

Hempfield School District
Superintendent Goals: 2016-17 (Board Approved 9/13/16)

Name: Christopher S. Adams, Ed.D.

Date of Plan: 8/2016 - 6/2017

GOAL # 1: Student Growth and Achievement - To focus district efforts and align district resources so all students realize a minimum of one year’s growth in core content areas and that struggling learners receive additional supports needed to close the achievement gap with their on-grade-level peers.

The vision of the Hempfield School District is *personal growth, achievement and success for every student*. We aim to ensure that all students have access to rich experiences in and out of the classroom throughout their HSD career and to launch graduates who are prepared to thrive in a 21st Century world, regardless of the career paths they choose. The following action steps align with elements of Goal Areas #1 and #2 of the HSD Three-Year Comprehensive Plan, which was enacted July 1, 2015 in order to guide the work of the district in the direction of our vision.

Action Steps	Target Completion Dates	“Deliverables”
<p>Grade-based Benchmark Development – I will collaborate with the Assistant Superintendent, Director of Curriculum, and Director of Student Services to lead efforts to define a collection of achievement and social-emotional benchmarks to be achieved by the end of the following grade levels:</p> <ul style="list-style-type: none"> • Target grade levels: K, 3rd, 6th, 9th, 12th • Benchmarks will serve as targets to be achieved by the end of each identified grade level • We will develop work teams that will identify what the research and our collective professional experiences suggest are the assessment tools that yield the highest leverage data (accurate and able to be used efficiently) with respect to monitoring programmatic progress and making intervention decisions for students who have not met the targets as they move beyond the transition grade. • The work teams will then research and identify benchmarks to include both academic (cognitive domain) and social-emotional (affective domain) target elements. • Composites of the benchmarks for each grade level will be assembled and shared with district leaders by the end of April for review and feedback. The goal will be to begin using this benchmark data in 2017-18 to monitor the effectiveness of our educational programming and to help staff at each next level make informed intervention and support decisions for students who are not attaining the benchmarks set. 	<p>Work teams to be identified for each grade level by the end of October, 2016</p> <p>Draft profiles for review by district administration, principals and DLs by end of April, 2016</p>	<p>Draft profiles for each target grade that include cognitive and affective benchmarks to be attained</p>
<p>Effective Instructional and Intervention Practices – I will work with the Assistant Superintendent, Director of Curriculum, and Director of Student Services as they lead the work of our other district leaders to collect data related to the implementation of current HSD instructional, assessment, and intervention practices and to determine which practices are most effective in helping students meet growth & achievement targets and which should be evident in all HSD classrooms.</p> <ul style="list-style-type: none"> • We will place emphasis on how iPads are being integrated into classroom practices. • A revised Walk-Through (WT) tool will be implemented in the fall for use in collecting data at the classroom level regarding education practices observed in district classrooms. • We will continue to refine interventions and supports available to elementary, middle, and high school students, with an academic/behavioral focus prevalent at the elementary level and focus on School-Wide Positive Behavior Interventions and Supports development prevailing at the middle schools and high school. 	<p>Revised Walk-Through (WT) tool implementation in the Fall of 2016</p> <p>Data summary to be compiled and available in June, 2017</p>	<p>WT/observation data summary</p> <p>Summary narrative explaining progress with respect to evolving teacher practices</p> <p>Summary narrative regarding progress in the development of an effective, system-wide interventions framework</p>

