



Prepare
each
student,
by name,
for success
at every level.



POTTSTOWN SCHOOL DISTRICT
**Comprehensive
Plan • 2022 - 2027**

Table of Contents

Letter from the Superintendent	4
About Our District	5
Planning Process	6
The Comprehensive Planning Process	6
Why Plan?	6
Meaningful Community Engagement	7
Begin with the End in Mind	8
Current State of Student Achievement	9
The Comprehensive Plan	10
Structure of the Plan	10
Part 1: Student Learning	11
Portrait of a Pottstown Graduate	12
Goals of Student Success	13
Goals, Measures, and Equity Priorities	14
Part 2: Instructional Effectiveness	15
Our Four Pillars	16
Professional Practices for Effective Instruction	17
Goal Specific Educational Strategies	18
Part 3: Empowering Infrastructure	22
Mission-Focused Supports and Services	23
Roadmap for Disciplined Implementation	24
Appendices	25
Calendar of Engagements	25
Community Contributors	26





Letter from the Superintendent

The Pottstown School District and the community at large have a distinct culture of appreciating diversity, building relationships, and staying focused on our mission. Without question, as an Urban District, we have serious challenges but our students and our staff have demonstrated tremendous determination and grit to meet those challenges head-on.

Our mission statement is not just a phrase we write on a piece of paper or put on letterhead. It's what keeps so many of our staff here and what makes the difference with our students. To prepare each student, by name, for success at every level is a concept we take seriously but we also recognize that to have a desire without a plan is a recipe for failure. Therefore, we approached Comprehensive Planning with the intention to match the mission with planning and preparation that helps us better meet the goal.

This District has a reputation throughout the Commonwealth of advocating for minority and economically disadvantaged students. We have, as a community, rallied to improve the lives of our students and families.

We have been the leaders and pioneers in trauma-informed educational practices not just in Pennsylvania but throughout the Eastern Seaboard region. Although much more common now, this

community and District embraced the idea that students cannot be educated in a vacuum. They bring all of their issues with them into the schoolhouse every day and it's up to us to support families effectively so that we can educate students to compete in the global marketplace.

However, appropriate planning requires more than just teachers and principals. It requires students, community leaders, government leaders, parents, grandparents, and citizens. So that's exactly what we did. We came together as a community and reviewed the data of our current progress and the areas we need to improve. We had tough conversations and discussed conflicting ideas on how to deal with them but in the end, we came together with that same determination and grit that have defined us in the past, and have united behind a comprehensive plan that can take us into the future.

You will read about the four pillars and the portrait of a graduate, and I think it's fair to say that our planning is aligned with our desire and our intentions.

Now it's up to us to execute this plan so that our students will indeed ***be successful at every level.***

