

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT

GOAL COMPLETION REPORT

2023-2024



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

Change

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

Curriculum

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

Engagement

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

Equity

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

Faculty Support

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

Mental Health and Well-being

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

Safety

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

Sustainability

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

CHANGE

Contact Person: Dr. Wendy Towle

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

Success Indicators:

By June 30, 2024, the District will have:

- Developed additional opportunities to gather, assess, and implement practices utilized during COVID-19 that could be beneficial for students and staff moving forward.
 - *After using Microsoft Teams out of necessity during the pandemic, TESD continued the use of virtual Teams meetings for District teacher and staff member meetings, and provided an option for parents to attend conferences via Teams if needed.*
 - *Teacher and staff members attended online/virtual conferences.*
 - *The District Needs Assessment was modified to incorporate questions related to practices that developed during COVID.*
 - *The District implemented strategies supported by State and Federal ESSER COVID grants to address learning loss and to support social emotional learning, afterschool homework clubs and summer enrichment programs.*
- Reported opportunities and challenges presented by potential integration of artificial intelligences into District classrooms and workplaces.
 - *The Director of the Educational Program shared a presentation with all administrators regarding the opportunities and challenges presented by artificial intelligence.*
 - *The Director of the Educational Program and the Director of Curriculum, Instruction, Staff Development and Planning joined the Chester County IU's AI Leadership Group in order to collaborate with and learn from the experiences of other leaders in the county.*
- Concluded the review of the high school schedule and developed a plan to implement recommended changes.
 - *The High School Schedule Committee concluded their work and presented the recommended new schedule to the Education Committee in December of 2023.*
 - *Policies and regulations were modified accordingly to reflect slight changes in the graduation requirements necessitated by the adoption of the new schedule.*
 - *Efforts continue to be made to ensure a smooth transition to the new schedule in the 24-25 school year.*
- Analyzed student achievement data since 2020 and recommended instructional enhancements as appropriate.
 - *After analyzing results from the ELA PSSA tests and identifying a need, teachers attended CCIU Text Dependent Analysis Boot Camp and subsequently developed elementary and middle school teacher trainings.*
 - *Middle school teachers engaged in workshops to create new ELA, Math and Science PSSA practice materials and instructional resources.*
 - *High school teachers participated in workshops to create new ELA and Science Keystone practice materials and instructional resources.*

CURRICULUM

Contact Person: Dr. Wendy Towle

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

Success Indicators:

By June 30, 2024, the District will have:

- Conducted an analysis of elementary and special education programming and facilities needs to determine the most effective solutions.
 - *During the fall of 2023, the most recent analysis of programming and facilities needs was completed, and a recommendation was made to the Board to move forward with a sixth elementary school. Although the District owns two parcels suitable for building the school, neither is ideal. The Board then entered into an agreement to purchase a property at 1200 West Swedesford Road. The Superintendent, the Director of the Educational Program and the Director of Curriculum, Instruction, Staff Development and Planning have made presentations to staff, families and community members to outline the rationale and timeline for the sixth elementary school.*
- Implemented multiple opportunities for high school students to engage in dual enrollment classes with local universities.
 - *For the 23-24 school year, the District has entered into three dual enrollment agreements with local universities – two on Conestoga’s campus and one at West Chester University. Immaculata and Gwynedd Mercy Universities agreed to award college credit for courses already part of Conestoga’s Program of Studies. Students may earn 3 college credits for each of the following courses – Astronomy, Accounting and Economics. All courses were taught by Conestoga teachers and were approved with the existing Conestoga Program of Studies. During the first semester, 29 students opted to earn college credit as part of this program and 19 students participated during the second semester. West Chester University provides an opportunity for Conestoga students to attend a class on the WCU campus and earn college credit. There were no students who chose this option.*
- Fully incorporated the iReady assessment into the elementary benchmark assessment protocol at grades 3 and 4 and continued exploration of the benchmark assessment tools at the middle school level.
 - *3rd and 4th Grade: the iReady diagnostic assessment was used three times (fall, winter, spring) in 23-24. iReady diagnostic assessment results were reported as a benchmark measure with results accessible to parents in the PowerSchool parent portal. Fall, winter, and spring data study meetings were held with reading specialists at the District level and teachers at the building level.*
 - *5th – 8th Grade: the iReady diagnostic assessment was used three times (fall, winter, spring) in 23-24 with all students in 5th grade and students in reading classes taught by reading specialists in 6th - 8th grade. It was used as an internal diagnostic assessment to measure student progress and growth to inform instruction. Fall, winter, and spring data study meetings were held with reading specialists and 5th grade reading teachers at the District level. After completing the pilot this spring, iReady will also be used in 24-25 at the middle school level in select grades for select students.*

