

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT

DISTRICT LEVEL GOAL COMPLETION REPORT

2014-2015 SCHOOL YEAR

Mission Statement for the Tredyffrin/Easttown School District

*To inspire a passion for learning, personal integrity, the pursuit of excellence
and social responsibility in each student.*

2014-2015 DISTRICT GOALS

District Level Goals are carefully considered and established each year. The process of establishing goals in itself serves as a planning and communication device for the Board and administration. It ensures everyone is familiar with the direction being set and has participated in setting that direction for the benefit of our students. Finally, a statement of goals enables the Board and staff to look back at the end of the year to see if the plans have indeed been accomplished. Depending on an evaluation of the outcomes, it may be appropriate to either revisit a particular goal or to move on to new areas of priority.

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CURRICULUM, INSTRUCTION AND ASSESSMENT

Context: In 2011-2012 the District selected, and the Board approved, a new elementary math program aligned with the Pennsylvania Core Standards. This program has been successfully implemented in grades K-2, and will be implemented in grades 3 and 4 in 2014-2015. Because students entering grade 5 in 2015-2016 will have experience with the new *Math in Focus* program, the District will review the grade 5 math program and make recommendations as needed for alignment. As the state-mandated graduation requirements for the classes of 2017 and beyond will require proficiency on Keystone Exams in Algebra I, Literature and Biology, the District will continue to align these courses with testing requirements, including the development of supplemental instruction for students who do not pass the tests. Supplemental instruction classes must include a component for eligible students to complete a Project-Based Assessment as an option to satisfy state graduation requirements. An English Language Arts PSSA test has been developed to replace the former PSSA Reading and Writing tests. The District will continue to align curriculum and instruction in grades 3-8 in preparation for the English Language Arts test. Also, during 2014-2015 the District will develop a program for electronic learning opportunities for students to be ready for 2015-2016 implementation.

Goal 1: To continue the alignment of current educational programming with the State-mandated Pennsylvania Core Standards, PSSA tests, Keystone Exams and District Strategic Plan initiatives.

Objective 1.1	To implement the <i>Math in Focus</i> program in grades 3 and 4.
Start:	July 2014
Complete:	Ongoing
Primary Responsibility:	Nancy Adams
Support:	Elementary Principals

The *Math in Focus* program for grades 3 and 4 was fully implemented during the 2014-2015 school year. Third and fourth grade teachers participated in additional inservice time in November, April, May and June to continue to build and integrate the *Math in Focus* resources. An on-level and above-level math team of teachers met monthly with the math supervisor. Elementary math support teachers assisted with the implementation by visiting third and fourth grade classrooms on a rotating basis as well as working with the supervisor to ensure that all materials were in place. Families received a common presentation on curriculum night in the fall to introduce the new series. In addition, two open house events, one in January and one in May, were held for parents to further explore the mathematics their children were learning. The District provided online access to the student text and teachers created supporting materials for families.

Objective 1.2 To review the grade 5 math program and recommend modifications based on the full implementation of the *Math in Focus* program at the elementary level.

Start: July 2014
Complete: Ongoing
Primary Responsibility: Nancy Adams
Support: Elementary and Middle School Principals

The grade 5 math program was reviewed early in the 2014-2015 school year to recommend modifications based upon the full implementation of the *Math in Focus* program at the elementary level. After examination and approval by 5th grade teachers, principals and the Math Standing Committee, the Board Education Committee received a presentation from the math supervisor. The Committee recommended to adopt of the *Math in Focus* series for both on-level and above-level fifth grade mathematics to begin in the 2015-2016 school year. Since that time, fifth grade teachers received professional development in May and June. Teachers continued to plan and develop the curriculum using this new resource during the summer of 2015.

Objective 1.3 To develop an electronic-learning program aligned with strategic plan initiatives for implementation during the 2015-2016 school year.

Start: July 2014
Complete: June 2015
Primary Responsibility: Richard Gusick
Support: Curriculum Supervisors

An electronic learning pilot was developed for implementation at Conestoga High School and will begin in the 2015-16 school year. Students were given the opportunity to register for up to one credit of electronic learning during the course selection process, either as two .5 credit courses or one 1.0 credit course. Classes offered in the electronic learning pilot are not offered at Conestoga in a face-to-face format. Grades from the online courses will not appear on Conestoga report cards and will not factor into GPA calculations. Credits earned for online courses will be listed on the Conestoga transcript under a separate heading. Online credit applies toward the electives category and does not replace required department credits for graduation.

Objective 1.4 To review and modify as necessary the instructional delivery of Algebra 1, American Literature and Biology courses to align content with Keystone Exams.

Start: July 2014
Complete: June 2015
Primary Responsibility: Nancy Adams, Wendy Towle

Support: Richard Gusick

Teachers of the American Literature course met during the summer of 2014 to review the course curriculum and to further align the coursework and expectations to the English Language Arts (ELA) Core Standards and Keystone Literature Assessment. Using data from the previous administrations of the Keystone Literature Exam, the teachers were able to identify areas of strength and areas for continued development. This analysis was then shared with the entire Conestoga English Department and opportunities to address the areas for growth were developed. Throughout the year, several assignments and assessments were modified to provide students with experiences similar to the questions on the Keystone Exam. After review, the teachers decided to implement the Classroom Diagnostic Test (CDT) provided by the state as a possible resource for student practice. During inservice time in the fall, one of the American Literature teachers collaborated with a Biology teacher and an Algebra teacher to deliver a presentation to the entire Conestoga faculty focused on the expectations of the Keystone Exams and opportunities for support across all curricular areas. Teachers of both the algebra 1 and biology courses continued to develop and modify their curricular resources while also adapting their instruction to align with the Keystone Exam content. Online resources like the CDT and Study Island were provided as resources for students and teachers. A new textbook resource was purchased and implemented in ninth grade.

Objective 1.5 To develop supplemental instruction courses, including the delivery of the Project-Based Assessment, for students who do not demonstrate proficiency on the Algebra 1, Literature, and Biology Keystone Exams.