Mr. Stephen Rodriguez
Superintendent of Schools

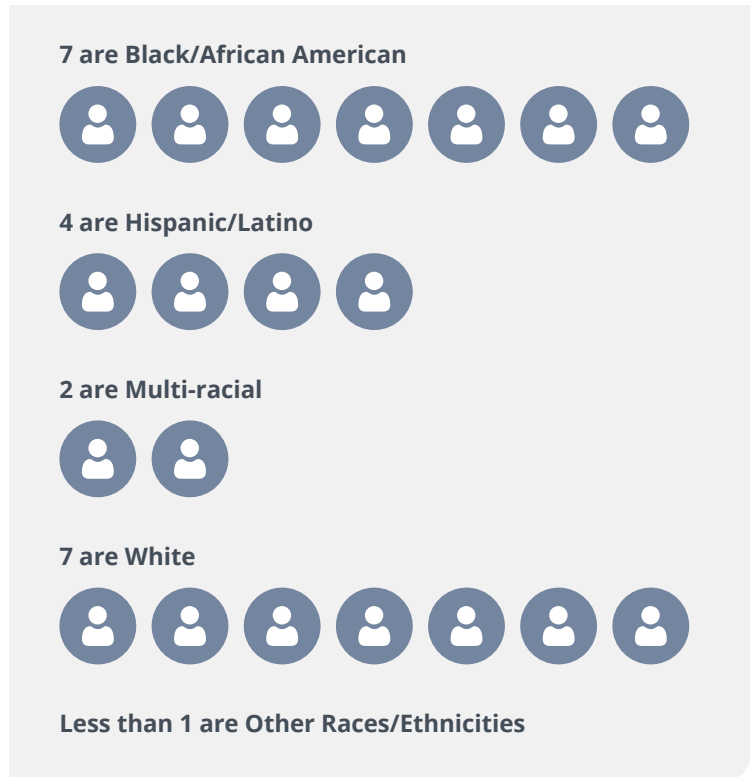
About Our District

POTTSTOWN SCHOOL DISTRICT is a Pre-Kindergarten-to-Grade 12 school district in Montgomery County, Pennsylvania. During the 2020-2021 school year, the district enrolled approximately 3,237 students in its 7 schools: one early childhood education center, four elementary schools, one middle school and one high school.

Pottstown School District has a racially/ethnically diverse student population.

- ▶ About 7 out of every 20 students (34%) are Black/African American
- ▶ About 4 out of every 20 students (19%) are Hispanic/Latino
- ▶ About 2 out of every 20 students (13%) are Multi-racial
- ▶ About 7 out of every 20 students (33%) are White
- ▶ All other races/ethnicities add up to just over 1% of students

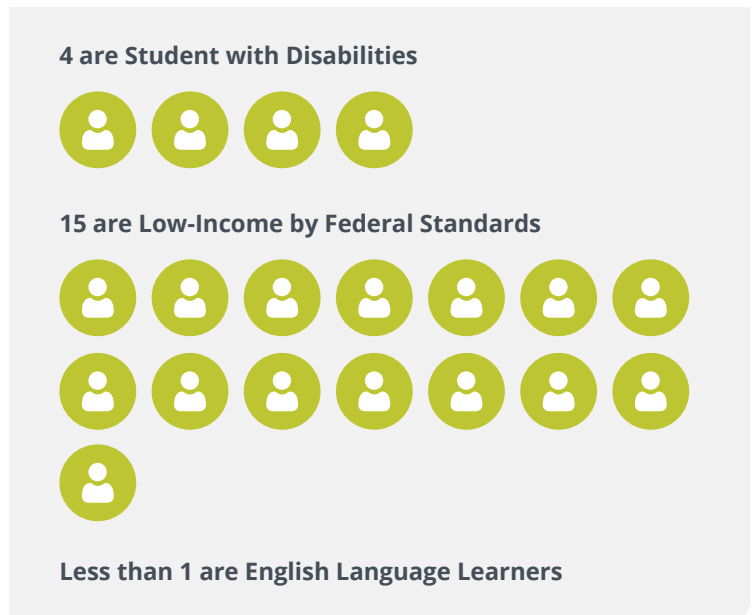
Out of every 20 students:



Furthermore, our student diversity is reflected by other indicators.

- ▶ Students with Disabilities (SWD) account for 19% of all the students
- ▶ 74% of students come from households designated low-income by federal standards
- ▶ English language learners comprise 3% of our students

Out of every 20 students:



Planning Process

The Comprehensive Planning Process

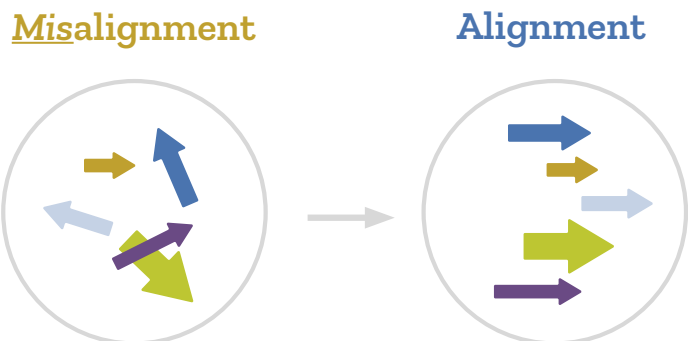
In the Spring of 2021, the Pottstown School District began a comprehensive planning process aimed at aligning all stakeholders on a unified direction and roadmap for the District. Every six years, the District must develop a comprehensive plan for submission to the Pennsylvania Department of Education. Coming off of the 2020 school year, and challenges faced with COVID 19, the Board and Superintendent committed to developing a comprehensive plan for the District in a way that:

- ▶ Clarified the goals and measures for student learning, growth and achievement;
- ▶ Outlined a roadmap for accomplishing those goals;
- ▶ Embraced the diverse voices of all stakeholders; and,
- ▶ Mobilized leadership for courageous action.