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<p>Open Campus PA (OCPA) – I will evaluate the status of OCPA consortium-based program and refine the vision for this initiative moving beyond the 2016-17 school year.</p> <ul style="list-style-type: none"> • We will gradually begin to take back HAVEN students into online courses offered solely by OCPA consortium teachers. • We will establish enrollment targets and rationale consistent with our desire to provide greater online course access to traditional students who seek a blended experience. • HSD teachers will develop a small number of new asynchronous elective courses. • We will recruit/train a pilot group of teachers to teach Edgenuity-based courses that align with the HSD curriculum program outside of the contractual day (per student stipend basis as defined in consortium MOU). • We will recruit HHS teachers to pilot the use of Edgenuity course content in brick/mortar courses. • Begin exploring with district and association leadership possibilities for redefining what the school schedule might look like at HHS as we seek to break down the traditional boundaries of space and time in high school scheduling. 	<p>April-May</p>	<p>Formal recommendations made to the board regarding a future OCPA contract with consortium partners (PM and MT)</p> <p>Summary narrative detailing progress made with regard to course development, Edgenuity course integration, OCPA enrollment projection, and exploration of possibilities for opening up the high school schedule to be more flexible for students and staff</p>
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GOAL # 2: District Communications and School-Stakeholder Partnerships - To develop or improve district systems and processes that enhance the quality of communication and working relationships within the school system and between district personnel and stakeholders in the school community.

The following action steps align with elements of Goal Area #3 of the HSD Three-Year Comprehensive Plan enacted July 1, 2015, which focuses on developing and improving district systems and processes that promote effective partnerships with parents and other community stakeholders.

Action Steps	Target Completion Dates	“Deliverables”
<p>Board Relationships/District Governance – I will collaborate with the Board to establish a list of topics for potential workshops focused on board governance and other school district issues deemed to be important by our Team of 10.</p>	<p>Topic List by September Workshops completed by June</p>	<p>Workshop Completion Reports at public board meetings</p>
<p>School/Family Partnerships – I will work with the Assistant Superintendent, principals, and department leaders to ensure that communication expectations are shared clearly and reinforced frequently with faculty to improve the sense of partnership that parents/families feel at the classroom level.</p> <ul style="list-style-type: none"> • We will develop and make available to families electronic surveys in November and April that focus on the communications climate that exists at the school/classroom level. • We will have principals establish logs to account monthly for the concerns they field related to teacher/staff communication between school and family 	<p>Expectations to staff in August/September November and April Survey Administration Principals Log Review in May</p>	<p>Expectations Documentation Fall and Spring Survey Results Summary narrative explaining results of principal data collection</p>

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<p>District/HEA Partnership – I will continue efforts to maintain a proactive and responsive relationship with the Hempfield Education Association so as district educator, we can remain focused on providing the highest quality learning experiences for students.</p> <ul style="list-style-type: none"> • Monthly meetings throughout the school year with HEA officers to identify challenges and seek solutions • Fall and spring meetings with the HEA Council of Representatives to hear perceptions of district strengths, areas where improvement is needed, and suggestions for making the district a better place for students. 	<p>Monthly meetings with HEA Leadership</p> <p>November and April meetings with the Representative Council</p>	<p>Summary of findings shared with administrators and Board members as needed throughout the year</p>
<p>Student Experiences – I will continue to facilitate efforts to develop and maintain a keener sense of perspective regarding how students view/feel about their experiences coming through the school system so that feedback can be shared with district leaders and staff, the intent being to be responsive to student needs as they perceive them to be.</p> <ul style="list-style-type: none"> • We will develop and administer Exit-type surveys with 6th, 8th, and 12th graders as they leave each level of schooling in our system. (A form of this is already in place at HHS) 	<p>Survey administration in May</p>	<p>Summary of survey results</p>
<p>Parent/Community Interactions – I will continue to facilitate district efforts to better understand the perspectives, cares, and concerns of parents and community members and to share the same from a district viewpoint so we can deepen the sense of partnership between district and community.</p> <ul style="list-style-type: none"> • I will conduct fall meetings with PACs/PTOs wherever our respective schedules permit for this • I will conduct fall & spring drop-in opportunities in each of the 6 district attendance zones • We will continue to film and broadcast 2-Minute Talks • We will continue to expand our social media presence (Facebook, Twitter, Snapchat, mobile app, etc.) • We will continue to enhance parental access to educational resources (online, parent/community academies, etc.) • District leaders and I will continue to be visible at district events (athletic contests, performing arts events, etc.) 	<p>September/October PAC/PTO meetings</p> <p>Oct/Nov and Mar/April Drop-In dates</p> <p>Monthly 2-minute talks</p> <p>Periodic social media posts</p>	<p>Summary of meetings with parent organizations and drop-in session feedback</p> <p>Social media posts and 2-minute talk video archives</p> <p>Website access to educational resources; parent/community academy opportunities</p>
<p>Local Business/Community Leader Focus Group – I will continue to interact with residents and stakeholders, both at the local and state level, in order to explore ways of improving the school system while being responsive to the needs of the community at large whenever possible.</p> <ul style="list-style-type: none"> • I will extend invitations to meet with Senator Aument, Representative Miller, and other legislators as deemed appropriate. • I will participate in the PDE-sponsored Superintendents Academy over the next two years, bringing back lessons learned to apply within the district. • I will establish a Superintendent’s Business Advisory Council (SBAC) in the fall. 	<p>Legislator meetings in the fall</p> <p>PDE Superintendent’s Academy attendance in the Fall, Winter, and Spring</p> <p>Seasonal meetings with the SBAC (fall, winter, and spring)</p>	<p>Periodic reports on the outcome of meetings held with different stakeholders</p>

