

TREDYFFRIN/EASTTOWN SCHOOL  
DISTRICT

# DISTRICT LEVEL GOAL COMPLETION REPORT

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2018-2019 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.*

# 2018-2019 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

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**Context:** Given the adoption of Pennsylvania’s Implementation Plan for Every Student Succeeds Act (ESSA) and the moratorium on Keystone Exams as a graduation requirement until the class of 2021, the District will continue to align courses with the Core Standards and monitor changing assessment, remediation, and graduation requirements as the state continues to implement its plan. Further, in concert with the District’s Strategic Plan, the District will look for ways to continue to enhance curriculum and instruction in ways that provide meaningful, innovative and engaging experiences for students. Finally, during the 2016-17 school year, the District began implementation of the 1:1 initiative with ninth and tenth grade students. In 2017-2018, the 1:1 initiative continued with eleventh and twelfth grade students. In 2018-2019, students in seventh and eighth grades will receive District-provided laptops. The District will continue to support teachers as they develop thoughtful instructional opportunities integrating this technology resource.

**Goal 1:** To continue to provide an excellent educational program that is aligned with the state-mandated Pennsylvania Core Standards, state assessments and District Strategic Initiatives.

Objective 1.1 To explore opportunities for high school students to engage in self-selected lines of inquiry through concentration in areas of focused study.

Start: July 2018

Complete: Ongoing

Primary Responsibility: Wendy Towle

Support: Amy Meisinger and Curriculum Supervisors

Still in the exploratory stages, the Director of Curriculum, Instruction, Staff Development and Planning and the Conestoga High School principal have been investigating the benefits of focused inquiry and opportunities for integration into the high school experience. As a means of research, the Director participated in a learning institute at High Tech High, where the focus of student learning is on inquiry and demonstration. Additionally, both the Director and the CHS principal have read *An Ethic of Excellence* by Ron Berger as a possible text to guide the design of the inquiry experience. Further work this year will include a presentation to the Education Committee of the School Board in the fall, an outline of goals for the next school year and the identification of faculty members who can add their expertise to this initiative.

Objective 1.2 To continue to explore and support the integration of a Design Thinking framework for curriculum design and instructional practice as a means to impact teaching and learning.

Start: July 2018

Complete: Ongoing

Primary Responsibility: Wendy Towle  
Support: Curriculum Supervisors

The framework of Design Thinking has been incorporated into many aspects of both curriculum and instruction, as well as professional development. Curriculum Supervisors continue to facilitate opportunities for faculty to consider the value of a Design Thinking model in achieving curricular goals. Various models of Design Thinking have been used with members of the Staff Development Advisory and Artistry of Teaching Committees for purposes of continued professional growth and consideration as tools for enhancing instruction. Future work includes exploring project-based learning as a means to further integrate the design thinking model into practice.

Objective 1.3 To engage in a review of the Reading Support program in grades K-4 to ensure student needs and learning profiles are being addressed appropriately and that reading goals, objectives and student progress are being effectively measured and communicated with parents.

Start: July 2018  
Complete: Ongoing  
Primary Responsibility: Wendy Towle  
Support: Michele Staves, Elementary Principals

The review of the elementary reading support program included the following six areas: 1) an investigation of screening tools, 2) an investigation of data management system for reading data, 3) communication with parents about their information needs, 4) an implementation of Orton-Gillingham practicum, 5) an investigation of a new core reading program in grades K-4, and 6) a revision of the goal for reading support. Some of the efforts in each area include a pilot of the Shaywitz Dyslexia Screener in kindergarten this spring; a new data management system through the migration to PowerSchool Student Information System this summer; reading benchmark letters provided to parents three times this year; teacher participation in the Orton-Gillingham practicum through AIM Institute; a committee of teachers who received three modules of LETRS (Language Essentials for Teachers of Reading and Spelling) training to ground decision making in current research and best-practices prior to selection of a new K-4 core reading program; and a revised reading support goal including language related to both remediation and acceleration of skills to close grade-level reading gaps.

Additionally, administration continued its efforts with further investigation of the Acadience platform related to the inclusion of District norms and data analysis; a revision of the Kindergarten Parent Questionnaire to include information about a family history of dyslexia; the inclusion of dyslexia educational materials at kindergarten registration; screening of the teacher applicant pool for teachers with training in multisensory, explicit, and sequential reading instruction; enhanced communication with parents on catch-up growth in reading; and a presentation of 2018-2019 reading benchmark data in the fall of 2019.

Objective 1.4 To assess the impact of potential strategies for addressing adolescent sleep needs, including the implications for school start times.

Start: July 2018  
Complete: Ongoing  
Primary Responsibility: Wendy Towle  
Support: Principals, Curriculum Supervisors

Beginning in the fall, the administration worked to develop a plan for consideration of altered start times as a means to accommodate the sleep needs of adolescent students in the District. During the October Education Committee meeting of the School Board, the administration presented a report on the research and points of consideration for implementing a change in start times. At the conclusion of that meeting, the Committee established parameters for a change and asked the administration to bring back possible scenarios for change that could be implemented in 2019-2020. Additionally, at this time, a school start times page on the TESD website was established to keep parents, students and the public informed of steps in the process of investigation and consideration. In January, the administration again presented to the Education Committee and discussed the single scenario that would be viable for 2019-2020, given the timeframe for implementation and the parameters established by the Committee. The Committee recommended the scenario be presented as a priority discussion during the next meeting of the full School Board. Following that presentation, the Board as a whole asked the administration to move the process forward by collecting feedback from parents, students and staff regarding this particular scenario. The Public Information Committee of the School Board worked with the administration to develop and administer surveys to collect pertinent information regarding the proposed scenario. After careful consideration, the Board voted to move forward with a shift in start times for all levels, with each level beginning approximately 30 minutes later. This information was shared with all families and was also communicated directly to faculty and staff. Throughout the remainder of the school year, the administration worked with faculty, staff and families to develop schedules, practices and expectations that will help to ensure a smooth transition to the new start times for the 2109-2020 school year.

Objective 1.5 To continue to align ESL curricular scope and sequence across levels with the ESSA requirements.

Start: September 2018  
Complete: June 2019  
Primary Responsibility: Oscar Torres  
Support: Wendy Towle

English as a Second Language (ESL) teachers delivering the English Language Development (ELD) Program have met to continue to align the program's scope and sequence focusing the proficiency skills for new English learners. The proficiency skill goals are provided by the PA Department of Education. The focus of the sessions was to support the adaptations and

modifications in the delivery of content instruction by all teachers based on a student’s language proficiency level and the Pennsylvania Language Proficiency Standards (PA ELPS) for English learners (EL) as well as the Pennsylvania Academic Standards.

Objective 1.6 To continue to adapt the health curricular scope and sequence at the middle school and high school level to meet new state requirements.