Why Plan?

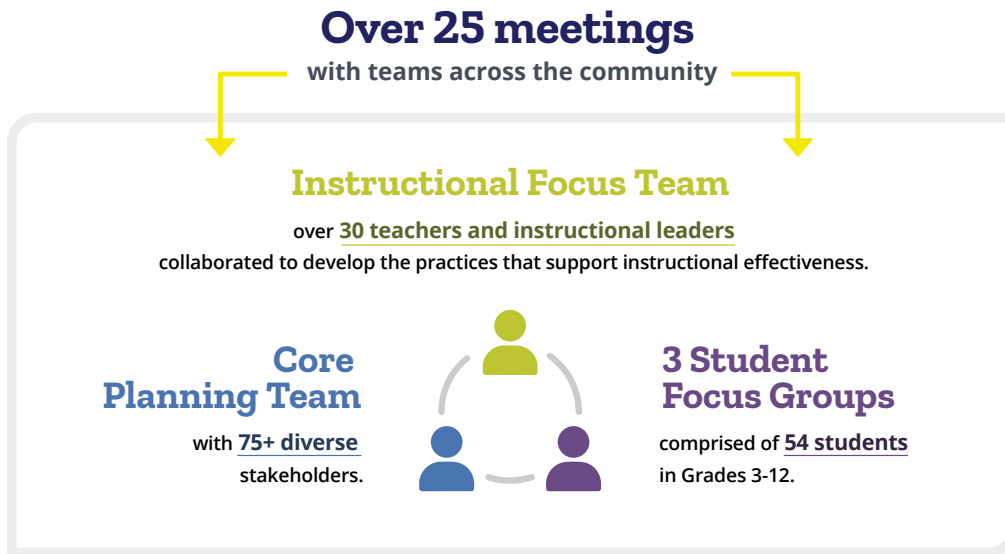
A primary purpose of planning is alignment.



Alignment is the *process* of reaching **shared understanding** about **common purpose**. With mutual understanding, the work of the District has meaning to all stakeholders, enabling the achievement of its mission – to prepare each student by name for success at every level.

Meaningful Community Engagement

To be effective, the planning process must proactively seek out and embrace the diverse voices and perspectives of the organization's stakeholders.



The District's began by gathering data on students' experiences, parents' perspectives, and the quality of the instructional program.

This input, along with a complete analysis of student outcome and access data, served as the foundation for the planning process.

A series of teams representative of the diverse stakeholders in the community, developed the plan over the course of 10 months.

Throughout the process, the work was shared with the community and the board for their input and suggestions.

Performance Fact, Inc facilitated the months-long planning process. A full calendar of engagements is included at the end of this report..

Surveys
Parent and student surveys were administered in Spring 2021.

Perspectives were shared by:

1,120 students
(within grades 3-12)

and 250 parents.

The block has a dark blue background. It includes a checklist icon, a checkmark icon, and two speech bubble icons containing the survey results.

Evaluations at All Levels

The District's instructional leaders - Elementary, Middle, and High School department chairs and site administrators - convened to review the current state of curriculum and instruction and make recommendations for improvements.

5

Community Forums
were held with Staff, Families, and Community Members.

Data compiled by Performance Fact Inc. (2022)

Begin with the End in Mind



Our long-standing mission
is to prepare
each student
by name
for success
at every level.

That aim remains unchanged.

During the planning process, we analyzed a comprehensive set of student data to identify the areas of strength and need. This analysis was focused on the extent to which we were providing equitable access for all students to reach equally high outcomes.

While we have areas of strength to build upon, we still have work to do to fully realize our mission. The Data Snapshot on page 9 highlights some of the challenges we face and opportunities we can build upon in our comprehensive plan.

Current State of Student Achievement

Student Data Snapshot

Number of Students OUT OF EVERY 20 Who “Met Standards” on State Tests By School in the 2018-2019 school year.

	ELA	Math	Science
Barth	6	3	12
Franklin	8	6	12
Lincoln	13	10	16
Rupert	10	7	15
Pottstown MS	8	3	7
Pottstown HS	12	8	10



	Black	Hispanic	White	SWD
Disproportionality Index Proportion of students suspended compared to the proportion of their enrollment by student group in the 19-20 school year.	1.83	.71	0.37	2.07
4-Year HS Graduation Rate Percent of students who enrolled in Pottstown High School and graduated within 4-years.	61%	68.6%	84%	56.6%

Percent of students who positively responded to selected questions from the student survey administered in Spring 2021.