Start: July 2014
Complete: June 2015
Primary Responsibility: Nancy Adams, Wendy Towle
Support: Richard Gusick

As the Keystone Literature Exam is not required for graduation until the class of 2017, participation in remediation remains optional for students who did not achieve proficiency on the spring 2014 administration of the test. No students chose to participate in remediation during the 2014-2015 school year. Consequently, development of the supplemental instruction course will occur in the summer of 2015 with plans for implementation in the fall of 2015 when participation in remediation will be mandatory. Supplemental instruction courses continued to be developed for Algebra 1 and Biology Keystone remediation as mandated by the Pennsylvania Department of Education. Review and remediation materials were developed and/or purchased to support students and to individualize remedial instruction. Students involved in project-based assessments worked with a tutor to ensure completion of project tasks.

Objective 1.6 To continue to modify curriculum and instruction as necessary to align with the revised Math and English Language Arts PSSA tests in grades 3-8.

Start: July 2014
Complete: June 2015
Primary Responsibility: Wendy Towle and Nancy Adams
Support: Richard Gusick

Anticipating implementation of the new ELA PSSA, language arts teachers have worked over the course of the past two years to further align the curriculum and their instructional practice to the expectations of the PA Core Standards and the PSSA. During the 2014-2015 school year, the focus of this preparation centered on the skills associated with reading closely and text dependent analysis. In the fall, all of the district reading specialists and the supervisor of language arts attended a state developed training at the Chester County Intermediate Unit that allowed participants to develop a deeper understanding of the text dependent analysis and the ELA PSSA in general. The reading specialists then developed and implemented a two-part training for each of their faculties to share these new expectations and suggestions for helping students to meet the standards. In addition, the language arts supervisor conducted professional development sessions for all third and fourth grade teachers, as well as teachers of language arts in grade 5-8 to further explore strategies for helping students successfully engage in reading closely and text dependent analysis. In the spring, professional development was provided for teachers in grades K-2 introducing the skills and strategies involved in reading closely and text dependent analysis. Throughout the year, inservice time was used for language arts teachers in grades K-8 to collaborate in developing meaningful text dependent analysis tasks related to their curriculum in language arts, science and social studies.

Teachers of grades K-8 mathematics worked with the PA Core Standards and released eligible content for several years in order to prepare for new PSSA testing. In grades K-4, a new series, *Math in Focus* was adopted. Standards were aligned with instruction and teachers identified student needs. Professional development was delivered to third and fourth grade teachers around content topics and staff provided several open houses for parents to learn about the expectations of the new PSSAs. In grades 5-8, math teachers aligned curriculum and assessments to the new PA Core Standards. Using inservice time, teachers met in grade level teams to review new content and plan instruction. In addition, grade level teams in grades 3-8 met with the math supervisor to review eligible content and identify areas of emphasis and change. Classroom activities were developed that met specific needs to assist teachers in making changes to essential content and pedagogy.

FINANCE

Context: The District's budget development process is directed by the following three major objectives: (1) to continue to provide students with exceptional educational opportunities; (2) to maximize the use of all available resources to optimize student achievement in a manner that is fiscally responsible; and (3) to comply with applicable law. The Tax Payer Relief Act (Act 1 of 2006) requires local tax increases to remain at or below the annual state index unless granted exceptions by the state to raise rates above the index. Budget strategies will be implemented and monitored and budget impact items will be examined.

Goal 2: To develop a budget consistent with the provisions of the Tax Payer Relief Act (Act 1) and to continue financial reporting practices to reflect the results of District business operations while enhancing efficiencies within District financial practices.

Objective 2.1 To establish budget development calendar(s) and budget guidelines consistent with Act 1 of 2006.

Start: July 2014

Complete: September 2014

Primary Responsibility: Art McDonnell

Support: Jeff Curtis/David Francella

The administration presented the draft 2015-2016 budget calendar consistent with the guidelines of Act 1 at the October Finance Committee Meeting. The 2015-2016 budget calendar included Act 1 deadline dates for: (1) notification to property owners of the homestead/farmstead exclusions and the submission deadline; (2) public display and notice of intent to adopt the 2015-2016 preliminary budget if not resolved to stay at or below the Act 1 index; (3) notice of intent to file for referendum exceptions; (4) submission of referendum question to increase taxes above the index; (5) notification from the State on the property tax reduction allocation from gaming revenue; and (6) Homestead/Farmstead Property Tax Exclusion.

On January 5, 2015, the Board authorized the administration to file with the Pennsylvania Department of Education (PDE) for approval of referendum exceptions to Act 1 and display the 2015-2016 Preliminary Budget not later than January 16, 2015. On February 3, 2015, the Board voted to include the Act 1 index and referendum exceptions for retirement contributions and special education tax increases in the 2015-2016 Preliminary Budget. The 2015-2016 Proposed Final Budget was adopted on April 27, 2015. On June 15, 2015, the 2015-2016 Final Budget was adopted.

Objective 2.2 To provide the Board with financial analysis that supports the development of a budget that addresses District educational goals and

informs the Board with information to assist Board members in decision making; such as whether to remain at or below the Act 1 index and/or apply for available exceptions. In addition, to provide the Board with options to use fund balance, reduce expenditures and/or increase taxes to adopt a balanced budget.

Start: July 2014
Complete: June 2015
Primary Responsibility: Art McDonnell
Support: Jeff Curtis/David Francella

The 2015-2016 budget was developed and presented to the public through a series of Finance Committee meetings, budget workshops and School Board meetings between December 2014 and June 2015. These meetings provided opportunities for public comment. Budget materials were posted on the District website and the public meetings were recorded and broadcasted on T/ETV to the community.

Financial analysis at the beginning of the budget development process projected a deficit of over \$5.2 million for the 2015-2016 budget year. Budget impact items were presented and reviewed by the Finance Committee. Multi-year budget modeling was used to project revenues, expenditures and fund balances to determine the impact on the 2015-2016 budget. Revenue projections from the Act 1 index of 1.9% and referendum exceptions of 1.91% were provided to forecast the impact of current year decisions on future revenue production.