CURRICULUM, continued

- Provided ongoing professional development for staff around the TESD Dispositions for Inclusive Teaching.
 - *During the summer and fall of 2023, the professional development workshop for the Dispositions was created. Full day sessions of professional development began in March 2024.*
- Continued the process to consider the impact of implementing a full-day kindergarten program on student achievement and well-being.
 - *As part of developing the rationale for building the sixth elementary school, additional research and discussion occurred regarding the benefits of a full-day kindergarten program. Ultimately, the Board decided to move forward with a plan to introduce full day kindergarten once the sixth elementary school opens and space allows the additional classrooms needed for such a program.*
- Implemented steps to transition to the State STEELS standards in all related subject areas.
 - *The Science Curriculum Supervisor has continued implementing the plan to transition to the STEELS standards by 25-26. In coordination with the Chester County IU, there have been multiple professional development workshops held for teachers at all levels. Small groups of teachers have also been working together to create curriculum maps and to review possible resources that will support the new standards. In the spring of 2024, the Board approved the addition of a STEM special at the elementary and middle school levels in order to fully implement the STEELS standards. The framework and curriculum will be developed for this new special during the 24-25 school year and the special itself will become part of the schedule during the 25-26 school year.*
- Implemented and reviewed new K-4 Social Studies curriculum.
 - *The newly developed K-4 social studies curriculum is being fully implemented this year at all five elementary schools. Grade level teams of teachers are meeting regularly to review units as they have been taught and to discuss any modifications based on the actual implementation.*

ENGAGEMENT

Contact Person: Chris Connolly, Dr. Mike Szymendera

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

Success Indicators:

By June 30, 2024, the District will have:

- Developed and implemented a communications plan to increase awareness of elementary and special education programming, facilities needs and opportunities for stakeholder engagement.

ENGAGEMENT, continued

- *The TESD Communications Office implemented a multi-faceted awareness campaign to share information with the community about elementary and special education facilities needs. The campaign included public presentations; a dedicated webpage with meeting videos and presentation slides; updates in District and school newsletters; social media posts; slides on TETV; announcements at parent meetings; and press releases. All outgoing messaging included inbox links encouraging community members to stay engaged and submit feedback.*
- *In June 2024, a new webpage was established to share information related to the sixth elementary school. The URL for the page, www.tesd.net/newelementaryschool, was included in District e-newsletters and the District Facebook page at the end of the school year. The webpage, along with other resources, will be expanded and widely publicized as the project progresses.*
- Presented a chronology of prior facilities upgrades that were made to accommodate growing enrollment and programming needs.
 - *Over the last few years, public presentations on elementary enrollment and facilities utilization have provided details on prior facilities enhancements and adjustments the District has made to accommodate growing enrollment and programming needs. The chronology has included both renovations to the existing footprint of the schools as well as the addition of space, the most recent being the high school addition.*
- Selected a vendor for website services to replace Blackboard, the District's current website service provider.
 - *Last year, Blackboard was acquired by Finalsity. All customers who use Blackboard's website platform will be transitioned to a new template with Finalsity by January 2025. After consulting with Chester County school district communications professionals, TESD staff learned that all Chester County school districts have transitioned, or are in the process of transitioning, to Finalsity. TESD staff will work with Finalsity to transition to a new template that is similar in design to TESD's current site and will implement an awareness campaign to inform stakeholders.*
- Added a user-friendly comment/question form to the TESD website to provide an avenue for general District-level inquiries.
 - *This year, a new link was added to the "Contact the T/E School District" section of the TESD website to provide an easy method for stakeholders to submit general inquiries. The new link was especially popular at the start of the school year when families had questions but were unsure of which office to contact.*
 - *In addition, TESD continued utilizing specialized inboxes to gather feedback on specific topics, which most recently included elementary enrollment.*
- Compared and evaluated vendors that could enable the District to send its weekly e-newsletter through SMS, or text messaging.
 - *TESD staff engaged in discussions about the use of SMS with other school district communications professionals through the National School Public Relations Association member forum. Feedback indicated that very few school districts have pursued SMS with the public. One school district tried using the SMS product offered by Constant Contact, TESD's e-newsletter vendor, but discontinued it citing concerns with cost, technical issues and regulatory/privacy barriers. TESD will continue using SMS with District families through SchoolMessenger but will not pursue SMS with the public at this time.*