	Elementary (3rd - 6th Grade)	Secondary (7th - 12th Grade)
The school is welcoming and safe.	96%	69.8%
There is at least 1 adult at school who I can talk to about problems.	89.2%	42.4%
Adults in this school ask students how to make the school better.	81.8%	62.2%
My teachers make sure that I am engaged in the learning activities in class.	98.6%	90%

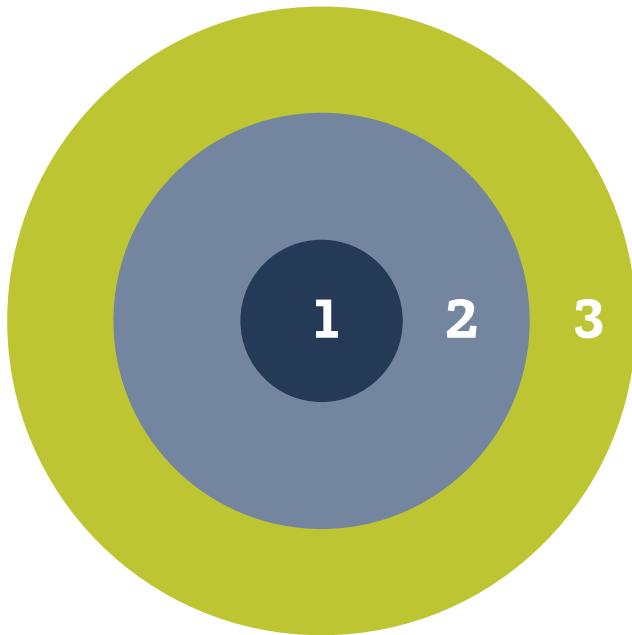
We know that **all students can achieve at high levels when instruction meets their needs.**

What follows in our comprehensive plan reflects our commitment to continuous improvement in order to ensure all students have equitable access to opportunities and supports so that all students will achieve at equally high levels.

The Comprehensive Plan

Structure of the Plan

When developing a comprehensive plan, a coherent design is one that positions outcomes for students as the single purpose, or “ends”, of the school system. All other factors are properly recognized as “means” to that end.



1. Student Learning

- ▶ Mission
- ▶ Portrait of a Pottstown Graduate
- ▶ Goals and Measures of Student Progress

2. Instructional Effectiveness

- ▶ “Four Pillars” (Building Blocks for Action)
- ▶ Professional Practices for Effective Instruction
- ▶ Educational Strategies

3. Empowering Infrastructure

- ▶ Strategic Priorities
- ▶ Ensuring Disciplined Implementation

1. Student Learning

Student growth and achievement for every student, without exception, is the central aim of a school system.

2. Instructional Effectiveness

All students will learn at high levels when instruction meets their needs. Effective instruction is the strongest and most reliable predictor of successful learning.

3. Empowering Infrastructure

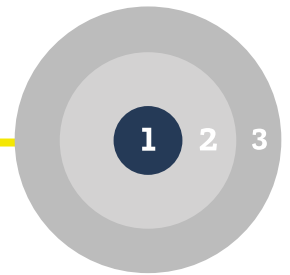
Effective instruction at the school level depends on effective and efficient district-level services and operations.

In the next three sections we will present the specific recommendations associated with each of the three components of the Pottstown Comprehensive plan.



Part 1: Where are we headed?

Student Learning



This comprehensive plan begins with a reaffirmation of our commitments to all students:

First, it clarifies our **District's vision** for students' success in the **Pottstown Portrait of a Graduate**.