Objective 2.3 To present, implement and monitor Board-approved budget cost containment strategies, revenue enhancements and impact items.

Start: July 2014
Complete: June 2015
Primary Responsibility: Art McDonnell
Support: Jeff Curtis/David Francella

The Board reviewed two budget impact items to be considered in the 2014-2015 budget development process. These items were the impact of the Affordable Care Act (ACA) and the TEEA contract negotiations. The Federal Government delayed the implementation of the ACA which lessened its impact on the 2014-2015 budget. In February 2014, the Board approved the three-year collective bargaining agreement with the TEEA; its impact was included in the 2014-2015 Final Budget with an increase to expenditures of \$1,356,552 and an increase to revenues of \$211,370.

Objective 2.4 To develop, examine and present budget impact items as part of the 2015-2016 budget development process.

Start: July 2014

Complete: June 2015
Primary Responsibility: Art McDonnell
Support: All Administrators

The Board reviewed several budget impact items in the development process of the 2015-2016 budget. These items included the impact of the ACA, staffing and enrollment projections, capital projects funding, self-funded healthcare projections, the PA State Budget and the ACCESS funding appeal.

The Board approved the following for inclusion in the 2015-2016 budget: additions to instructional and support staff; selection of a vendor to employ District aides and paraprofessionals; decreases in ACCESS funding; increases to self-funded healthcare; and debt service for capital projects funding.

TECHNOLOGY

Context: As technology applications become increasingly available to schools and in society, the District continues to evaluate its technology needs and to engage in ongoing evaluation of the use of technology by students and staff. In 2009-2010, an outside consultant provided information regarding the District's network infrastructure needs in relationship to the evolving technology advancements. This information formed the foundations for future network projects including the redesign of T/E's educational network to meet the growing technology education needs of the students. During the 2013-2014 school year, the District began implementation of computer network infrastructure upgrades to better serve the needs of the all network users. During the summer 2014, additional fiber lines and wireless access points were installed throughout the District. These access points will support wireless learning environments in all schools. During the 2014-2015 school year, the network infrastructure improvements and the new wireless network will be commissioned. Additionally, a Bring Your Own Device (BYOD) initiative will be piloted by staff members at Conestoga High School. As in the past, meeting the technology needs of students and teachers will remain a primary District objective.

Goal 3: To analyze the performance of the newly renovated network infrastructure including associated hardware and necessary software to enable the integration of wireless technology with instructional delivery.

Objective 3.1 To analyze with the District's Network Consultant the performance and capabilities of the T/E Educational Network and to present the findings to the Facilities Committee.

Start: September 2014

Complete: December 2014

Primary Responsibility: Robin McConnell

Support: Art McDonnell

In consultation with the District's Network Consultant, an analysis of the performance and capabilities of the T/E Educational Network was presented to the Facilities Committee in September 2014. Findings from the analysis included increased network speed within each of the schools, increased speed between schools and the Network Operations Center (NOC), and the creation of a high speed wireless network K-12. Information pertaining to the telephone upgrade project and the structured cabling project was also presented.

Objective 3.2 To assist the District Technology Committee in developing procedures and guidelines to support a "Bring Your Own Device" initiative for staff and students.

Start: October 2014

Complete: May 2015

Primary Responsibility: Robin McConnell
Support: District Technology Committee

The District Technology Committee worked throughout the 2014-2015 school year to develop Acceptable Use Policies and guidelines to support the implementation of the Bring Your Own Device (BYOD) initiative. The District Technology Committee also worked with the Network Manager to refine the process for connecting privately owned devices to the T/E Educational Network. The BYOD initiative will be implemented for students at Conestoga High School and staff in all schools at the beginning of the 2015-2016 school year.

Objective 3.3 To assist building administrators, the teacher-on-special-assignment for technology and the District Technology Committee in meeting the training needs of members of the professional staff as they begin working with Windows 7 and Office 2013. This includes assembling resources to meet anticipated needs; determining the scope of the project; providing additional human resources that may be required; and determining the associated costs.

Start: September 2014
Complete: December 2014
Primary Responsibility: Robin McConnell
Support: Lisa Lukens and Grace Sywulak

After a successful operating system upgrade from Windows XP to Windows 7, numerous workshops introduced staff members to the new look of the software. Office 2013 was introduced at this time since the Microsoft Office Suite was also upgraded. Additional support was provided by Springhouse Consulting Services as ten additional training sessions were conducted to meet the needs of district staff members. Quick reference cards and other educational materials were made available to staff members. The Information Technology staff continued to support all network computer users on an as-needed basis via the HelpDesk throughout the 2014-2015 school year.

STUDENT SERVICES

Context: The Office of Individualized Student Services is focusing on three areas of evolving needs: (1) the pre-referral intervention process, (2) social skills programming, and (3) post-secondary transition. First, the pre-referral intervention process is designed to identify and meet student needs prior to referral for multi-disciplinary evaluation. As part of ongoing efforts to deliver appropriate programming in the least restrictive environment, our current process will be reviewed and recommendations made as to alignment with accepted best practices. Second, during the 2013-2014 school year, representative K-12 special education teachers, counselors and mental health specialists wrote curriculum for social skills programming across the District. For the 2014-2015 school year, the curriculum will be piloted and its efficacy analyzed and modified as required. Third, arising out of the District's participation during 2013-2014 in the PDE initiative on post-secondary transition, the District will continue staff development efforts on this topic and will develop curriculum aligned with these identified student needs.

Goal 4: To review K-12 efforts in the pre-referral intervention process, social skills instruction and post-secondary transition.

Objective 4.1 To review current practices in the pre-referral intervention process, and make recommendations to align with accepted best practices.