Start: September 2018

Complete: June 2019

Primary Responsibility: Oscar Torres

Support: Wendy Towle

Health and PE teachers met multiple times throughout the fall semester to identify lessons and develop units of instruction to meet State requirements. Teachers developed lessons on drugs and alcohol that included the opioid epidemic as well as lessons on the dangers of vaping. District staff will continue to meet to revise the lessons and develop additional units of instruction in grades 5-9 so students are informed about the dangers and the impact of drugs and alcohol on society and their health.

Objective 1.7 To review the K-12 scope and sequence in social studies and language arts to ensure the representation of multiple perspectives in curriculum, resources and instructional strategies.

Start: September 2018

Complete: June 2019

Primary Responsibility: Michele Staves, Matt Sterenczak

Support: Wendy Towle

Beginning in August 2018, a K-12 Curriculum Review Team composed of K-12 English Language Arts and Social Studies teachers and librarians was assembled to review materials and instructional strategies to ensure representation of multiple perspectives in the curriculum. The team met during the August in-service for an introduction to the Teaching Tolerance Critical Practices guide including the Social Justice Standards for Anti-Bias Education. Connections between the District’s work with Pacific Educational Group were shared. The Social Justice Standards are a road map for anti-bias education at every stage of K–12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the Standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable.

Divided into four domains—Identity, Diversity, Justice and Action (IDJA)—the Standards recognize that, in today's diverse classrooms, students need knowledge and skills related to both

prejudice reduction and collective action. Together, these domains represent a continuum of engagement in anti-bias, multicultural and social justice education.

In the fall, faculty and/or department meetings were held in each building to avail all teachers to the focus of the review and to Teaching Tolerance materials. Building principals offered teachers the opportunity to include the anti-bias curricular review as a component of their Alternative Assessment goal. Throughout the first semester, Review Team members met with building colleagues to share ideas and field questions. To begin the second semester, Curriculum Supervisors hosted drop-in days in each building to facilitate conversations and to provide feedback for teachers on their efforts. During the February in-service, additional workshops were offered on strategies to embrace all perspectives while providing necessary context, including a presentation by a representative from The Council for American Islamic Relations. At the high school level, the English Department developed lessons and revised curriculum to include Teaching Tolerance Standards and Essential Questions. Teaching Tolerance trainers presented to staff members in May to develop next steps and to help identify areas of strength and need as the District seeks to best represent the voices of all students through curriculum and instruction.

Objective 1.8                      To implement the *Math in Focus* program in grade 8, along with support resources for parents and teachers.

Start:	September 2018
Complete:	June 2019
Primary Responsibility:	Nancy Adams
Support:	Middle School Principals

Eighth grade teachers implemented Math in Focus Middle School Course 3 in all 8<sup>th</sup> grade pre-algebra classes this year. In preparation, teachers began meeting in the spring of 2018 and continued through summer workshop days to plan and adapt the new resource to the existing curriculum. When school began, online and hard copy resources were made available to students and their families. Teachers continue to meet monthly to evaluate and plan upcoming units and assessments. During end of year workshops, teachers made additional modifications and adaptations to the text to meet student needs.

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## FINANCE

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**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 impact items will continue to be monitored and evaluated.

**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 2018  
Complete: September 2018  
Primary Responsibility: Art McDonnell  
Support: David Francella

The administration presented the draft 2019-2020 budget calendar consistent with the guidelines of Act 1 at the September Board Finance Committee Meeting. The 2019-2020 budget calendar included Act 1 deadline dates and actions: (1) notification to property owners of the homestead/farmstead exclusions and the submission deadline; (2) public display and notice of intent to adopt the 2019-2020 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 2, 2019, 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 2019-2020 Preliminary Budget. On January 28, 2019, the Board voted to include the Act 1 index and eligible referendum exceptions tax increases in the 2019-2020 Preliminary Budget.

The 2019-2020 Proposed Final Budget was adopted by the Board on April 22, 2019. On June 10, 2019, the Board approved the 2019-2020 Final Budget.

Objective 2.2 To provide the Board with financial analysis to support the development of a budget which addresses District educational goals and informs the Board 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 for the reduction of



expenditures and/or increasing revenue and the tax rate in adopting a final budget.

Start: July 2018  
Complete: June 2019  
Primary Responsibility: Art McDonnell  
Support: David Francella

The 2019-2020 budget is being developed and presented to the Board and the community through a series of Board Finance Committee meetings, budget workshops and School Board meetings, press releases, web postings, emailed newsletters and handouts. All public meetings and budget workshops provide opportunities for public comment and Board deliberation regarding the development of the budget. Budget materials are posted on the District website and the public meetings and budget workshops are recorded and broadcast on TETV to the community.

The 2019-2020 Preliminary Budget, approved by the Board on January 2, 2019, showed an operational budget deficit of almost \$11 million. Budget impact items were presented to the Board Finance Committee and the full Board. Multi-year budget modeling is used to project revenues, expenditures and fund balances to determine the impact on the projected 2019-2020 Preliminary Budget. Revenue projections from the Act 1 index of 2.3% and referendum exceptions of 3.664% were included in the 2019-2020 Preliminary budget approved by the Board to work to close the projected operational deficit.

The Board approved the 2019-2020 Proposed Final Budget at its April 22, 2019 regular meeting with a tax rate of 5.964%, implementing several budget strategies that effectively produced a budgeted surplus of about \$250,000. The 2019-2020 Final Budget was approved at the June 10, 2019 regular Board meeting with a final property tax rate increase of 3.91%, with an operational deficit of over \$2.2 million being satisfied with existing reserves.

Objective 2.3 To provide the Board with options to manage the use of fund balance.

Start: July 2018  
Complete: June 2019  
Primary Responsibility: Art McDonnell  
Support: David Francella

Fund Balance commitments were presented and reviewed by the Board Finance Committee at the November 2018 meeting as part of the review of the 2017-2018 local financial audit report. After that review, the Board approved the 2018-2019 Fund Balance commitments and continues to discuss options to manage the use of those fund balance commitments. The Board Finance Committee reviewed the long-term capital infrastructure plan in cooperation with Board Facilities Committee to determine an appropriate level of funding and use of fund balance in the

form of a Capital Fund transfer to be included in the 2018-2019 Preliminary Budget approved by the Board in January 2019.

The 2019-2020 Preliminary Budget approved by the Board did include a transfer to the Capital Fund of \$1.2 million. However, facing a budgeted operational deficit of almost \$11.0 million, the Board decided to move the budgeted transfer of funds from the operational area of the budget into the contingency fund. This budget reduction strategy was carried forward through to the 2019-2020 Final Budget which was approved by the Board on June 10, 2019.

Objective 2.4 To develop, examine and present budget impact items as part of the 2019-2020 budget development process. As part of this goal, past budget impact items may be examined to determine on-going impact to the development of the current budget.

Start:	July 2017
Complete:	June 2018
Primary Responsibility:	Art McDonnell
Support:	All Administrators

Budget impact items were presented to the Board Finance Committee and full Board in the development of the 2019-2020 budget. Budget impact items taken in past years were also shared with the Board for informational purposes. As part of the budget development process, the Administration is evaluating past budget strategies presented to the Board but not implemented, to determine if any could be presented for the Board's consideration.