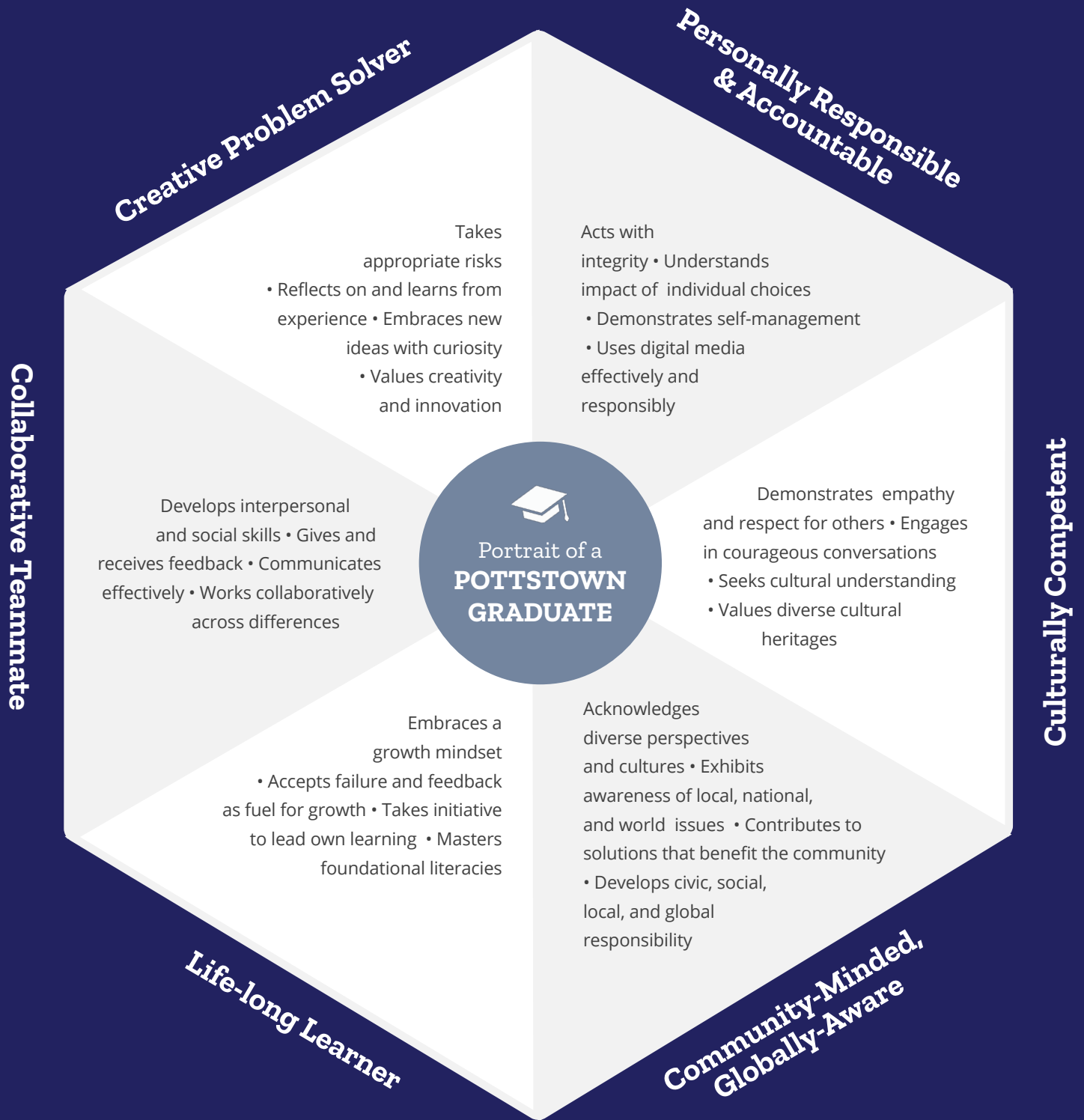
Next, it defines a set of four community-wide **GOALS and MEASURES** for student success. The GOALS represent the *outcomes we desire* for our students. The MEASURES are our *markers of progress* towards the goals.

Finally, it articulates the **equity priorities**, ensuring that every student has equitable access to resources and support necessary for success.

The section outlines the “ends” we seek, expressed solely in terms of the outcomes for our students. We define the “means” to those ends in the next section of the comprehensive plan.

Portrait of a Pottstown Graduate

Our shared vision for our graduates' knowledge, skills, traits and dispositions.



Goals for Student Success

Our Comprehensive Plan begins with Four Goals for Student Success, from preschool through high school. Goals are supported with a strong instructional foundation and operational infrastructure.

GOAL

1



Success in the Early Years

Every student will learn and apply a solid foundation of social-emotional skills, develop academic curiosity, and meet grade-level standards in literacy and numeracy by Grade 3.

