

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT



GOAL COMPLETION REPORT

2021-2022 SCHOOL YEAR

MISSION: TO EMPOWER STUDENTS TO PURSUE THEIR INDIVIDUAL AND COLLECTIVE POTENTIAL AS GLOBAL CITIZENS BY CREATING A SAFE AND EQUITABLE COMMUNITY THAT FOSTERS WELL BEING, INTEGRITY, SOCIAL RESPONSIBILITY AND A PASSION FOR LEARNING.

Curriculum, Instruction and Assessment

Goal: Provide an educational program aligned with PA Core Standards, state assessments and District Strategic Initiatives to meet the needs of all students.

Sustainability

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

Safety, Mental Health and Well-Being

Goal: Ensure that students, families, and staff are physically safe and psychologically secure in TESD buildings.

Faculty Support

Goal: Support current staff and hire new staff to meet the needs of a growing and increasingly diverse student body.

Community Connections

Goal: Communicate and connect with community stakeholders in an effort to advance the District's mission.

August 11, 2022

CURRICULUM, INSTRUCTION AND ASSESSMENT

Goal: To provide an educational program aligned with PA Core Standards, state assessments and District Strategic Initiatives to meet the needs of all students.

Success Indicators:

- **Utilized curriculum delivery modifications developed during COVID-19 that provided added value in current conditions.**
 - *Teachers and administrators reviewed and evaluated the various means of providing instruction during COVID and identified those means that could continue to provide value to instructional practice.*
 - *The District continued the appropriate integration of 1:1 devices at the elementary schools as part of instructional practice. Additionally, teachers K-12 are continuing the use of Schoology as a platform for sharing content, assignments and resources.*
- **Trained teachers in strategies to ease the transition of students back into in-person instruction.**
 - *Summer workshop time was used for teachers, counselors and mental health specialists to collaborate and develop supports for students as they transitioned back to in-person instruction.*
- **Fully implemented the Wonders 2020 curriculum in grades K-4.**
 - *The Wonders 2020 curriculum has been fully implemented as a reading resource in grades K-4, with on-going staff development to support teachers in fully and effectively accessing all components of the resource.*
- **Reviewed the middle school and high school schedules.**
 - *The Middle School Advisory Committee examined the current middle school schedule and did not recommend any change to the overall structure of the schedule. The Committee also reviewed the 85-minute blocks of instruction used during the 2020-2021 school year due to the pandemic. Feedback strongly supported the eight-period day in its current form with the exception of adding additional time to the current model for the HERO (Honesty, Empathy, Respect and Open-Mindedness) Program. The lessons are taught during an extended homebase period once every other week and they cover relevant topics such as bullying prevention, digital citizenship, resiliency which center around developing citizenship and other positive character traits. There was a desire to increase the number of lessons and the time allocated for each lesson and to group lessons together on consecutive days. To bolster student interest and engagement, the Committee would like to pursue adding team-building activities early in the school year to build a sense of community and excitement around the extended homebase time and upcoming lessons.*
 - *Administrators have met multiple times throughout the school year to discuss goals and parameters for the high school schedule review. These guidelines were shared with the Education Committee in March 2022. A Schedule Review Committee that includes students, staff, and parents was established and met twice in the spring with the goal of engaging in a full review during the 2022-2023 school year.*
- **Incorporated inclusive, culturally responsive, and equitable practices at all levels.**
 - *The District continued professional development and curricular review throughout the year supportive of inclusive, equitable, and culturally responsive practices and materials.*

CURRICULUM, INSTRUCTION AND ASSESSMENT, continued

Success Indicators:

- **Provided students with materials from multiple perspectives and contexts.**
 - *A framework for curricular inquiry was developed and shared with teachers as a means to provide opportunity to introduce a broader learning background and multiple perspectives into classroom instruction and units of study. The review of social studies and language arts resources continued, with focus moving from high school to now include elementary and middle school.*

SUSTAINABILITY

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

Success Indicators:

Finance

- **Developed a budget consistent with the Tax Payer Relief Act and summarized it clearly for the public.**
 - *The Act 1 budget calendar, developed in cooperation with the District solicitor, provided all pertinent dates needed to meet the requirements of the Taxpayer Relief Act.*
- **Developed a balanced budget which addresses the District's educational priorities with available revenue.**
 - *The budget presented at public meetings included revenue sources, expenditure commitments, budget impact strategies and fund balance which, in totality, allowed the Board to approve a Proposed Final Budget in April and a Final Budget in June.*
- **Provided the Board with a draft budget based on student enrollment, appropriate staffing, and facility needs for the 2022-2023 school year.**
 - *The 2022-2023 budget presented an operational budget deficit of almost \$6.0 million. Multi-year budget modeling was used to project revenues, expenditures and fund balances to determine the impact on the projected 2022-2023 budget.*
- **Collected and organized the data required for the Comprehensive Annual Financial Report for submission to the Government Finance Officers Association (GFOA) in December 2022.**
 - *Data collection and organization is continuing and the Comprehensive Annual Financial Report will be submitted next fiscal year.*

Technology

- **Trained students, parents/guardians, and teachers in grades K-4 in the 1:1 iPad program.**
 - *District IT staff provided technology resources, including tip sheets and videos, for students and parents through a dedicated 1:1 iPad Schoology course. Course topics included: Getting to Know Your iPad; Microsoft Teams; Schoology; Office 365; Wonders Reading Program; Math in Focus; and Hour of Code.*

SUSTAINABILITY, continued

Success Indicators:

Technology, continued

- **Trained staff in changes for Schoology, Office 365, and Powerschool.**
 - *The LAUNCH+ Staff Schoology course was developed to provide technology training resources for staff. The course currently provides staff with training materials pertaining to more than 75 different topics.*
- **Identified new technology resources for effective online learning, blended learning, and personalized learning.**
 - *District IT staff conducted an evaluation of existing technology resources to determine whether the resource is still in use and meeting the needs of the District. The goal is to provide a list of approved resources for teacher use.*
 - *Staff worked with the District Technology Committee to create a process for teachers to request approval for new technology resources.*
- **Implemented cyber security enhancements to ensure student and staff cyber safety.**
 - *This year, IT staff continued simulated phishing training for staff to support network security.*

Facilities

- **Analyzed student enrollment data and information from the demographer to ensure the availability of adequate space in District buildings for the instructional program.**
 - *The District received a yearly update of demographic projections from Sundance Associates in November 2021. Using the demographic projections, an annual room utilization review was conducted and presented to the Education and Facilities Committees. Further discussion of elementary enrollment and its relation to room utilization continued in the spring through the Education Committee. This resulted in a recommendation for a preliminary study of full day kindergarten as it relates to student success and District facilities needs.*
- **Prioritized facility needs derived from the Infrastructure report.**
 - *In consultation with the District architect and engineers, District facility needs were presented to the Board Facilities Committee in September 2021. The list of prioritized projects from the infrastructure report were presented along with the Capital Sources and Uses Report to evaluate the entire capital projects expenditure plan with the availability of capital funds.*
- **Evaluated designs for the construction of new fields at the recently acquired nursery property.**
 - *Designs for the new athletic fields were evaluated at the April and May Board Facilities Committee meetings. The plan selected by the Committee was approved by the Board at its May meeting. The project has an anticipated start date of early 2023.*
- **Assessed and implemented practices that promote environmental sustainability, including energy usage.**
 - *The Board Facilities Committee has continued to work with District consultants to evaluate the designs of construction projects in an effort to promote environmental sustainability, energy consumption and use of environmentally-friendly materials.*

SAFETY, MENTAL HEALTH, AND WELL-BEING

Goal: To ensure that students, families and staff are physically safe and psychologically secure in TESD buildings.