EQUITY

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

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

Success Indicators:

By June 30, 2024, the District will have:

- Collaborated with local historians and created professional development sessions to provide accurate and historical information to enhance the curriculum.
 - *Teacher workshops about the history of T/E and its segregation of students in 1932-1934 were developed and delivered by local historian Miss Penny Washington. Workshops were delivered to third grade, secondary English and social studies teachers. In addition, the District held an inservice day workshop on this topic, which was available to all staff. Feedback by participants was very positive and impactful for teachers.*
- Promoted well-rounded and inclusive classroom experiences by incorporating multiple perspectives and fostering critical thinking during the curricular inquiry process.
 - *Three staff workshops that focused on the curricular inquiry process were held this school year. Teachers and administrators participated in these workshops as a way to deepen their understanding of the process. The content of the workshops was centered on the Dispositions for Inclusive Instruction and the first of the sessions was held in the spring. Curriculum Standing Committees reviewed the Dispositions and the curricular inquiry process as they relate to the development and delivery of curricular lessons.*
- Conducted a comprehensive review of the equity webpage on the District website to ensure that all information is accurate, updated and aligned with current initiatives and practices.
 - *Review of the equity webpage is ongoing to ensure educators and community members find appropriate and informative resources regarding TESD initiatives.*

FACULTY SUPPORT

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

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

Success Indicators:

By June 30, 2024, the District will have:

- Provided enhanced communication, facilitated by the Human Resources Department, and increased employee support through in-person visits to all TESD buildings, on-site interactions, attention to employees' concerns and personal engagement with staff.
 - *In the spring of 2024, the TESD Human Resources Office conducted in-person visits to District buildings to facilitate personal engagement with staff.*

FACULTY SUPPORT, continued

- Initiated a quarterly staff newsletter to share important Human Resources information and provide additional employee resources.
 - *In the fall of 2023, the Human Resources Office initiated the distribution of a quarterly Wellness Newsletter to District staff. This publication covered a broad range of topics pertinent to human resources, benefits and well-being.*
- Hosted an employee networking event, enhanced by information learned from the inaugural event held during the 2022-2023 school year.
 - *On January 18, 2024, the second annual TESD Career Network Event took place, attracting approximately 30 potential teaching and staff support candidates.*
- Developed opportunities to support the well-being of staff, enhance resiliency, and manage stress.
 - *Through the quarterly HR Wellness Newsletter to District staff, planned in-person visits to TESD buildings, and ongoing one-on-one interactions, the Human Resources staff actively engaged with staff to provide support.*

MENTAL HEALTH AND WELL-BEING

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

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

Success Indicators:

By June 30, 2024, the District will have:

- Leveraged the resources available through the University of Pennsylvania – Chester County Intermediate Unit Consortium on Mental Health and Optimal Development to develop an enhanced K-12 curriculum for mental health and well-being.
 - *As part of the District's enhanced mental health and well-being initiative, TESD piloted a Connection Questionnaire for students in grades 3, 4, 6, 7, and 10. The questionnaire focused on identifying a trusted adult at their school. If a student was unable to identify someone, a staff member reached out to the student. Those staff identified as a trusted adult were informed of the connection.*
- Implemented professional development sessions for all staff related to supporting student mental health and well-being.
 - *All teachers participated in professional development focusing on trauma-informed practices in schools.*
 - *As a new segment during induction, TESD incorporated professional development related to mental health and well-being for staff and students.*
- Identified opportunities to use grant funds to support student mental health needs.
 - *The District applied for and received a Pennsylvania Commission on Crime and Delinquency (PCCD) grant to support student mental health needs and well-being. Grant funds are disbursed between January 2024 and December 2025. The District is using these grant funds to support student mental health and well-being with contracted mental health providers for students and school psychologist support.*