GOAL

2



Engaged, Responsible, & Resilient Learners

Every student will gain equitable access to challenging learning opportunities, demonstrate ownership of their own learning, and receive necessary support to facilitate their physical, social-emotional, and cognitive well-being.

GOAL

3



Mastery of Core Skills & Standards

Every student will make continuous growth toward meeting or exceeding academic standards and will apply their learning in order to demonstrate mastery of core skills at all grade levels.

GOAL

4



Readiness for College, Career & Life

Every student will successfully navigate critical transitions in their schooling and will graduate from high school ready for college, career and productive post-secondary experiences.

Goals, Measures, and Equity Priorities

1

Success in the Early Years

Every student will learn and apply a solid foundation of social-emotional skills that will enable each student to develop academic curiosity and meet grade-level standards in literacy and numeracy by Grade 3.

1. Increased percentage of students in Grades PK-3 who meet the growth criteria in developmental domains, social emotional, physical, literacy and mathematics.
2. Increased percentage of students in Grades PK-3 receiving timely and effective interventions and behavior supports.
3. Increased percentage of students in Grades PK-3 who meet milestone criteria for social-emotional, physical and cognitive development.
4. Increased percentage of students in Grades PK-3 meeting grade level standards in math and literacy.

2

Engaged, Responsible, and Resilient Learner

Every student will gain equitable access to challenging learning opportunities, demonstrate ownership of their own learning, and receive necessary support that facilitates their physical, social-emotional, and cognitive well-being.

Priority Student Groups: African American Students with Disabilities

1. Increased student access to programs, experiences, and opportunities that connect students to the school district.
2. Increased percentage of students who have continuous access to an advocate, mentor, or support.
3. Increased percentage of students who feel safe, have a sense of belonging, and/or personally meaningful friendship, and/or believe that their school is vibrant and inclusive with rules that are fair and equitable.
4. Increased percentage of students attending school 95% of the time.
5. Equitable decrease in percentage of discipline incidents including a reduction in suspensions and referrals.

3

Mastery of Core Skills & Standards

Every student will make continuous growth toward meeting or exceeding academic standards and will apply their learning in order to demonstrate mastery of core skills at all grade levels.

Priority Groups: African American, Low-Income, Students with Disabilities

1. Increased percentage of students prepared to take 9th grade core subjects by the end of 8th grade.
2. Increased percentage of students participating in breadth of courses including non-core subject areas.
3. Increase percentage of students meeting grade level standards as measured by state assessments.
4. Increased percentage of students making a minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.

4

Readiness for College, Career & Life

Every student will successfully navigate critical transitions in their schooling and will graduate from high school ready for college, career and productive post-secondary experiences.

Priority Student Groups: African American, Latino, Low-Income, Students with Disabilities

1. Increased timely access to academic and behavioral interventions.
2. Increased students' access to and success in rigorous courses and programs.
3. Increased percentage of students passing classes through content mastery in grades 6-9, culminating in an increase of 10th grade students on track to graduate.
4. Decreased disproportionality in discipline and suspension and expulsion rates across student groups.
5. Increased high school graduation rates and reduced dropout rates for all students, and especially for African American Students and Students with Disabilities.



Part 2: How will we get here?

Instructional Effectiveness



Having set clear goals for student achievement, we turn to answering the question - "How do we get there?" The answer lies in our commitment to developing the **Instructional Effectiveness** of our entire system.

We recognize that instructional effectiveness is the strongest predictor of student learning. And, instruction is most effective when it is supported by responsive leadership and organizational practices and strategies. In order to develop those practices, we must lay a solid foundation, build the capacity of our employees, and implement key programs and initiatives with fidelity.

"Four Pillars"

The "Four Pillars" serve as a **solid foundation** of our instructional system. They provide a consistent frame across the system to support action and decision making at every level.

Professional Practices

The Professional Practices are the core teaching, leadership and organizational standards for professional mastery that we commit to support, develop, and implement for every practitioner in our system.

Educational Strategies

The Educational Strategies define the specific programs, initiatives that we must implement in order to accomplish the student learning goals we have set.

This section of the Comprehensive Plan highlights the specific recommendations related to Instructional Effectiveness.

Four Pillars

Our Four Pillars describe the capabilities we need to develop to accomplish our Goals for student success.