Start: September 2014

Complete: June 2015

Primary Responsibility: Andrea Chipego

Support: Building administrators, Lisa Snyder,
Nicole Roy, Chris Groppe

A comprehensive District-wide review and needs assessment was completed during 2014-2015. The review provided data on current student support processes utilized prior to referral for special education eligibility. Based on this review, plans are in place to enhance the pre-referral supports available to our students. For the 2015-2016 school year, there will be a District multi-tiered intervention team with representatives from each building to provide collaboration and consistency across building based support teams. Intervention teachers and building teams will plan and provide multi-tiered, systematic support to students based on data-driven student need, research-based intervention and progress-monitoring practices.

Objective 4.2 To implement the pilot social skills program, and review the efficacy of the social skills lessons with staff and students.

Start: September 2014

Complete: June 2015

Primary Responsibility: Andrea Chipego

Support: Lisa Snyder, Nicole Roy

The pilot social skills program was implemented at all grade levels. The framework of this curriculum comes from *The Social Skills Improvement System* by Elliott and Gresham. This is a research based instructional program that addresses basic social competencies and promotes the use of pro-social behaviors necessary in both educational and non-educational settings. Teachers at all levels implemented the curriculum and then kept data on the student responses to the individual lessons. Teachers, mental health specialists and school counselors met two times during the year to review the efficacy of the social skills lessons. In the review, they made multiple revisions and added different types of resources to allow the lessons to be more productive and user-friendly for the instructors and students.

Objective 4.3 To design/develop program enhancements for post-secondary transition to implement during the 2014-2015 school year.

Start: September 2014

Complete: May 2015

Primary Responsibility: Andrea Chipego

Support: Chris Groppe

During the 2014-2015 school year, secondary level teachers continued to participate in professional development regarding post-secondary transition and identified areas of program enhancement to address student needs. Topics included helping students with high-incidence disabilities prepare for post-secondary education, ensuring IEPs are written to align with current best practices as well as regulatory requirements and developing pre-vocational skills for students with intensive needs.

In addition, to address post-secondary transition needs of students with high-incidence disabilities, teachers developed a uniform and systematic curriculum. Topics included resilience, understanding your IEP and evaluation reports, advocating for your needs and navigating college as a student with a disability. This curriculum will be implemented during Academic Seminar for 11th and 12th grade students in the 2015-2016 school year.

At the high school, the curriculum in use for students with the most involved needs was reviewed and updated. In collaboration with CCIU staff, additional resources were identified to provide appropriately rigorous functional reading, mathematics, and written expression instruction. The pre-vocational and independent living skills class was extensively reviewed and updated to lay the foundation for student participation in community-based instruction. Students were active in several places in the building, developing work skills and real life experiences throughout the year.

SCHOOL SAFETY

Context: To maintain an ongoing dialogue among students, parents, community members, teachers, counselors, and administrators about the needs of students, the District Safety Committee annually reviews current practices and emerging safety data. During the 2014-2015 school year, additional physical enhancements will be made at each school to reduce the risk of building intruders and to improve emergency response times. These improvements will coordinate with the District’s emergency exercises and preparedness plans. The District will continue to partner with local police departments to learn “best practices” related to school safety and how to improve our collaborative responses to emergency incidents. Staff and students will participate in ongoing trainings for emergency drills that require adaptive responses. The District will implement guidelines for staff to follow during incidents involving an active intruder as recommended by governmental agencies including the Department of Homeland Security, the Federal Emergency Management Agency and the Pennsylvania Office of Safe Schools. The District will analyze and share with the community and Area Residents Caring and Helping (ARCH) the results of the safety surveys completed by teachers and parents as well as the 2013 Pennsylvania Youth Survey. Finally, the District will review programming related to at-risk student behaviors.

Goal 5: To evaluate existing emergency systems to ensure safe school practices and effective communications during emergencies.

Objective 5.1 To identify building security enhancements in consultation with the local police departments, State agencies and the District Facilities Committee.

Start: August 2014

Complete: June 2015

Primary Responsibility: Mark Cataldi

Support: Art McDonnell

As part of ongoing safety enhancements, the District has continued to work with local police departments and State agencies in examining building security and safety measures. Additional enhancements were made to reduce the risk of building intruders and to improve emergency response times. Emergency drill procedures aligned to recommendations from the Chester County District Attorney, PDE, FEMA and the Department of Homeland Security were practiced. Utilizing the Run-Hide-Defend model, schools were provided with guidelines to practice responsive drills related to fire drills, relocation to rally points and lockdown drills. With guidance from Tredyffrin and Easttown Police Departments, rally points have been established at each school so staff and students can practice evacuating and/or relocating to predetermined areas as part of our emergency preparedness plans.

Several physical enhancements were made to student and building safety. New door hardware has been installed at the high school and will also be installed at the middle and elementary schools. The new door hardware has a quick locking mechanism from the inside of the classroom/room. The features of the door hardware allow the outside lever to be locked or unlocked while the inside lever is always unlocked. The door magnets in all school buildings, which also allow for a quick way to shut and lock a door, are still in place. Contracted buses are now equipped with GPS, which allows for real-time information. The parking lot at Devon Elementary was redesigned, including new signage and the relocation of visitor parking. The installation of fencing as a safety measure relates to the principles of environmental design. Perimeter fencing is one component of a comprehensive safety plan as it establishes the District's property lines and defines access points to the schools. Designated fencing at each of the five elementary schools was installed in the summer of 2014. As a continuation of the project, the approved replacement and extension of fencing at T/E Middle School and Conestoga High School is scheduled to be completed during the summer of 2015.

Objective 5.2 To evaluate the results of the teacher and parent safety surveys and make recommendations for enhancements to existing practices.

Start:	August 2014
Complete:	June 2015
Primary Responsibility:	Mark Cataldi
Support:	Building Principals

Parents and teachers completed end-of-the-school-year safety surveys in June 2014. The information provided the District with input and met the requirements of the State Office of the Auditor General. Results were analyzed and shared with the District Safety Committee. It was recommended to continue to implement and expand upon pro-social programs and activities conducted at each school.