Success Indicators:

- **Mitigated the risks related to COVID-19 with amendments to the Health and Safety Plan according to guidance from public health agencies.**
 - *The District has updated its Health & Safety Plan twice since the initial adoption of the Plan in August 2021. The updated Health & Safety Plan incorporated new guidance from public health agencies.*
- **Provided families with safety protocol changes based on changing conditions.**
 - *The District communicated changes to safety protocols using a variety of methods including direct email to families, the District's weekly e-newsletter, website postings, infographics, building-level messages and communications in partnership with parent/family organizations.*
- **Implemented safety enhancements recommended from the Risk and Vulnerability Assessment.**
 - *Secure vestibule construction for each school building will be complete by summer 2023. Five schools will have their vestibules constructed during summer 2022 and the remainder will occur in summer 2023.*
- **Applied for state and federal grants designated for safety.**
 - *The District continues to be eligible for federal and state grants in response to the pandemic. Grant money has been used for supplies and staffing related to COVID-19 mitigation measures (medical supplies and medical staff) as well as to proactively addressing learning loss. The American Rescue Plan/Elementary and Secondary School Emergency Relief grant is a multi-year grant in which the District receives allocations during the 2020-2021, 2021-2022 and 2022-2023 school years.*
- **Trained staff in culturally responsive strategies that promote equity and inclusion.**
 - *All new staff members have participated in training on culturally responsive strategies that promote equity and inclusion in the classroom. Teachers participated in additional workshops to redesign lessons that align with the District's Curricular Inquiry Process to ensure multiple perspectives are included in classroom lessons and units of instruction.*
- **Provided information to parents/guardians and community members relevant to sound student mental health practices and resources.**
 - *In fall 2021, school staff at all levels provided virtual presentations for families on supporting students' mental health needs. The presentations were recorded and posted on the TESD website and shared in the District's e-newsletter.*
 - *School counselors, mental health specialists and health teachers presented information on prevention of and response to student suicide at a District Safety Committee Meeting.*
 - *The District continues to partner with ARCH on community presentations related to mental health, such as the presentation by Minding Your Mind on 'Understanding Anxiety and Depression in the COVID Era' and Mental Health First Aid for Families.*
- **Provided trauma-informed training to staff.**
 - *The District continued to provide trauma-informed training to all staff members.*

SAFETY, MENTAL HEALTH, AND WELL-BEING, continued

Success Indicators:

- **Gathered and analyzed feedback regarding District mental health initiatives and supports.**
 - *The District continues to collect feedback on mental health initiatives and supports through various means, including the District Safety Committee, ARCH, Strategic Planning Action Teams and internal department meetings and discussions.*
 - *The District has received data collected from the preliminary Pennsylvania Youth Survey (PAYS) conducted in October 2021. TESD's survey results have been shared and discussed with all administrators and relevant school staff. The final PAYS report was received in May 2022 and will be reviewed by staff. In the wake of the Texas school shooting, the District created a designated school safety email inbox as an additional outlet for all members of the school community to provide ideas and feedback on school safety practices, which includes supporting mental health and wellness.*

FACULTY SUPPORT

Goal: To support current staff and hire new staff to meet the needs of a growing and increasingly diverse student body.

Success Indicators:

- **Negotiated a new TENIG contract.**
 - *On November 22, 2021, the Board approved a new three-year contract with TENIG which took effect on July 1, 2022.*
- **Interviewed and hired candidates from diverse backgrounds to increase the diversity of the workforce.**
 - *The District continued to explore traditional and nontraditional advertising opportunities in order to increase the number of administrative and teaching staff candidates of color.*
 - *Accelerated the timeline for the selection process in order to capture the strongest candidates.*
- **Hired additional staff, as needed, based on COVID-related circumstances.**
 - *Periodic surges in COVID cases continued to create staffing challenges this year. The District entered into contracts with additional vendors to increase staffing for aides/paras and nursing staff. TESD staff also met weekly with ESS, TESD's substitute teacher provider, to anticipate staffing demands and increase substitute coverage. Daily-reporting substitute teachers were utilized to ensure coverage for last-minute openings.*
 - *TENIG rate increases took place for new employees effective January 1, 2022 in an attempt to assuage staffing shortages for support positions, and additional advertising venues were expanded and utilized.*