PILLAR 1: Instruction

Data-Informed Culturally-Responsive Instruction

The first pillar focuses on “teaching and learning.” The Pottstown School District will provide all students with **equitable access** to rigorous, **culturally-relevant evidence-based** curriculum and instruction. Through the regular and routine use of evidence of student learning, instruction will be designed to meet students needs.



PILLAR 2: Relationships

Safe Climate & Strong Relationships

The second pillar recognizes that “schools can’t do it alone.” Pottstown School District is committed to **building and sustaining a safe climate** for all. Through a focus on **strong relationships** with students, families and **deepened partnerships** with the greater Pottstown community, the Pottstown School District will meet the diverse needs of its students and families.



PILLAR 3: Teams

Caring, Connected & Accountable Teams

The third pillar is about “investing in people.” The Pottstown School District is committed to developing ALL of its employees. By ensuring that all staff **work together** as part of caring, connected and accountable teams, the Pottstown School District will be able to achieve its goals.



PILLAR 4: Operations

Effective & Efficient Operations

The final pillar recognizes that districts must have a **unified approach** in order to “manage the whole.” Through a focus on Data-Driven Effective and Efficient Operations, the Pottstown School District will ensure that all aspects of the comprehensive plan are effectively implemented.

Professional Practices for Effective Instruction

Instructional effectiveness is a precondition for student learning. Growing and developing our practice as educators, across our system, is essential for achieving our goals for students. As practitioners, we are committed to the continuous improvement of our teaching practices, leadership practices, and organizational practices.

	Pillar 1: Data-Informed Culturally-Responsive Instruction	Pillar 2: Safe Climate and Strong Relationships	Pillar 3: Caring, Connected and Accountable Teams	Pillar 4: Effective and Efficient Operations
Teaching Practices	<p>T1: Data-Informed Differentiation Teachers use data, evidence-based practices, and scaffolding to match and link curriculum and instruction to students’ needs within an MTSS framework.</p> <p>T2: Rigor & Engagement Teachers and staff raise the level of rigor and student engagement through implementation of consistent, standards-aligned culturally-responsive curriculum & evidenced-based instructional practices.</p>	<p>T3: Safe & Caring Environment Teachers establish a socially, emotionally, culturally, and academically safe and caring environment.</p> <p>T4: Established Relationships Teachers employ a range of strategies to establish positive relationships with all students and families.</p>	<p>T5: Data-Informed Collaboration Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.</p> <p>T6: Professional Learning Communities Teacher teams focus on the continuous improvement of student learning and professional practices.</p>	<p>T7: System of Assessments Teachers regularly use standards-aligned diagnostic, formative and summative assessments to identify student learning needs and student progress towards rigorous standards.</p>
Leadership Practices	<p>L1: Instructional Monitoring & Support Principal monitors and supports the school-wide use of frequent and continuous assessments appropriate to diverse learners to support teachers differentiation of learning.</p> <p>L2: Rigor & Engagement Principal ensures grade/department level collaboration and school-wide dialogue focuses on implementation of curriculum and evidence-based instructional practices that ensure all students meet rigorous standards.</p>	<p>L3: Positive Classroom Climate Principal/Administrative team provides regular professional development, coaching and feedback to teachers on trauma informed practices, trust, relationship building, and strategies to build a caring classroom environment.</p> <p>L4: Positive School Climate Principal/Administrative team implements Positive Behavior Intervention Systems (PBIS) as part of the MTSS framework to support positive school culture for all stakeholders.</p>	<p>L6: Instructional Monitoring & Support Principal/Administrative team provides professional development opportunities for teachers to learn how to read and analyze data to make informed instructional decisions.</p> <p>L5: Effective Instructional Leadership Teams Principal/Administrative team develops Instructional Leadership Team (ILT) and engages all staff in dialogue about continuous improvement of student learning and professional practices.</p>	<p>L7: Instructional Monitoring & Reporting Principal/Administrative team monitors the effectiveness of collaboration, shares cross-team and school-wide data summaries of student growth and achievement.</p> <p>L8: Effective Core Teams Principal/Administrative team facilitates Core team meetings and provides opportunities for data to be shared among the school and community.</p>
Organizational Practices	<p>O1: Evidence-Based Instructional Practices District/School leaders continuously evaluate and disseminate evidence-based culturally-relevant instructional practices to ensure engagement and access for all learners.</p> <p>O2: Aligned Instructional Program District/School leaders provide materials, training and support to ensure implementation of consistent standards-based curriculum and assessment across the core instructional program.</p>	<p>O3: Multi-tiered Systems of Support The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.</p> <p>O4: Resources and Community Partnerships The District partners with community based organizations to provide mental health, counseling and social-emotional learning resources to students and families.</p>	<p>O5: Data-Informed Cycles of Inquiry District/School leaders provide time and resources to ensure regular data-focused cycles of inquiry and school/district wide data reviews.</p> <p>O6: Professional Learning Communities District/School leaders allot time for teams to engage in training, collegial collaboration, and preparation of standards-aligned curriculum, instruction and assessment practices.</p>	<p>O7: Professional Development The District provides resources and professional development for leaders and other building level staff on research-based assessment tools/strategies and supports ongoing reflection.</p> <p>O8: Results-focused Planning & Public Reporting District/School Leaders ensure a focus on and continuous improvement of outcomes by setting explicit, “stretch” improvement targets in annual action plans, and holding at least one “Data Summit” with stakeholders every year.</p>