The budget strategies ultimately included in the 2019-2020 Final Budget approved at the June 10, 2019, regular board meeting were: reducing building and departmental budgets, increasing core class size by 1 student K-8, maintain current high school regular education staffing, eliminating a new High School support staff position, eliminating a new Elementary School Mental Health Specialist, eliminating two new Middle School security positions, delaying High School teacher laptop replacements, and implementing District-wide printing controls. In addition, the Board reviewed and adjusted some budget assumptions in revenue and expense to produce a reduction in the initial \$11.0 million budgeted operational deficit of almost \$5.2 million.

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## TECHNOLOGY

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**Context:** As technology applications become increasingly available to schools and society, the District continues to evaluate its technology needs and to engage in ongoing evaluation of the use of technology by students and staff. Consistent with a goal in the District Strategic Plan to “harness the power of technology to advance learning while engaging and empowering students in a connected world,” the District is expanding its 1:1 Technology Initiative to provide laptops to all students in grades 7-12 during the 2018-2019 school year for their use in school and at home. The District is also continuing its efforts to maintain a reliable and secure network infrastructure, making cyber security enhancements where appropriate. As in the past, meeting the technology needs of students and teachers will remain a primary District objective.

**Goal 3:** To analyze the integration of technology resources, access and training to support innovative teaching and learning.

Objective 3.1 To evaluate new and existing technology resources, including those related to online learning, blended learning, personalized learning and efficiency and to examine options for standards to measure effectiveness.

Start: September 2018

Complete: May 2019

Primary Responsibility: Mike Szymendera

Support: Wendy Towle

The evaluation of new and existing technology resources has continued during the 2018-2019 school year. Specifically, tools to support multimedia production, engaging instruction and personalized learning have been evaluated. Also, adaptive technology resources continue to be assessed to support instruction in Math and Language Arts at the elementary level.

Objective 3.2 To continue to implement the 1:1 Technology Initiative at Conestoga High School, Tredyffrin/Easttown Middle School and Valley Forge Middle School.

Start: September 2018

Complete: June 2019

Primary Responsibility: Mike Szymendera

The 1:1 Technology Initiative is now fully implemented at Conestoga High School, Tredyffrin/Easttown Middle School and Valley Forge Middle School. At Conestoga High School, students have the option of using a District-provided device or bringing a family-owned laptop to school each day. At Tredyffrin/Easttown Middle School and Valley Forge Middle School, all students use a District-provided laptop. Technology integration in all three schools has continued to be a focus of in-service time, as well as informal drop-in training time.

Objective 3.3 To evaluate student access to technology in grades K-6.

Start: September 2018  
Complete: May 2019  
Primary Responsibility: Mike Szymendera  
Support: Building Principals

Student and staff access to technology continues to be assessed. The District is focusing on iPad availability in grades K-4, with the goal of providing a set of approximately 8 iPads in every core classroom. District staff are also continuing to focus on providing both PC laptop and iPad access in grades 5-6 through a shared cart model. All students in grades 7-12 are now covered through the District's 1:1 laptop initiative.

Objective 3.4 To identify and address staff training needs pertaining to the 1:1 Technology Initiative, Schoology, and Microsoft Office 365.

Start: September 2018  
Complete: May 2019  
Primary Responsibility: Mike Szymendera  
Support: Wendy Towle

Staff development related to the 1:1 Technology Initiative, Schoology and Office 365 has continued throughout the 2018-19 school year. In addition to formal sessions, our Teacher on Special Assignment for Technology has hosted several drop-in training opportunities for teachers. Additionally, the District Technology Committee continues to identify specific staff training needs related to 1:1, Schoology, and Office 365.

Objective 3.5 To evaluate the themes and tasks from the cyber security program assessment and to implement cyber security enhancements where appropriate.

Start: July 2018  
Complete: Ongoing  
Primary Responsibility: Art McDonnell  
Support: Mike Szymendera

Following the completion of a cyber security program assessment in May 2017, the District has been taking internal steps to enhance the security of our network. While the assessment and the District's follow-up actions are confidential, the work continues to focus on the broad topics of general network security enhancements, password management, account management, firewalls and filters and log collection/monitoring.

Objective 3.6 To evaluate our current and possible alternative student information software.

Start: July 2018  
Complete: June 2019  
Primary Responsibility: Art McDonnell  
Support: Mike Szymendera

District management software has three primary components: student information software (student database, report cards, transcripts, etc.), financial software (business office, payroll, etc.), and student services software (IEP, GIEP, 504 management). The sale of the District's current software's parent company necessitated the evaluation of the current and possible alternative District management software. Beginning in August 2017, an internal committee was formed consisting of administrators, business office staff, IT staff and Information Services staff. Shortly after, it was determined that PowerSchool Special Education would be the best special education software option for the District, and PowerSchool Special Education was implemented in the summer of 2018. During the fall of 2018, the Committee determined that PowerSchool SIS would be the best student information system option for the District. Following Board approval in November 2018, work has taken place to prepare for a July 2019 transition.

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## STUDENT SERVICES

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**Context:** During the 2018-2019 school year the Office of Individualized Student Services will continue to support school-age student needs. An ongoing emphasis on pre-referral intervention services, such as the Multi-Tiered Intervention model, will continue to assist students in accessing the general education curriculum in the least restrictive environment. Strong special education programming continues to serve students with a wide range of needs using evidence-based practices. As demand for programming for students with intensive needs continues to rise, ongoing analysis of enrollment, facilities and programming will inform the future work to meet these students' needs.

**Goal 4:** To continue to address the needs and support the success of all students at their individual skill levels.

Objective 4.1 To review enrollment trends of students with intensive needs and identify a plan for expanding cross-District intensive needs placements offered by the District.

Start: September 2018  
Complete: June 2019  
Primary Responsibility: Chris Groppe  
Support: Special Education Supervisors

The District monitors enrollment trends in multiple areas; students identified with intensive needs are a high priority. District In reviewing enrollment trends of incoming kindergarten students, the District identified a need to expand its Autistic Support Program to Beaumont Elementary School for the 2019-2020 school year for incoming Kindergarten students as recommended by their IEP team. At the mid-year goal report, it was indicated there could be a need to expand the cross-district Emotional Support program to Devon Elementary. As school teams worked through the Early Intervention transition process, it became evident that there would not be a need to expand the ES program. The District will continue to monitor the needs of our intensive needs students.

Objective 4.2 To develop the staff capacity to meet the needs of students with intensive needs, in preparation for the 2019-2020 school year expansion of cross-District programming.

Start: September 2018  
Complete: June 2019  
Primary Responsibility: Chris Groppe  
Support: Special Education Supervisors

To support the anticipated number of students in the Autistic Support Program at

Beaumont Elementary School, special education supervisors, teachers and administrative staff at Beaumont and Hillside created a professional development plan based on the identified needs of the incoming Kindergarten students. Relevant staff including behavior specialist, the Hillside Autistic support teacher, special education supervisors and others met with Beaumont team leaders to develop the plan which included a faculty meeting and small group planning. Professional development will continue during the 2019-2020 school year to ensure student needs are met.