In addition, it was recommended that each school share information with parents through email and other means regarding ongoing safety drills that are conducted throughout the school year.

Objective 5.3 To update the District emergency preparedness plan with new information learned from emergency drills conducted in conjunction with the local police departments.

Start:	August 2014
Complete:	January 2015
Primary Responsibility:	Mark Cataldi
Support:	Building Principals

Reviews of the District's emergency systems and practices were conducted and enhancements were implemented. The District's Emergency Operation Plan and safety drill procedures were

updated and the plan was shared with staff, the Chester County Intermediate Unit and the local police departments. The District's Emergency Communication Plan, which lists the steps involved, action to be taken, and the person/s responsible in the event of an emergency was analyzed for efficiency. In addition, the protocol and assigned staff responsibility for responding to suspicious stranger incidents as detailed in the District's Emergency Operations Plan was examined for accuracy.

The District enhanced effective communications during emergencies by increasing options available to staff. An internal school communication system is in place so that an emergency announcement can be made throughout the school building via the telephone system. A pilot program was conducted involving phone access and efficiency of use during a lockdown. Previously, access to the emergency attendance mailbox was available only through dialing a building-specific four-digit extension from a phone that is connected to the hardwired system. During the pilot, the emergency attendance mailbox was changed to a full 10-digit phone number. The 10-digit phone number allowed access from any available hardwired or wireless phone. In addition, the District Safety Committee discussed standardizing the voicemail greeting on the emergency attendance mailbox across the District. In the event of an emergency, remote access to the emergency attendance mailbox by District Office and/or other school buildings was cited as an additional way to support a building during a lockdown.

The District Safety Committee reviewed protective factors in place during the past school year. Protective factors are those conditions that guard individuals from the negative consequences of exposure to risks by reducing the impact of the risk and/or changing the way a person responds to the risk. Area Residents Caring & Helping (ARCH) board members participated in the discussion. The Committee discussed safety-related presentations that were conducted during the school year. The local police departments shared trends over the past year and emerging challenges. Ideas for future programming and presentations were shared, including bullying prevention and Internet safety.

Objective 5.4 To evaluate the enhancements made to the middle school Olweus Bully Prevention Program including digital citizenship.

Start:	September 2014
Complete:	June 2015
Primary Responsibility:	Mark Cataldi
Support:	Building Principals

The middle school version of the Olweus Bully Prevention Program is called H.E.R.O. (Honesty, Empathy, Respect, and Open-Mindedness). Students meet in small groups throughout the school year to discuss ways to prevent and decrease bullying-type behaviors. Middle school staff members made revisions to the scope and sequence of the program during in-service time. The grade level themes of community, kindness, resilience and decision-making were developed to include more real world scenarios. Digital citizenship is blended into the program to instruct students about appropriate online behavior.

Program reflections regarding class meetings, perceptions of student behaviors and perceptions of adult support were completed at the end of the school year. Student feedback indicated points of program success with the selection of developmentally appropriate content and scenarios. Opportunities for enhancement were indicated through the use of more impactful presentations and assemblies on cyberbullying. The building Olweus/H.E.R.O. committees will reconvene in the beginning of the 2015-2016 school year to further examine changes to the program.

Objective 5.5 To review the results of the 2013 PA Youth Survey and make recommendations for continuation of programming and enhancement of programs related to at-risk student behaviors and preventative factors.

Start: August 2014
Complete: June 2015
Primary Responsibility: Andrea Chipego
Support: Building Administrators

The Pennsylvania Youth Survey (PAYS) is a tool for communities to identify and address the degree of at-risk behaviors and supportive structures in place in local communities for youth. It is offered by multiple state agencies: Pennsylvania Department of Education, Pennsylvania Department of Drug and Alcohol Programs and the Pennsylvania Commission on Crime and Delinquency. It is administered every other year in local schools for students in grades 6, 8, 9, 10 and 12.

During the 2013-2014 school year, District students participated in the survey and results were published in May 2014. During the summer of 2014, a core team meeting was held to review the results, identify a plan to communicate the results to the community, identify areas of need for programming within the District, and identify community resources for youth and families. District staff worked closely with the parent organization ARCH and the Chester County Council on Addictive Diseases. Results were shared in multiple formats with the community, including on the District website, safety committee and a parent presentation.

Objective 5.6 To review the implementation of the Signs of Suicide (SOS) suicide prevention program and make recommendations for continuation and expansion of the program to additional grade levels.

Start: August 2014
Complete: June 2015
Primary Responsibility: Andrea Chipego
Support: Building Administrators

During the 2013-2014 school year the District reviewed its mental health programming to address the rise in student mental health needs. The District also needed to identify a replacement tool to screen for depression and other at-risk signs. The previously used

program Teen Screen, was discontinued by the provider. After a review of programming options, the District identified the Signs of Suicide (SOS) suicide prevention program as an appropriate option.

The SOS program is a research-based mental health teaching and screening tool that is embedded into the health curriculum for students in grades 7 and 9. The program provides a common language for staff and students and works to reduce the stigma associated with mental health needs. During the 2014-2015 school year, the SOS program was implemented in all District health classes in grades 7 and 9. Health teachers led the lessons and a school counselor and mental health specialist were also present. Students responded positively to the lessons and several students followed up with their school counselors. Implementation of the SOS program also included staff and parent training to increase awareness of the symptoms and action steps needed should an issue arise. Mental health specialists and several administrators met in April and in May 2015 to review the implementation and plan for the expansion of the program to include grades 6, 8, 10 and 11 during the 2015-2016 school year.

STRATEGIC PLANNING

Context: The District has adopted a strategic plan effective for the years 2014-2020. During the 2014-2015 school year, the District will develop steps to communicate the plan to the school community and take initial steps toward implementation. The District will submit the prepared State-required strategic planning reports in all mandated departments for Pennsylvania Department of Education review as required by regulations.