FACULTY SUPPORT, continued

Success Indicators:

- **Trained staff in culturally responsive strategies that promote equity and inclusion.**
 - *All new faculty members participated in training in culturally responsive strategies that promote equity and inclusion in the classroom. Teachers were also invited to participate in additional workshops to redesign lessons to align with the District's Curricular Inquiry Process in order to ensure multiple perspectives are included in classroom lessons and units of instruction.*

COMMUNITY CONNECTIONS

Goal: To communicate and connect with community stakeholders in an effort to advance the District's mission.

Success Indicators:

- **Convened the Strategic Planning Committee to review the work done on the Strategic Plan pre-COVID and finalize the goal areas.**
 - *The Strategic Planning Committee reconvened in December of 2021 to review and finalize the District's mission statement and strategies. Consideration was given to changing priorities as a result of COVID and an additional strategy was added to reflect new learnings that developed through the pandemic instructional models.*
- **Convened action teams in the spring of 2022 to develop and write strategies for the Strategic Plan goals.**
 - *Action Team participants were solicited during the winter and membership of these teams included staff, students, family members and community members.*
 - *Action Teams met in March/April 2022 to develop Action plans.*
 - *Action plans were presented to the Strategic Planning Committee in May for review and approval, followed by presentation to the Board Education Committee in May. The Education Committee recommended the Strategic Plan be presented for review by the full Board in August 2022.*
- **Provided educational opportunities for community members to learn and understand the District's Diversity, Equity and Inclusion Initiative.**
 - *District administrators worked with school PTOs to offer information sessions by school to demonstrate how the Equity Initiative and the Curricular Inquiry Process are incorporated in the classroom. In partnership with the PTOs, TESD administrators completed the parent sessions at the elementary schools this spring.*
 - *Public presentations on the Equity Initiative have been made at Board Education Committee meetings and District Diversity Committee meetings.*

COMMUNITY CONNECTIONS, continued

Success Indicators:

- **Developed new and maintained existing partnerships between the District and the community.**
 - *This year, District staff visited and engaged with members of local communities of color to build bridges across the District and the greater school community. A new Family and Community Partnership group comprised of persons of color, including parents, students and community members, was created to help engage members of the school community who, in the past, may not have felt included in District practices and structures. The goal of the program is to build stronger ties between local communities of color and the school district.*
 - *A new partnership was formed with Chester County Mental Health & IDD Department to further support District mental health initiatives.*
 - *District staff also continued ongoing relationships with existing community partners. A sampling of TESD's many existing partnerships include: PTOs and other District parent groups, ARCH, BUILD, FLITE, T&E Care, Surrey Services, YMCA Greater Brandywine, Tredyffrin Historic Preservation Trust, Minding Your Mind, CAPCO, Tredyffrin & Easttown Libraries, and West Chester University College of Health & Sciences.*
- **Developed information "shareables" for social media and partner organizations' communication pieces.**
 - *Earlier this school year, District staff created web graphics, social media graphics and accompanying copy to publicize and promote awareness for District-level initiatives including the Conestoga High School Community Open House, the Athletic Fields Plan Community Open House and the Strategic Planning Action Team Campaign. These awareness campaigns contributed to strong attendance and school community engagement at these events.*
 - *In May, with support of the Board Public Information Committee, the Communications Office expanded the District's use of social media by repurposing and posting existing District content as another communications outreach to the community. Shareable social media posts featured a variety of District information, announcements and highlights. Facebook statistical insights showed significant increases in the "people reached" and "engagement" categories since TESD expanded its social media posts. Next year the Communications Office plans to engage the PTOs and other parent and community groups as social media ambassadors to assist in promoting and sharing District content.*