Objective 4.3      To ensure identified student needs are addressed, special education teachers will engage in professional development related to the instruction of reading.

Start:                      September 2018

Complete:                June 2019

Primary Responsibility: Chris Groppe

Support:                    Special Education Supervisors

Selected special education teachers have participated in professional development that will result in the opportunity to earn Orton-Gillingham credentials through the AIM Institute. To date, teachers have completed a 35-hour class and are in the midst of completing the 60 hour practicum requirement. Teachers have until the end of the 2019-2020 school year to complete the practicum, though several special education teachers have already completed their requirement.

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## SCHOOL SAFETY AND CULTURE

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**Context:** To maintain an ongoing dialogue among students, parents, community members, District staff and emergency responders about safety measures, the District Safety Committee annually reviews current practices and emerging safety data. The District regularly reviews programs to identify new resources and to align with best practices. In spring 2018 parent focus group sessions were held with the purpose of receiving feedback and suggestions for improvement on current School District practices and responses to threatening behaviors or statements by students. Input gathered from the focus groups, along with information from expert authorities on threat response protocols, will be used to consider potential policy enhancements. The Pennsylvania State Police conducted a Risk & Vulnerability Assessment at Conestoga in response to the District’s request for such an audit. The assessment was free of charge and non-regulatory in nature. The assessment was intended to identify vulnerabilities and mitigate potential threats to students and staff members. A confidential written report was issued to the District. In addition, the District received the results of the 2017 Pennsylvania Youth Survey and will analyze the results.

**Goal 5:** To review the implementation of safe school practices in order to maintain effective communications and develop new safety initiatives for rising needs.

Objective 5.1 To review the District’s emergency response exercises from an “all hazards” perspective.

Start:	July 2018
Complete:	December 2018
Primary Responsibility:	Mark Cataldi
Support:	District Safety Committee

In preparation for the 2018-2019 school year, an annual review of the District’s Emergency Communication Plan was completed. The plan is part of the District’s overall Emergency Operations Plan that lists the steps involved, action to be taken and person(s) responsible in the event of an emergency. The District safety brochure was updated, shared with families and posted on the District website. The brochure highlights various safety programs, activities and features throughout the District. The District continues to participate in ongoing dynamic safety drills, including lockdown drills in response to a variety of threats, with changing conditions.

As part of the District’s ongoing efforts to provide safety information to our students, curriculum and programs were expanded in several areas. As part of a grant through Chester County, second graders participated in the Safe Touches program in which a lesson on personal safety was delivered. The lesson complemented the existing lessons on personal safety through the elementary school counseling program, as well as middle school and high school health curriculum. As part of the new College and Career Transition (CCT) course students in grade 11 received additional instruction on topics such as digital citizenship, healthy relationships, substance misuse, cultural competencies and stress management. In addition, a statewide anonymous reporting system called Safe2Say Something (S2SS) was launched in mid-January



2019. S2SS allows students and adults to submit anonymous tips related to individuals who may be at risk of hurting themselves or others. Information about S2SS was shared with students, parents/guardians and staff with secondary students receiving the state-required training.

Objective 5.2	To revise the District’s policy and procedures on threat assessments.
Start:	July 2018
Complete:	October 2018
Primary Responsibility:	Mark Cataldi
Support:	Chris Groppe, Building Principals, Assistant Principals

Enhancements to the District’s threat assessment protocol were implemented during the 2018-2019 school year. As part of its comprehensive school safety program, the District has an established protocol for responding to threatening behavior as part of School Board Policy and Regulation 5401, Student Discipline. The School Board adopted revisions to this Policy and Regulation to enhance its threat assessment protocol in the areas of procedures and discipline, communication and supports.

In June 2018, the District held four parent focus groups to gather input regarding the process for managing reported threats. In addition to the focus groups, parents were also invited to provide feedback through email. When considering enhancements to the threat assessment protocol, the District worked collaboratively with parents, government and private safety/mental health agencies and legal consultants to ensure the threat assessment protocol reflects input from both the local TESD community and experts in the field of school safety. The enhancements also incorporate best practices obtained through literature analysis and review.

Threat assessment teams have been established in each school, consisting of an administrator, counselor, mental health specialist, school psychologist and psychiatrist as warranted, to oversee the threat assessment process and consult with law enforcement. During in-service time, school teams received training on threat assessment using the model from the Virginia Student Threat Assessment Guidelines. The threat assessment process is an integrated team approach used to evaluate concerning behavior that suggests a student(s) may intend to harm someone else. The goal of the threat assessment team is to identify students of concern, assess their risk for engaging in violence or other harmful activities, and identify intervention strategies to manage the risk.

In the event of a threatening behavior, parents of both the offender and the recipient will be informed of available supports and services. The threat assessment protocol includes the availability of school-based counseling support for both the offender and recipient, along with other school-based supports that will be shared by the school. The District may initiate school or community communications related to reported threats in accordance with Board Policy, the Family Educational Rights and Privacy Act (FERPA) and other applicable laws based on relevant conditions outlined in Regulation 5401.

Objective 5.3	To evaluate the observations and recommendations from the Risk and Vulnerability Assessment and to implement safety enhancements.
Start:	July 2018
Complete:	Ongoing
Primary Responsibility:	Mark Cataldi
Support:	Building Principals

The Pennsylvania State Police conducted a Risk and Vulnerability Assessment at Conestoga in late May 2016 in response to the District’s 2013 request for such an audit. The assessment was free of charge and non-regulatory in nature. The assessment was intended to identify vulnerabilities and mitigate potential threats to students and staff members. The completed report was shared with the District in August 2016. Due to information related to security and safety, the report is confidential. Previously, the District Safety Committee reviewed the commendations, additional considerations and recommendations for improvement. Based upon information in the report, enhancements to the existing safety measures began after the report was received, while some items have required further discussion and lead time for evaluation. The information in the report will continue to be examined and prioritized.

Additional safety enhancements continue to be implemented to reduce the risk of building intruders and to improve emergency response times. The local police departments have been issued proxy cards for quick access to all buildings. Additional signage for a door numbering system on the exterior doors of the schools is being completed. Other items, including the installation of an electronic gate at Conestoga, as well as updates and upgrades to the existing camera surveillance system are in process. All these improvements correspond with the District’s emergency exercises and preparedness plans.

Objective 5.4 To evaluate the results of the 2017 Pennsylvania Youth Survey.

Start:	July 2018
Complete:	June 2019
Primary Responsibility:	Chris Groppe
Support:	Mark Cataldi, Building Principals

In collaboration with community partner Area Residents Caring and Helping (ARCH), District staff reviewed the results of the 2017 Pennsylvania Youth Survey (PAYS). The PAYS is administered in odd-numbered years to students in grades 6, 8, 10 and 12, and collects information about student substance use, emotional health, and factors contributing to risk and protection against antisocial behaviors. The results were summarized in a graphic that has been shared and referred to at different ARCH events. The complete report and summary graphic are available on the District website.