SAFETY

Contact Person: Dr. Chris Groppe

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

Success Indicators:

By June 30, 2024, the District will have:

- Updated the community on the outcomes of the school safety drills held during the 2022-2023 school year.
 - *In October 2023, an update on the school safety drills held last school year was included in the District e-newsletter. District emergency response protocols were reviewed and updated to reflect the work completed during the last school year. These protocols incorporated the feedback obtained during county-wide school security coordinators meetings and aligned language across the county. Information was also shared with the District Safety Committee.*
- Collaborated with local law enforcement, first responders and relevant agencies in ongoing reviews of emergency protocols and practices.
 - *School security coordinators from across Chester County met regularly to collaborate and review safety practices and emergency protocols. In addition, District staff met with local law enforcement prior to the start of the school year. Law enforcement was also invited to school lockdown drills to provide feedback. District personnel participated in tabletop exercises conducted by the county, in collaboration with local law enforcement and other districts. This resulted in further understanding of how schools and communities respond to emergency situations, sharpening TESD's thinking on how it would proceed in different scenarios.*
- Identified and implemented staff development sessions that align with Act 55 on practices related to school safety and security.
 - *The District met its annual Act 55 training requirements for the 23-24 school year. During the staff inservice in August, TESD school nurses partnered with EMS personnel to train staff in first aid practices including Stop the Bleed training.*
 - *During the June inservice, staff completed training created by the Pennsylvania Commission on Crime and Delinquency (PCCD) regarding situational awareness and trauma informed approaches. Combined with the regular drills conducted in schools, these trainings fulfilled the District's requirements for the school year.*
- Conducted a survey to obtain feedback on school safety and security.
 - *As a method to obtain feedback on school safety and security, TESD completed facility audits in each school. These audits were conducted by the Safe Schools Coordinator from Chester County Emergency Services in collaboration with building principals and the District safety coordinator.*

SUSTAINABILITY

Contact Person: Art McDonnell, Dr. Mike Szymendera

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

SUSTAINABILITY, continued

Success Indicators:

By June 30, 2024, the District will have:

Finance

- Analyzed the financial implications of building a sixth elementary school.
 - *This goal shifted as the District pursued and closed on the purchase of an existing office building to house a sixth elementary school.*
 - *The financial implications included issuing bonds to produce the amount of funds needed to purchase and renovate the building.*
 - *The debt service required from the bond issues would require a consistent, reliable annual revenue stream. Upon completion and opening of the sixth elementary school, scheduled for the fall of 2027, the operational costs will also have a significant impact on the general fund budget.*
- Utilized new transportation data management software to allow for remote access, improved routing capabilities and integrated GPS tracking.
 - *The District has fully implemented the new transportation data management software and all training was completed at the end of September 2023. TESD continues to improve the bus routes utilizing this software.*
- Conducted a review of Business Office internal procedures and processes and identified potential opportunities for enhanced operational efficiencies.
 - *In the payroll department, employee notifications for payroll changes and estimated income calculations were completed more securely and efficiently. Checks and balances of payroll calculations were more thorough because all employee paychecks are checked for accuracy and in the same amount of time as in the past.*
 - *In the accounts payable department, the filing system was simplified to save time, paper, and office space. Security enhancements include a new set of procedures to help detect if a check is fraudulent. A scanning program was begun for accounts payable records so that audits can be completed more effectively.*
 - *For other accounting functions, transfers between general and other funds were completed more seamlessly and securely online. More efficient and secure transfers were implemented as school buildings began using procurement cards.*
 - *In the tax collection and accounts receivable department, Keystone Collections made collection more efficient with a larger, bilingual staff. This allowed TESD staff to assist in other administrative duties. Accounts receivable also collaborated with the human resources department to review monthly aging reports for accuracy. Additional efficiencies related to identifying fixed assets and revenue posting were also implemented.*
- Identified key critical functions within the Business Office and implemented a cross-training program.
 - *Cross training was implemented within the accounting office. More than one department was able to process deposits if needed and key employees were able to create reports as needed. Quarterly and annual tax returns can be completed by staff in the payroll department. Specialized training was provided in necessary functions such as state reporting and federal filing to keep the District compliant. Finally, a more efficient electronic filing system has aided in the completion of these integral tasks.*

