

Progress Report for WSSD 2014- 2015 Goals

(as of July 1, 2015)

- **Successfully complete the NPE additions and renovations project.**

The NPE construction project was successfully completed during the 2014-2015 school year. All classrooms were ready for the opening day of school. A new art room and library were completed by early October 2014. A dedication ceremony was held on November 14th, 2014 officially marking the completion of the NPE construction/renovation project. As of June 30th, the only remaining work included the repaving of the parking lot.

- **Successfully move forward with the review and implementation of the science, technology education, and English/language arts vertical team recommendations, and sustain quality professional development that supports technology integration, Math in Focus, and Reader's/Writer's Workshop.**

Subject areas under review for 2014-15 moved through the cycle of review, development, implementation and monitoring. The Education Vision Team worked with the Office of Curriculum and Instruction to provide high quality professional development experiences for teachers for 2014-15 in-services. Additional professional development focused on priority initiatives.

The Science Vertical Team completed a development year in 2014-15, working to review resources, articulate course objectives and alignment of Next Generation Science Standards (NGSS) and inquiry practices across levels:

- The secondary science departments made it a departmental goal to integrate and articulate NGSS science and inquiry practices. This development work will continue through 2015-16. The Middle School will also articulate course objectives and practices in an Understanding by Design (UbD) format to better align practices from grades six to twelve.
- Elementary science development work focused on reviewing resources and restoring the full complement of units to better align with standards. Development work in 2014-15 focused on preparing to move into the implementation phase for 2015-16. Resources were developed to increase both writing-to-learn and inquiry thinking approaches through use of a student notebook for science across grades.
- A science mission statement and a statement of habits of mind and inquiry practices for science have been developed for use from grades K to 12.

The English Language Arts Vertical Team completed a development year, while some prior initiatives moved through implementation:

- The elementary schools and middle school grade six completed the first year of full implementation of a Reading Workshop model aligned with the new PA Core Standards.
- Grades three to six enhanced both Reading and Writing Workshop with an increase in text-dependent analysis to meet the rigor of the new standards and new testing demands.
- ELA Team development work led to a commitment to strengthen the existing Writing Workshop approach with incorporation of updated Writing Workshop resources for grades 1-5 that better align with the new standards.
- The ELA vertical team recommendations led to a review of placement criteria and development work in the summer of 2015. Recommendations led to a focus on

- strengthening student engagement in literacy, increasing diversity of literature, articulating and aligning course objectives and research skills.
- The ELA team will move into implementation in some areas for 2015-16; in others, development work will be ongoing.

Professional development provided an array of high quality experiences for teachers:

- The fall professional development allowed grade and departmental focus; elementary work focused on individual student data in math.
- The spring professional development focused on a variety of topics related to student engagement and achievement.
- Elementary teachers continued a professional development series with Teachers College from Columbia University to support Reading Workshop implementation.
- The Math Vertical Team was in the monitoring phase; the team continued to evaluate Math in Focus implementation started two years ago. During the monitoring process, the team made recommendations to align practices and recommended continued focus on professional development in math for elementary teachers. Those plans are underway for 2015-16.

The Technology Education Vertical team conducted a review of instruction and practices.

- Review and alignment work focused on elementary and secondary technology education offerings.
 - Cost constraints prevented moving forward on some recommendations for elementary enhancements.
 - Development work will continue at the department level to focus on vertical skill alignment.
- **Effectively support the continued implementation of the district's revised model of teacher supervision/evaluation.**

The Administrative team continued to study, analyze, and reflect on the techniques used when performing classroom observations and walkthroughs. Data from these practices was used to determine best practices and areas of need. As a result, enhancements were developed that will be incorporated into the 2015-16 model. Professional development at the school level focused on those best practices as well.

Throughout the year, as the Pennsylvania Department of Education regulations shifted in terms of supervision/evaluation, the District worked through the process of enacting the new regulations in the most efficient method possible.

- **Effectively manage the district's financial resources, balancing the commitment to providing a quality education with fiscal restraint.**

Once again, the District faced another dramatic increase in the amount of new funds that had to be committed to the state pension system. In response, the District worked diligently to identify \$1.1 million in necessary budget reductions for the 2015-16 year. These reductions were achieved through a process that looked at working more efficiently in all areas, reevaluating and reorganizing positions, and paring back on support services. These reductions did not diminish the range of essential curricular and extracurricular program opportunities we provide our students.

- **Position the Summit School Property for marketing and potential sale or lease .**

At the May 11, 2015 school board meeting, the Board appointed Jones Lang LaSalle, licensed brokers, to lead the marketing efforts for the Summit School property. Jones Lang LaSalle has already developed an Offering Memorandum which was circulated to developers in our area and has begun showing the property to those who have expressed interest. Based on the level of interest to date, Jones Lang LaSalle is confident offers will be forthcoming.

- **Advance our strategic plan commitments to build on current strengths, strengthen areas in need, and develop new educational opportunities for students.**

The progress of implementing the strategic plan can best be summarized by the progress made in all of the above goals. Whether it be the cost-containment strategies enacted, additional curricular offerings, or the enhanced teacher supervision/evaluation model, the District's efforts were focused around those items listed in the Strategic Plan. As the District searches for a new Superintendent, the Strategic Plan will provide an excellent bridge from past to present.