Objective 5.5 To apply for state or federal government grant money designated for school safety.

Start: September 2018  
Complete: Ongoing  
Primary Responsibility: Mark Cataldi  
Support: Art McDonnell, Oscar Torres

The State offered grant opportunities related to school safety and security and the District submitted two grant requests. A grant request for the installation of a new electronic security gate at Conestoga was approved in the amount of \$25,000. The project is in process through the Facilities Committee. A second grant request was submitted in the amount of \$205,000 to contribute to the cost of the replacement, enhancement and expansion of camera surveillance throughout the District. Although the District did not receive grant money, the project is moving forward with three phases spread over the summers of 2019, 2020 and 2021.

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## STRATEGIC PLANNING

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**Context:** The District has adopted a strategic plan effective for the years 2014-2020. During the 2018-2019 school year, the District will continue to communicate the plan to the school community and continue to implement all facets of the plan. Additionally, the District will begin the work needed to develop a process and timeline for the next Strategic Planning cycle.

**Goal 6:** To continue to communicate the goals of the District Strategic Plan, expand the capacity of teachers to implement strategic initiatives, implement the plan's strategies, and work towards the next Strategic Planning cycle.

Objective 6.1 To continue to provide opportunities to further explore instructional strategies that can support the dispositions identified as leading to artistry in teaching and the impact these dispositions have on student engagement and learning.

Start: July 2018  
Complete: Ongoing  
Primary Responsibility: Wendy Towle  
Support: Curriculum Supervisors

During the meetings of the Artistry of Teaching Committee this year, the members have focused on developing specific areas of focus and protocols for professional development opportunities that could lead to enhancements in all teachers' teaching artistry. Using a Charette model of action planning, members of the Committee developed ideas for both the content and possible methods of delivery for focused professional development. Further work was done by the Committee during their spring meeting with the goal of beginning the implementation of the professional development during the 2019-2020 school year.

Objective 6.2 To complete development and submission of a revised District Comprehensive Plan, consistent with current regulations.

Start: September 2018  
Complete: November 2018  
Primary Responsibility: Oscar Torres  
Support: Curriculum Supervisors

A revision of the District Comprehensive Plan, consistent with current regulations, began in the fall with a presentation and discussion at the Strategic Planning Committee. The work on the revision of the plan was conducted at multiple Staff Development Advisory Committee meetings. The Committee agreed to the continuation of the current plan along with an addition of a strategy to support the resilience of the District's teaching staff. The Staff Development Advisory Committee also developed the actions steps for implementing this strategy. Results of

this work were shared at the Strategic Planning Committee. The Plan was presented to the Board Education Committee for approval and subsequently presented to the full Board. The final plan was available for a 28-day public review period prior to the full School Board’s approval in October 2018. The Plan was successfully submitted and approved by the Pennsylvania Department of Education.

Objective 6.3 To continue implementing a framework for delivering Resiliency Strategies to all students, with the addition of the elementary level, in collaboration with faculty and staff.

Start: July 2018

Complete: Ongoing

Primary Responsibility: Nicole Roy, Oscar Torres

Support: Building Principals

The District continues to implement a framework for delivering resiliency strategies to all students in the middle schools and the high school. This spring, all 9th grade students received a lesson on resiliency. Resiliency skills are also being taught through the 11<sup>th</sup> grade College and Career Transitions Course at the high school. Presenters during Career Day were asked to share experiences of overcoming adversity within their profession. The Middle School Resiliency Committee has met twice during the first semester. Resiliency has been included as an Advisory Initiative in 7<sup>th</sup> grade. The goal for the Building Committee is to develop specific building-level goals on how to further the initiative with students and teachers. This year, the Elementary Resiliency Committee met multiple times for workshops and during Inservice time to further their understanding of the resiliency framework and develop opportunities to bring these skills into the classroom.

Objective 6.4 To identify a process and timeline for the development of the next Strategic Planning cycle.

Start: July 2018

Complete: June 2019

Primary Responsibility: Wendy Towle

Support: Curriculum Supervisors

The current Strategic Planning Committee met in the fall of 2018 and began discussion of the next cycle of planning. Members of the Committee participated in activities that facilitated discussion of future trends – both in education and in the larger context of work and world. The Superintendent and the Director of Curriculum, Instruction, Staff Development and Planning met with Mr. Andy Mozenter in the spring to discuss what the structure of the next planning cycle could look like. Mr. Mozenter has consulted with the District in several capacities in the past and has great expertise in the area of strategic planning. Additionally, during its spring meeting, the administration provided an update to the Strategic Planning Committee regarding progress to date on current goals and recommendations from the work with Mr. Mozenter. In June, the Board approved a proposal submitted by Mr. Mozenter to provide external facilitation for the Strategic Planning process. Following this approval, Mr. Mozenter began work with the Committee to begin the process, which will continue throughout the 2019-2020 school year.

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## COMMUNICATIONS

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**Context:** The District continues to utilize a coordinated communications network to maximize community awareness of valuable District information, timely alerts, new programs, and emerging legislation while promoting the successes of students and staff. In the 2018-2019 school year, the District will maintain its focus on digital communications using its website, e-newsletter and mass communication system while proactively providing updates on progress toward new District goals.

**Goal 7:** To maintain a strong, cost-effective communication program that provides stakeholders with important information and highlights District successes and student achievements.

**Objective 7.1** To provide updates and progress reports on new District goals to maximize stakeholder awareness and promote opportunities for public input.

Start:	July 2018
Complete:	June 2019
Primary Responsibility:	Chris Connolly
Support:	All Administrators

During the 2018-2019 school year, the District shared information on two key District initiatives which were also part of District goals. Following a model that has been successfully used in the past to communicate information about key District initiatives, the District proactively communicated about school start time options and the Conestoga High School Expansion Project. For both initiatives, separate dedicated web pages were created with friendly URLs to make the pages easy to access. Links to both pages were included on the Quick Links section of the TESD home page. A link to the CHS Expansion Project web page was also established in the Quick Links section of the Conestoga home page. A link to the school start times web page was created in the Quick Links section of all schools' home pages. Periodic updates were posted on these web pages and included in the District's weekly e-newsletters. The updates were also shared with PTO/HSA/CHS newsletter editors for consideration for their school-based publications. Updates on key District initiatives related to District goals were also provided at public Board Committee and Regular meetings. Priority discussions on both the CHS Expansion Project and the school start times initiative were televised and videos of the presentations were available on the TESD website.

In addition to the dedicated web page, an article on the CHS Expansion Project was included in the spring issue of the *In Tredyffrin & Easttown* community magazine. In January, a press release on the project was also picked up by local media outlets.

To provide opportunities for feedback on the school start times initiative, a dedicated email address ([starttimes@tesd.net](mailto:starttimes@tesd.net)) was created and publicized. Over 180 emails with feedback on school start times were received and shared with the Board. To gather additional feedback from target audiences, a survey on the 2019-2020 school start time option was launched in March

2019. Current T/E parents, middle/high school students and staff members had the opportunity to take the survey between March 8 – March 18. The District received over 7,000 responses to the survey. Survey data was compiled and shared with the Board Education Committee at its meeting on April 11.