SUSTAINABILITY, continued

- Submitted the Annual Comprehensive Financial Report to the Association of School Business Officials (ASBO) International.
 - *The Annual Comprehensive Financial Report (ACFR) was completed and submitted to ASBO in December, and the District received the award for Excellence in Financial Reporting in April 2024.*

Technology

- Implemented online centralized student registration and identified any areas in need of enhancement.
 - *A centralized online registration system was implemented during the summer of 2023 for all new students to the District. In January 2024, the system was also implemented for kindergarten registrations for the 24-25 school year.*
- Monitored the evolving cyber security landscape in K-12 school districts to identify potential enhancements to ensure student and staff cyber safety.
 - *The District continuously monitored changes in the cybersecurity landscape through regular meetings with several local and national organizations. Improvements were made when appropriate based on new information.*

Facilities

- Conducted a feasibility study to assess site options for a possible sixth elementary school.
 - *The District evaluated a wide range of site options for a sixth elementary school, including two sites already owned by the District on First Avenue in Berwyn and Jefferson Lane in Chesterbrook. The District also evaluated 18 existing commercial sites that were identified by a commercial real estate broker at Vista Realty Partners. Of the 18 sites, one site at 1200 West Swedesford Road in Berwyn was identified and subsequently purchased as a suitable site for a possible sixth elementary school.*
- Completed the approvals process for the new athletic fields project with government and regulatory agencies.
 - *The approvals for the new athletic fields from the Pennsylvania Department of Environmental Protection (PaDEP) for National Pollutant Discharge Elimination System (NPDES) and Sewage Facilities Planning were addressed in 2023. The approval from the Chester County Conservation District was granted in 2023, in coordination with the PaDEP and NPDES. The required zoning relief was finalized with the Tredyffrin Township Zoning Hearing Board in December 2023 and January 2024. The final land development approval was granted by Tredyffrin Township Planning Commission at its February 15th meeting.*
- Completed final design phase for the new athletic fields project and obtained Board approval for public bidding, released and accepted bids, and started construction.
 - *The tree removal and existing building demolition on the site was completed in May 2024 with the low bid/quote contractor. The design and bid documents are near completion. Public bids were released for the sitework along with the construction of the field house, fields, and grounds buildings. The anticipated completion of the fields and buildings is in the fall and winter of 2025, respectively.*

SUSTAINABILITY, continued

- Completed playground improvement at elementary schools utilizing the Playground Infrastructure Report.
 - *Playground improvements were completed at Devon and Hillside Elementary Schools. Zoning relief for Valley Forge Elementary School was approved by the Tredyffrin Township Zoning Hearing Board. The sitework, equipment, turf, asphalt and rubberized surface quotes were obtained through cooperative purchasing agreements and reviewed and approved by the Facilities Committee and Board in April 2024. The work will take place and be completed during the summer of 2024.*
- Assessed current practices related to energy usage, and implemented practices that prioritize energy efficiency and environmentally friendly operations.
 - *The District's consultants have continued to evaluate energy efficiency and sustainable design tactics during various project designs. The evaluations have included life-cycle cost evaluation for various systems used in the past and those proposed. The strategies currently being pursued for current projects include:*
 - *Replacement of air conditioning units, air handling units and roof top units, along with elimination of R-22 refrigerant/freon, at various sites during the summer 2024 at VFES, DES, TEMS, VFMS, NOC and CHS.*
 - *Replacement of fluorescent light fixtures with LEDs at various sites during the summer of 2024 BES, HES and CHS.*
 - *Photovoltaic (solar) panels at new athletic fields, fieldhouse.*
 - *Adaptive reuse of existing structure and site redevelopment, in lieu of new greenfield development, for the sixth elementary school.*