Goal 6: To communicate the goals of the new District Strategic Plan, to initiate implementation of the plan's strategies, and to submit for approval all required State strategic planning reports.

Objective 6.1 To communicate the mission and strategies of the District Strategic Plan with the school community.

Start: July 2014
Complete: Ongoing
Primary Responsibility: Richard Gusick
Support: Nancy Adams, Oscar Torres, Wendy Towle

Communication of the mission and strategies of the District Strategic Plan were shared with teachers through District Curriculum Standing Committees, Department meetings and in-service workshops. Additionally, through a series of faculty meetings during the school year, the Strategic Plan was shared with all faculty members and opportunities for becoming involved in Strategic Initiatives were presented. Summer workshops were conducted to further develop the strategies and identify action steps to be piloted during the 2015-2016 school year.

Objective 6.2 To prioritize Strategic Planning strategies and to begin implementation of the 2014-2020 plan.

Start: July 2014
Complete: June 2015
Primary Responsibility: Richard Gusick
Support: Nancy Adams, Oscar Torres, Wendy Towle

Middle School Health/PE teachers along with a middle school Mental Health Specialist met to identify areas where Strategy 2; (promoting emotional and mental well-being) can be found within the health curriculum. Teachers redesigned the curriculum to incorporate the goals of the Signs of Suicide (SOS) Program in grades 7 and 9.

High school teachers developed a coding class to be implemented at Conestoga High School in 2015-2016 while elementary teachers and technology specialists piloted an hour of code initiative in the elementary buildings. K-12 teachers met to discuss and develop ideas to forward coding literacy K-12.

To encourage collaborative professional learning opportunities, members of the Staff Development Advisory Committee met to discuss and exchange thoughts and practices that cultivate continuous improvement and foster the art of teaching.

Objective 6.3 To submit for Pennsylvania Department of Education approval State-mandated strategic plans for Professional Education, Teacher Induction and Student Services.

Start: September 2014

Complete: November 2014

Primary Responsibility: Richard Gusick

Support: Nancy Adams, Oscar Torres, Wendy Towle

Following review and approval by the School Board of the District's state mandated strategic plans, the plans were submitted electronically for approval in spring 2014. The plans were approved in fall 2014.

COMMUNICATION

Context: The District maintains an integrated communications network that includes the District web site, e-newsletters, e-publications, phone notification system, TV programming, media outreach and print communications. Through these channels, the District is able to communicate with the public in a quick and efficient manner. The District will continue to use its paperless communication tools to share important issues in 2014-2015 with the community.

Goal 7: To enhance a strong, cost-effective communication program that reaches all stakeholders.

Objective 7.1 To monitor, track and report on the use of streaming video on the District's web site as an enhancement to the District's communication program.

Start: August 2014
Complete: Ongoing
Primary Responsibility: Chris Connolly
Support: Robin McConnell

In January 2014, the District began broadcasting School Board meetings and Budget Workshops through streaming, on-demand video on the District web site. Using a third-party hosting site that meets the District's filtering requirements, users are able to view the School Board programming as an embedded video on the District web site. In total, there have been 908 visits to a School Board meeting video on the District web site. The District Communications Office continues to promote and publicize the availability of School Board meeting videos on the District website through the e-newsletter, building-level communications and links on the District home page.

Objective 7.2 To share information about community resources with stakeholders.

Start: August 2014
Complete: Ongoing
Primary Responsibility: Chris Connolly
Support: Andrea Chipego

In 2014, the District communications specialist created a parent and community resources web page that contains links to a variety of local non-profit organizations that specialize in the areas of mental health, substance abuse, special education, technology guidance, safety, support groups, education law and many more. This resource web page is available under the 'Community' menu on the District home page. It is also included as a link in the 'Quicklinks'

section of the District e-newsletter, *t/e-news*, which is emailed to all parents and community subscribers. District staff will update the resources as needed.

Objective 7.3 To keep stakeholders updated on the superintendent selection process.

Start:	August 2014
Complete:	September 2014
Primary Responsibility:	Chris Connolly
Support:	Jeanne Pocalyko

The District Communications Office utilized numerous channels to provide information to stakeholders on the superintendent selection process. In May 2014, the District communications specialist created a confidential, on-line survey designed to obtain community input on the selection process. A postcard was mailed to all 13,600 homeowners in Tredyffrin and Easttown Townships and a link to the survey was emailed to all District staff members with an invitation to participate in the survey. Paper copies of the survey were also available in the main office of each school building, in the lobby of the TEAO and at Surrey Services for Seniors in Berwyn. The results from the survey were presented at the televised August School Board meeting and on the summer *TE Board Talk* program, both of which were also available on the District web site.

Throughout the superintendent selection process, community members were notified of updates through press releases to the local media, the summer *T/E Insight* newsletter, the District web site, the District e-newsletter and televised School Board meetings. Once Dr. Gusick was appointed superintendent of schools in September 2014, community members were notified through the same channels.

Objective 7.4 To continue notifying the community of emerging legislation and forthcoming regulatory changes that will impact the District and its students.

Start:	August 2014
Complete:	Ongoing
Primary Responsibility:	Richard Gusick
Support:	Building Principals

To maintain a commitment to communicating state and federal legislative activity, the Board Legislative Committee continued to monitor emerging legislation related to public education.

In February 2015, at the recommendation of the Legislative Committee, the Board adopted two resolutions: one supporting House Bill 168, which eliminates Keystone Exams as a graduation requirement and one urging legislative action on school employee pension reform. Both resolutions were posted on the District web site and included in the District e-newsletter. In addition to posting the resolutions, the District provided background information on the potential negative outcomes of Keystone Exams as a graduation

requirement to parents and community members. Residents were encouraged to contact legislators to advocate support for House Bill 168 and the elimination of Keystone Exams as a graduation requirement. A sample letter was provided on the website to assist this communication.

Objective 7.5 To highlight priority discussion topics presented at Board meetings in the District's e-newsletter, *t/e-news*.