Objective 7.2 To monitor usage statistics on the District website following its first full year of implementation to enhance sections of the site used most frequently by the school community.

Start:	July 2018
Complete:	December 2018
Primary Responsibility:	Chris Connolly
Support:	District Web Team Members

In an effort to ensure that popular areas of the District website are prominently displayed and easy to access, District staff reviewed usage statistics for the period of September 1, 2018 – December 1, 2018. The sections with the highest number of hits include: Staff Directory, District Calendar, Cycle Day Calendar, Lunch Menus, Schoology and Employment Opportunities. During the review, staff also examined the mobile version of the District’s website to ensure these frequently visited sections are easily accessible from mobile devices. It was discovered that the District Calendar and the Cycle Day Calendar sections were not as easy to locate on the mobile site as on the regular site. As a result, links to the District Calendar and Cycle Day Calendar were added to the Quick Links section of the website, which displays prominently on the mobile site. It was also discovered that the link to the Home Access Center (HAC) had a significant number of hits yet was not visible from the TESD home page. As a result, a link to HAC has been added to the Quick Links section of the home page.

In addition, statistics indicated two sections of the TESD website had low usage (under 100 visits over a three-month period) yet were located in the prime location of Quick Links on the home page: Media Inquiries and T/e-Bulletin Board. As a result of their low usage, these two items were moved from Quick Links to other areas of the District website. Both of these items are still visible from the home page when a user hovers over the top menu bar. Other sections of the website receiving less than 100 hits over the three-month period include: Child Abuse Prevention & Support, Open Records Requests, Complimentary Admission to Events, School Board Resolutions, Legislators and Make a Donation. At this time, these items will remain in their current locations on the website and are visible when a user hovers over the top menu bar.

The District web team will continue to periodically review website statistics to ensure the selection of items available on the TESD home page reflect usage by members of the school community.

Objective 7.3 To highlight aspects of the Strategic Plan, featuring innovative programs and initiatives that make T/E unique, through various channels of the District’s communications program.

Start:	July 2018
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Complete:	Ongoing
Primary Responsibility:	Chris Connolly
Support:	Wendy Towle

The District continues to share good news about programs and initiatives happening within T/E schools that align with the District’s Strategic Plan. During the 2018-2019 school year, stories highlighting a variety of programs and activities were featured in the *In Tredyffrin & Easttown* community magazine, the District’s e-newsletter (*T/e-News*), and on the *TE Board Talk* TV Program. A sampling of the many stories highlighting District initiatives include:

- Conestoga High School Adds New Engineering Courses (spring magazine)
- Conestoga High School and the Community: Coming Together as One (spring magazine)
- TESD Students are Coding (December *T/e-News* and spring magazine)
- From STEM to STEAM at New Eagle Elementary School (spring magazine)
- Hillside Elementary School’s Bookmarks Across Borders (spring magazine)
- Conestoga High School Students Participate in Shark Tank Project (January *T/e-News*)
- TESD Students Participate in Martin Luther King, Jr. Day of Service Activities (January *T/e-News*)
- Valley Forge Elementary School Students Practice a Growth Mindset (November *T/e-News*)
- Interview on the work of the District Coding Committee (winter/spring *TE Board Talk*)
- Virtual Reality in TESD Elementary Schools (fall magazine)

Objective 7.4 To continue to monitor the District website for ADA compliance and communicate guidelines to all staff who maintain webpages.

Start:	September 2018
Complete:	Ongoing
Primary Responsibility:	Mike Szymendera
Support:	Chris Connolly

Following the District’s transition to a new website during the summer of 2017, staff have continued to monitor the site for ADA compliance using the WAVE Website Accessibility Evaluation Tool. The District has also been working with a third party, Site Improve, to provide ongoing checks of the District website for ADA compliance. When necessary, information has been communicated to those staff members responsible for maintaining web pages on the District site.



Objective 7.5 To continue to communicate with T/E families and the community regarding changes to large-scale standardized tests including PSSAs, PSATs, SATs and Keystone Exams.

Start: July 2018  
Complete: Ongoing  
Primary Responsibility: Mark Cataldi  
Support: Building Principals, Chris Connolly

PSSA testing continues to be mandated for students in grades 3-8. However, starting in spring 2018 the Pennsylvania Department of Education (PDE) made changes to PSSAs both in the amount of testing and also how schoolwide proficiency is calculated. ELA testing was reduced from four days of testing to three days, math was reduced from three days to two days, and science remained at two days with a reduction in the number of questions. In addition, school proficiency rates on PSSAs will be calculated differently when the school participation rate in a tested subject falls below 95%. If the participation rate falls below 95%, each subsequent non-tested student will be designated as non-proficient in the school proficiency calculation.

Notification was sent to families to share information about PSSA testing requirements, the recent changes, schedule and participation. Parents/guardians who chose to opt out of PSSA testing due to religious reasons are required to review the tests and sign a confidentiality statement. The request to opt out of PSSAs needs to be completed in writing, and District Regulation 6138: Nonparticipation in Specific Instruction and State Assessments contains a form for this purpose.

As required by the state, Keystone Exams are administered to students in the T/E School District currently enrolled in Algebra 1, Biology, and Literature. Due to ongoing changes in state requirements for the Keystone Exams, information was updated on the District website as of January 2019. Recent legislation established new pathways for students in the classes of 2022 (grade 9 for the 2018-2019 school year) and beyond to meet the Statewide graduation requirement regarding Keystone Exams. The options are detailed on the District website and will need to be tracked for each student as results are received. In addition, remediation and retesting are no longer required for any student. A *TE Board Talk* program was aired on TETV explaining the new changes. Furthermore, families were informed via a mailed letter in advance of the spring 2019 administration of the Keystone Exams.

Four years ago, the College Board began instituting a Suite of Assessments, including the PSAT 8/9 and redesigned PSAT/NMSQT (National Merit Scholarship Qualifying Test) and SAT. The College Board changed the design of these assessments in order to focus on the skills and knowledge that will help today's students solve problems, communicate clearly and understand complex relationships. In addition to information about the tests being shared with families through the mail, the high school counselors used Schoology as a communication tool.

Objective 7.6 To continue notifying the Board and community of emerging legislation and forthcoming regulatory changes, including updates on the Every Student Succeeds Act (ESSA), which will impact the District and its students.

Start: July 2018  
Complete: Ongoing  
Primary Responsibility: Oscar Torres  
Support: Chris Connolly

Throughout the school year, the District receives updates on legislation regarding forthcoming regulatory changes. This year the School Board passed a Resolution Urging the General Assembly to Adequately Invest in Public Schools and Students. The Basic Education Funding Commission's (BEFC) formula has garnered the attention of school districts because it appears to be a fairer way to distribute state funds. Channeling additional funds through the BEFC formula would increase the state's share of revenue to the T/E School District as well as other districts where the population is increasing. If all state funding went through the BEFC formula, TESD's potential increase in funding would be \$1.3 million. The resolution was passed by the School Board on May 29, 2019.

