solar) panels at new athletic fields, fieldhouse.*
    - *For Bear Hill Elementary School: adaptive reuse of existing structure and site redevelopment, in lieu of new greenfield development.*