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GOAL # 3: Professional Development - To increase the capacities of district employees in ways that increase organizational effectiveness and ensure the provision of high levels of support needed to maximize employee performance in the pursuit of achievement of the district mission and vision.

The following action steps address elements of Goal Area #4 of the HSD Three-Year Comprehensive Plan enacted July 1, 2015, which focuses on providing comprehensive, differentiated, research-based professional development to district staff responsible for meeting the needs of HSD students.

Action Steps	Target Completion Dates	“Deliverables”
<p>Effective Instructional Practices & Data Gathering – I will collaborate with the Assistant Superintendent, Director of Curriculum, and Director of Student Services as we seek to enhance staff member proficiencies related to education practices targeted in the Comprehensive Plan and identified by district leaders. District principals and department leaders will collect data related to practices and strategies evident in classrooms throughout the year and use this data to create future professional development programming.</p> <ul style="list-style-type: none"> • We will focus development on instructional practices identified in the CP as well as those practices that district data reveal to be effective in the areas of instruction, assessment, and intervention. • We will continue to integrate professional development experiences aimed at the effective integration of digital tools by all district educators • We will ensure that all trainings mandated by the Commonwealth are completed within the time frame established for these trainings by PDE (Act 126, Act 71, etc.) 	June	<p>2016-17 Professional Development Calendar</p> <p>PD Session presentation documents and evaluation summaries</p> <p>Walk-Through/Observation Data Summaries</p>
<p>Leadership Development – I will work with other district leaders to provide professional development experiences for the District Leadership Team (DLT) intended to enhance our focus on district priorities, collaboration across job-alike groups, and the coherence of communication as district leaders interact with stakeholders across the school community. Leadership concepts that will continue to explore more deeply include:</p> <ul style="list-style-type: none"> • Extreme Ownership • Decision-Making • Fierce Conversations • Building Capacity in Others • Leading Change 	June	<p>PD Session presentation and other documents, evaluation summaries</p> <p>Periodic reports to the board regarding experiences facilitated</p>
<p>Superintendent Development – I will continue to develop my knowledge base and skill set so I can most adeptly cast the vision for and provide direction to the school system, as well as grow the capacity of leaders and staff to best meet the needs of our students while maintaining a respectful sense of fiscal responsibility to the community. Experiences I will explore this year include:</p> <ul style="list-style-type: none"> • Continued participation in PDE’s Superintendents’ Academy • Mindfulness for Educators • Organizational practices focused on defining and increasing academic return on investment (A-ROI) 	June	<p>Periodic reports to the board regarding learning experiences</p>