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## STAFF DEVELOPMENT

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**Context:** As the full implementation of the Every Child Succeeds Act (ESSA) continues, the District will continue to provide teachers with the appropriate professional development. In addition, staff development initiatives will support the implementation of the 2014-2020 District Strategic Plan. Further, related to many aspects of the Strategic Plan, the District will provide professional development focused on strategies and resources that can more fully support an equitable learning environment for all students.

**Goal 8:** To provide support for full implementation of ESSA requirements, while continuing initiatives that address the District’s Strategic Plan

Objective 8.1 To provide staff and administrators with ongoing updates regarding the full implementation of Pennsylvania’s ESSA Plan.

Start: July 2018  
Complete: Ongoing  
Primary Responsibility: Wendy Towle  
Support: Nancy Adams, Michele Staves, Oscar Torres

At this point in time, there have been no further developments in the implementation of Pennsylvania’s ESSA Plan. The administration will continue to monitor this and provide updates as appropriate.

Objective 8.2 To continue to support the staff in integrating opportunities for students to develop a capacity for innovation, creativity and an entrepreneurial spirit.

Start: July 2018  
Complete: Ongoing  
Primary Responsibility: Wendy Towle  
Support: Nancy Adams, Michele Staves, Oscar Torres

Opportunities for staff to focus on creativity, innovation and the entrepreneurial spirit continue to happen in a variety of ways. Through work in District committees and in-service workshops, faculty members have been engaged in re-envisioning curriculum and methods of instruction that expand the focus on creativity and innovation. By way of example, during the November in-service, teachers attended sessions, both in house and out of District, specific to new and innovative areas of study in their content areas. Committees such as the Coding Committee continue to explore ways to expand their reach in creative ways beyond the subjects traditionally associated with coding. At the high school this year, the Business Department facilitated the opportunity for students to participate in a “Shark Tank” experience, through which they

accessed creativity, innovation and ultimately entrepreneurship. Throughout the remainder of the school year, District Committees and professional development opportunities will continue to provide teachers with support and a forum for discussion of ways to integrate these dispositions into instructional practice.

Objective 8.3 To support the staff in collaborating to innovate in the classroom, with the artistry of teaching in mind, in order to impact student engagement and learning.

Start: July 2018  
Complete: Ongoing  
Primary Responsibility: Wendy Towle  
Support: Nancy Adams, Michele Staves, Oscar Torres

The Artistry of Teaching Committee has as a goal this year of designing professional development opportunities that will specifically address those dispositions identified as leading to teaching artistry and, in turn, positively influencing student engagement and learning. The Committee began this work in the fall by creating a list of areas of focus. They have also begun to identify the type of professional development that could be most meaningful for each area of focus. Work continued in the spring to expand on these ideas with the goal of creating professional development experiences that can be implemented during the 2019-2020 school year.

Objective 8.4 Through a partnership with Pacific Educational Group, to support the staff in developing a culture that promotes an environment of equity where all students can develop to their highest potential.

Start: July 2018  
Complete: Ongoing  
Primary Responsibility: Wendy Towle  
Support: Building Principals, Nancy Adams, Michele Staves, Oscar Torres

Collaboration with Pacific Educational Group (PEG) began in August of 2018 when 80 members of the faculty, administration and School Board participated in a two-day Beyond Diversity training. This training is designed to provide a foundational understanding of racial equity and allows all participants to engage in conversation using a common language. Following this initial training, work has continued at both the District and building levels through the District Equity Leadership Team (DELT) and the Leadership for Racial Equity Development Team (LEADS). These teams have met regularly throughout the school year with consultants from PEG to deepen their own understanding of racial equity and to begin to develop protocols and practices that will ensure all students are able to develop to their highest potential. Additionally, five teachers and two administrators have completed the PEG Affiliate training which will eventually enable each of them to facilitate the Beyond Diversity training directly within the District. The work with PEG is ongoing throughout this school year and beyond, and

several more meetings of both DELT and LEADS occurred during the spring months and another round of the Beyond Diversity training has been scheduled for the summer. Further, a student component, Students Organized for Anti-Racism (SOAR), was introduced this year and training was provided for adult advisers and student leaders.

Objective 8.5 To provide continued support to the staff as they look to integrate additional Science, Technology, Engineering, Art, and Math (STEAM) opportunities across the grades and curricular areas.

Start:	July 2018
Complete:	Ongoing
Primary Responsibility:	Wendy Towle
Support:	Nancy Adams, Michele Staves, Oscar Torres

Curriculum supervisors continue to support professional staff interested in integrating STEAM opportunities. During the November in-service, several teachers participated in STEAM activities. K-12 art teachers visited Goggleworks in Reading, PA to learn more about a variety of media and how technology can be incorporated into their instruction. Some elementary teachers attended a CCIU STEM conference to learn about activities that can be used in the classroom to incorporate STEM learning, while others reviewed professional literature and developed a spreadsheet of STEAM activities to support their curriculum. Middle school librarians attended an offsite workshop called Breakout EDU, an “escape the room” type experience for teachers and students. The Coding/Computational Thinking Committee reviewed and extended the Hour of Code Experience for elementary and middle school students and evaluated the Computer Science Teachers Association (CSTA) standards to identify opportunities to incorporate additional activities into core classes. Additional opportunities to integrate STEAM learning were explored during May and June inservice days. On these inservice days, professional staff experimented with using glasses and cameras to create virtual reality experiences for students. Elementary professional staff created lessons that integrate robotics into core content areas.

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## FACILITIES

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**Context:** During the 2018-2019 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 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 continue to review building capacity projections from the latest Demographic Study update in order to explore options to ensure the availability of adequate space for the instructional program based on student enrollment patterns and projections.

Start:	September 2018
Complete:	December 2019
Primary Responsibility:	Wendy Towle
Support:	Art McDonnell

During the fall of 2018, the District once again contracted with Sundance Associates for a demographic review. This update was completed and presented to the Board Education Committee in November 2018. 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 each elementary school would be able to accommodate predicted enrollment over the coming three years. However, it was also noted that Valley Forge Elementary School experienced an unexpected spike in kindergarten enrollment this year and that kindergarten enrollment would need to be monitored closely in order to determine if this was an anomaly or the beginning of a trend.

Analysis of space utilization in the middle and high school buildings revealed there were currently an appropriate number of classrooms to accommodate enrollment, however given rising enrollment projections, the Board had previously decided to move forward with an expansion and renovation project at the high school.

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 2018
Complete:	December 2018
Primary Responsibility:	Art McDonnell
Support:	Colm Kelly

In consultation with the District architect, the infrastructure report of District facility needs was updated and presented to the Board Facilities Committee in September 2018. The list of prioritized projects from the plan are reviewed along the capital sources and uses report and available funds. The capital projects expenditure plan is coordinated with the availability of capital funds presented to both the Board Finance and Facilities Committees.