Start:	August 2014
Complete:	Ongoing
Primary Responsibility:	Chris Connolly
Support:	All administrators

Beginning in September 2014, the District began listing School Board meeting priority discussion topics as bullet points in the Board meeting section of its weekly e-newsletter, *t/e-news*. While the priority discussion topics have always been available in the *t/e-news* as part of the Board meeting agenda, including them separately as bullet points in the body of the e-newsletter enables the topics to be visible to community members who do not open the meeting agenda.

Objective 7.6 To pilot a new public comment question and answer process at regular Board meetings.

Start:	August 2014
Complete:	Ongoing
Primary Responsibility:	Art McDonnell
Support:	Robin McConnell

The Board piloted a public comment question and answer process at the August 2014 Board meeting. The new process involved an administrator seated at a computer entering questions from the public during the public comment portion of the Board meeting. The questions were displayed on a projection screen at the completion of the public comment period and addressed by the Board.

STAFF DEVELOPMENT

Context: In June 2012, the State announced that a new evaluation system would be effective for classroom teachers beginning in 2013-2014 and for educational specialists and administrators in 2014-2015. The implementation by the State of all components of the new system for classroom teachers was not complete in 2013-2014, and additional requirements will be in place for the 2014-2015 school year. The District will monitor developments related to the new evaluation system and share information with professional staff members and administrators to support implementation. In addition, staff development initiatives will support the implementation of the 2014-2020 District Strategic Plan.

Goal 8: To monitor information from the Pennsylvania Department of Education (PDE) regarding the new professional evaluation system and to implement the required elements of the new system.

Objective 8.1 To implement the State requirements related to teacher evaluation for all District classroom teachers and educational specialists.

Start: July 2014
Complete: Ongoing
Primary Responsibility: Richard Gusick
Support: Nancy Adams, Wendy Towle, Oscar Torres

Implementation of PDE's Act 82 requirements for evaluation of teaching professionals was continued. New during the 2014-15 school year was the inclusion of Student Learning Objectives (SLO's) as part of the evaluation process for teaching professionals. Staff members were provided with training and time to develop appropriate SLO's. Act 82 required that the new evaluation system for nonteaching professionals be implemented during 2014-15 as well. Guidelines were developed for observations of non-teaching professionals that aligned with PDE guidelines and the evaluation was implemented.

Objective 8.2 To inform administrators about the evaluation system that will be implemented in 2014-2015 and to develop internal protocols to support this implementation.

Start: July 2014
Complete: Ongoing
Primary Responsibility: Richard Gusick
Support: Nancy Adams, Wendy Towle, Oscar Torres

District central administrative staff worked with building level administrators to support the implementation of the new Teacher Evaluation System to ensure the rating system was

aligned to teacher observations. Central administration staff also worked with supervisors, directors and principals to develop the Framework for Leadership as a tool to be used in evaluations of supervisors, directors and principals.

Objective 8.3 To support the implementation of the 2014-2020 District Strategic Plan in K-12 classrooms.

Start:	September 2014
Complete:	Ongoing
Primary Responsibility:	Richard Gusick
Support:	Nancy Adams, Oscar Torres, Wendy Towle

Summer workshops were developed to begin the process of identifying opportunities for all students to develop the capacity for resilience, grit, and flexibility that will serve as a foundation for success. The workshops focused on bringing together middle school core teachers, mental health specialist and MIT teachers to begin the development of a pilot program for the 2015-2016 school year.

FACILITIES

Context: During the 2014-2015 school year, the administration will continue to review enrollment patterns and programming needs to ensure that facilities are available to deliver approved programs. The long-range capital improvement plan will be prioritized and implemented with Board approval.

Goal 9: To ensure that District facilities are adequate to deliver both current programs and forecasted new programs for District students.

Objective 9.1 To review building capacity projections from the Demographic Study in order to ensure the availability of adequate space for the instructional program based on student enrollment patterns and projections.

Start: September 2014

Complete: December 2014

Primary Responsibility: Wendy Towle

During the fall of 2014, the District contracted with Sundance Associates for a demographic study. The study was completed and presented to the School Board Education Committee in November 2014. Following the presentation, the enrollment coordinator worked with each building principal to review the projections in the demographic report and the space available in each building. Using the demographic study, space utilization was projected out for three years. As a result of this analysis, it was determined that Valley Forge Elementary School was in need of additional full size classrooms in order to accommodate projected enrollment. Steps were taken to create two additional classrooms at Valley Forge Elementary School. Effective August 2015, the life skills program housed at Valley Forge Elementary will be relocated to New Eagle Elementary, which has appropriate space to accommodate the class. In addition, plans were put into place to remove the wall between two seminar spaces at Valley Forge Elementary, creating an additional full size classroom.

Analysis of space utilization in the other seven buildings revealed that there were an appropriate number of classrooms to accommodate projected enrollment over the next three years.

Objective 9.2 To develop and present to the Board Facilities Committee a priority list of District facilities needs derived from the District infrastructure report for alignment with District budget development.

Start: September 2014

Complete: November 2014

Primary Responsibility: Art McDonnell

In consultation with the District architect, the infrastructure report of District facility needs was developed and presented to the Facilities Committee in September 2014. Items from the priority list were consistent with the reduced budget allocation determined by the Facilities Committee through review of the Capital Sources and Uses Report and available funds. Annual capital expenditures will continue to be coordinated with the availability of capital funds presented to both the Board Finance and Facilities Committees.

The Facilities Committee recommended and the Board subsequently approved bidding the following capital projects to be completed during the 2015 summer construction period: (1) Replacement of Electric Road Sign at Conestoga High School; (2) Classroom Addition & Interior Renovations at New Eagle Elementary School; (3) Site Fencing at Conestoga High School, Tredyffrin/Easttown Middle School; (4) Door to Door Hardware at Conestoga High School and Valley Forge Middle School; (5) VCT Floor Reconditioning at Beaumont Elementary School and Devon Elementary School; (6) Scoreboard Replacement at Teamer Field; (7) Replacements & Upgrades at Valley Forge Middle School; (8) Replacements & Upgrades at Conestoga High School and Tredyffrin/Easttown Middle School; (9) Replacements & Upgrades at Beaumont and Devon Elementary Schools; (10) Sitework Renovations, Replacements & Upgrades at Devon Elementary School; (11) Renovations at Conestoga High School and Valley Forge Elementary School; (12) New Maintenance & Storage Building.

Objective 9.3 To complete Board-approved projects designated in the Capital Plan for the 2014-2015 school year and an analysis of the field needs for the opening of the schools in September 2015.

Start:	July 2014
Complete:	June 30, 2015 with carry-over into summer 2015
Primary Responsibility:	Art McDonnell
Support:	Colm Kelly

The Board approved the following capital projects that were bid, awarded and completed in the 2014-2015 school year: (1) Mechanical replacements and upgrades at Devon Elementary School; (2) Science Room Renovations and Upgrades at Conestoga High School and Valley Forge Elementary School; (3) Cafeteria Window Screening at Tredyffrin/Easttown Middle School; (4) Mechanical and Electrical Replacements and Upgrades at Valley Forge Middle School, Valley Forge Elementary School and Hillside Elementary School; (5) Running Track Improvements at Conestoga High School; (6) Team Room and Applied Technology Room Renovations at New Eagle and Hillside Elementary Schools; (7) District-wide Structured Cabling Upgrades; (8) Site Fencing at Beaumont, Devon, Hillside, New Eagle and Valley Forge Elementary Schools; (9) District-wide Technology Network Upgrade; (10) District-wide Telephone Network Upgrade; (11) Structured Cabling Upgrades.

Objective 9.4 To review and evaluate the design and plan document for the maintenance and storage facility in preparation for the Township approval process and construction.

Start: July 2014
Complete: June 2015
Primary Responsibility: Art McDonnell
Support: Colm Kelly

The Facilities Committee reviewed and evaluated the design and plan documents for the construction of a new maintenance and storage building on Old Lancaster Avenue prior to the Township's Zoning Hearing Board approval in December 2014, and the Township's Planning Commission approval in May 2015. The final design and plan documents were issued for bid in May 2015. In June 2015, the bid results for construction of the building were reviewed and recommended by the Facilities Committee and approved by the full Board. The construction project is scheduled to begin in August 2015, and be completed in June 2016.

HUMAN RESOURCES

Context: The federal government delayed the employer mandate portion of the Affordable Care Act (ACA) in February 2014. The District is in compliance with ACA regulations as they exist today; however, federal mandates require increasing levels of compliance in 2015 and 2016. The ACA mandates that the District offers health care coverage to at least seventy (70) percent of full-time employees and their dependents (as defined under the Act) in 2015. The ACA mandates that the District offers health care coverage to at least ninety-five (95) percent of full-time employees and their dependents (as defined under the Act) in 2016. Failure to do so could expose the District to federal penalties.

Goal 10: To ensure District compliance with the employer mandate portions of the Affordable Care Act (ACA).

Objective 10.1 To monitor and react to changes to ACA legislation in order to plan and prepare for continued compliance.

Start: July 2014
Complete: On-going
Primary Responsibility: Jeanne Pocalyko
Support: Art McDonnell

The Board participated in a series of meetings wherein the District solicitor and administration provided information about the new ACA requirements, along with current District staffing information which would need to be considered in order to plan and prepare for continued compliance with the ACA. District staffing was monitored to ensure District compliance with the requirement to offer health care coverage to at least seventy (70) percent of full-time employees and their dependents (as defined under the Act) beginning July 1, 2015.

Objective 10.2 To develop and implement systems that will allow the District to monitor variable hour staffing; along with other staffing practices which may be impacted by ACA mandates.

Start: December 2014
Complete: Ongoing
Primary Responsibility: Jeanne Pocalyko
Support: Personnel Department, all administrators

Numerous meetings were held with the District solicitor and administrators in order to determine and properly plan for the best methods of meeting student needs while complying with the provisions of the ACA. Several staffing options were presented to the Board for consideration.

Objective 10.3	To implement staffing decisions related to the ACA.
Start:	July 2014
Complete:	On-going
Primary Responsibility:	Jeanne Pocalyko
Support:	Personnel Department, all administrators

On February 3, 2015 the Board voted to direct the administration to provide aides, paraeducators, and paraprofessionals in good standing who were scheduled to work more than 27.5 hours per week the option of: (1) working in the District through a vendor with no limitation on work hours; or (2) continue working for the District at no more than 27.5 hours per week effective July 1, 2015. Employees who were impacted by these options were regularly provided with information. Pennsylvania School Employee Retirement System (PSERS) representatives provided retirement information to the affected employees. The Board also directed the administration to staff all future aides/paraeducators and paraprofessionals through a vendor effective July 1, 2015.

On April 27, 2015 the Board voted to direct the administration to enter into a contract with CCRES as the selected vendor. Meetings were held with the affected employees and representatives from CCRES and the District to discuss employment options. These aides/paraeducators/paraprofessionals were provided with a fact sheet of information to assist them in making their decisions. Subsequently, CCRES representatives met with employees to assist with their employment transitions.

All substitute teachers were informed that they would not be permitted to work more than 130 hours per month effective the 2015-2016 school year. The AESOP substitute scheduling system was changed to restrict substitute teachers from accepting assignments in which they would work more than 130 hours per month.

Ten-month employees working 27.5 or fewer hours per week continued to work 27.5 or fewer hours per week in all summer employment assignments.

Homebound and IEP driven tutors submit timesheets in order to be paid for their service. Information on those timesheets will now be logged into the KRONOS payroll system so the hours of these variable hour employees may be tracked.

Meetings continue to be held with the solicitor and District administration to discuss and decide how to continue to staff the District in the best interests of students while complying with ACA mandates. Staffing strategies continue to be considered for this on-going mandate, and the District continues to develop and implement staffing strategies and practices for other variable hour positions.