Objective 9.3 To complete Board-approved projects designated in the Capital Plan for the 2018-2019 school year and an analysis of the field needs for the opening of the schools in September 2019.

Start:	July 2018
Complete:	June 30, 2019 with carry-over into summer 2019
Primary Responsibility:	Art McDonnell
Support:	Colm Kelly

The Facilities Committee recommended and the Board subsequently approved, bidding the following capital projects to be completed during the 2018-2019 year with construction to occur during the summer months: renovations, replacements and upgrades at all District schools, air conditioning at Hillside Elementary School and District-wide CCTV Security System.

The Facilities Committee approved sending the lowest responsible bidders for the following projects to the Board for their approval: Renovations and replacements and upgrades to Beaumont Elementary School, Devon Elementary School, Hillside Elementary School and New Eagle Elementary School; Renovations and upgrades to Valley Forge Elementary School, Tredyffrin Easttown Middle School, Valley Forge Middle School and Conestoga High School; Air Conditioning at Hillside Elementary School; and District-wide CCTV Security System. The Board approved all four of these projects to be completed during the summer of 2019.

Objective 9.4 To support District efforts to promote a sustainable environment and continue to investigate opportunities to incorporate additional energy efficient practices.

Start:	September 2018
Complete:	June 2019
Primary Responsibility:	Art McDonnell
Support:	Colm Kelly

The Facilities Committee has incorporated this goal into its 2019 Committee goals and will continue to work with District consultants to evaluate approved construction projects regarding environmental impact, energy consumption and use of environmentally-friendly materials.

Objective 9.5 To study the educational program and classroom needs to determine feasibility for the expansion of Conestoga High School.

Start:	July 2018
Complete:	June 2019
Primary Responsibility:	Rich Gusick
Support:	Administrators

A study was conducted to examine the District's instructional needs, space utilization and possible options for expansion of the current Conestoga High School (CHS) building. The CHS Expansion Project has been discussed at School Board Education, Facilities and Finance Committee meetings and at regular Board meetings. On January 24, 2019, the public was invited to meet with School Board members, the TESD administration and project architects to review and discuss design plans for the CHS Expansion Project. At its January 28, 2019 meeting, the Board authorized the project architects to create detailed design schematics for the expansion project plan. Those detailed design schematics are in the development stage and the District has started the process of obtaining all necessary regulatory approvals for the project.

Objective 9.6 To create guidelines and standards for the donation of playground equipment to ensure uniformity and appropriateness for all students.

Start:	September 2018
Complete:	June 2019
Primary Responsibility:	Art McDonnell
Support:	Building Principals

The Facilities Committee has incorporated this goal into its 2019 Committee goals. The Committee Chair identified the next step as working with an outside consultant to create a list of playground equipment items that the District would provide to PTO/HSA as a resource for potential donations.

Objective 9.7 To research and evaluate online facilities scheduling software to increase potential rental opportunities.

Start:	September 2018
Complete:	June 2019
Primary Responsibility:	Art McDonnell
Support:	All administrators

In cooperation with several District departments, resulting research has not identified any facilities scheduling software solution that would promote an increase in rentals that would offset the on-going cost of licensing and maintaining the software.



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## HUMAN RESOURCES

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**Context:** In May 2018 the Board voted to begin utilizing Education Staffing Solution (ESS)/Source4Teachers as the provider of District substitute teachers. The District will begin to work with ESS to transition existing substitute teachers as well as recruit new substitutes and T/E retirees to work for the District through ESS. Additionally, numerous meetings will occur with individuals responsible for assigning substitute teachers in order to ensure a smooth transition. This will include meetings with principals and other administrators; individuals who supervise District nurses; building secretaries; payroll, accounts receivable, and other business office personnel. On July 1, 2018, the District began providing employees with a high deductible health care option which includes a health savings account (HSA). Because this offering is new to the District we will need to monitor and refine the processes that have been set into place for this plan and also to communicate new HSA information and procedural changes to employees. Lastly, the District solicitor's office advised the District's cafeteria plan document be reviewed and revised in order to clarify procedures related to benefits administration.

**Goal 10:** To implement and oversee the transition of District-employed substitute teachers to vendor-provided substitute teachers, refine and communicate new District processes and procedures related to the recently implemented high deductible health care plan and accompanying health savings account, and secure a vendor to create a new cafeteria plan document.

Objective 10.1 To implement and oversee the transition of District-employed substitute teachers to vendor-provided substitute teachers.

Start:	July 2018
Complete:	June 2019
Primary Responsibility:	Jeanne Pocalyko
Support:	Principals

The provision of substitute teachers via ESS began in July 2018 and this process continued to evolve throughout the course of the school year. Human Resources staff worked closely with ESS over the summer to review procedures, transfer personnel information and substitute systems data, and begin transitioning existing substitute teachers to ESS. ESS provided a series of recruiting events in TEAO over the summer to transition the existing District substitutes and also to hire new substitute teachers and health room nurses. Human Resources staff, the District substitute coordinator and ESS employees participate in weekly conference calls to discuss substitute coverage, exchange data and explore recruitment and coverage options. ESS continues to hold regular recruitment events both in and out of the District, and substitute coverage has increased from 86% in 2017/18 to an average of approximately 97% by year-end.

Objective 10.2 To refine and communicate new District processes and procedures related to the recently implemented high deductible health care plan and accompanying health savings account.

Start:	July 2018
Complete:	June 2019
Primary Responsibility:	Jeanne Pocalyko
Support:	Art McDonnell

Employee participation in the newly implemented high deductible health care plan was higher than anticipated and the benefits specialist was diligent in answering questions and assisting employees with the new plan and processes for accessing the health savings accounts. HSA maximums changed as of January 1, 2019 and those changes were communicated to all participants. District contributions are regularly monitored to ensure new enrollees receive the appropriate District contribution. The benefits specialist continues to work individually with employees regarding the new plan and the three (3) previously existing plans.

Objective 10.3 To secure a vendor to work with the District to review and revise the District’s cafeteria plan document in order to provide clear guidance on District benefit rules and practices.

Start:	July 2018
Complete:	June 2019
Primary Responsibility:	Jeanne Pocalyko
Support:	Art McDonnell

The Reschini Group, the District’s benefits provider, agreed to revise the District’s cafeteria plan to ensure compliance with ever-changing tax and health care legislation and to provide clear guidance on District benefit rules and practices. We have received the first draft of the new cafeteria plan from our benefits consultant and intend to review it internally and work with legal counsel before finalizing the plan in 2019/20.

Objective 10.4 To expand the pool of applicants in an effort to hire staff that reflect the diversity of the District’s student population.

Start:	September 2018
Complete:	Ongoing
Primary Responsibility:	Jeanne Pocalyko
Support:	All administrators

The District has and will continue to expand its recruitment and advertising efforts in an effort to capture a larger pool of candidates. This includes focused minority recruitment sites, enhanced college partnerships and broader advertising efforts. Additionally, the District has added, “Minority candidates are encouraged to apply” to job postings in order to further articulate District goals. The District will continue to analyze its demographic data when it becomes available.