Goal Specific Educational Strategies



Success in the Early Years

Every student will learn and apply a solid foundation of social-emotional skills that will enable each student to develop academic curiosity and meet grade-level standards in literacy and numeracy by Grade 3.

Pillar 1: Data-Informed Culturally- Responsive Instruction

Early Grades Assessments

- ▶ Acquire a developmentally appropriate formative and summative assessment system aligned to standards for literacy, numeracy, social-emotional skills, and physical skills.

Aligned Instructional System

- ▶ Align curriculum, assessment, technology and materials to state/ district standards that are culturally relevant for students.

Pillar 2: Safe Climate and Strong Relationships

Parent Education and Communication

- ▶ Provide ongoing training to parents and caregivers in developmentally appropriate language and math development.
- ▶ Provide monthly communication with parents in their primary language regarding student progress.

- ▶ Educate parents and caregivers about how to access school and community resources to support family health & wellness, and behavioral and life success for students.

PBIS Implementation

- ▶ Create a safe climate for learning and work through consistent implementation of PBIS, including the built-in parent component.

Pillar 3: Caring, Connected and Accountable Teams

Developmentally-appropriate Instructional Practices

- ▶ Provide ongoing professional development regarding developmentally-appropriate and evidence-based instructional practices to support early learner achievement.

Data-Informed Teacher Collaboration

- ▶ Provide regular and frequent opportunities for teachers to engage in data-informed collaboration in support of improved professional practices and student outcomes.

Pillar 4: Effective and Efficient Operations

Data Dashboard and Personalized Monitoring

- ▶ Create a data dashboard to inform the public of district department and school performance.

Program Evaluation

- ▶ Regularly plan and implement formal evaluations of early learning programs.



Goal Specific Educational Strategies



GOAL
2

Engaged, Responsible, and Resilient Learner

Every student will gain equitable access to challenging learning opportunities, demonstrate ownership of their own learning, and receive necessary support to facilitate their physical, social-emotional, and cognitive well-being.

Pillar 1: Data-Informed Culturally-Responsive Instruction

Prioritize Social Emotional Learning within MTSS Framework

- ▶ Implement school-wide, classroom based social-emotional learning, using evidenced based curriculum.

Rigorous and Relevant Instruction

- ▶ Ensure that every classroom implements a rigorous tiered model of instruction.

Pillar 2: Safe Climate and Strong Relationships

Student Voice

- ▶ Regularly engage students for feedback on their experience and create consistent opportunities to center student voice and experience in planning school and district initiatives.

Community and Family Partnerships

- ▶ Identify and pursue community resources and partnerships to support student, school and district needs including ways for teachers, schools and the district to partner with parents/caregivers as a resource.

Pillar 3: Caring, Connected and Accountable Teams

Aligned Professional Development

- ▶ Increase development of support providers (counselors, direct support staff)
- ▶ Professional training for all staff geared towards supporting student/ educator connection

Mental Health Supports

- ▶ Support mental health awareness and healthy lifestyle choices including safety, personal care, exercise, nutrition.

Pillar 4: Effective and Efficient Operations

Annual Data Review

- ▶ Annually examine, analyze, and reflect on all SEL, discipline and other related data in district and school teams in order to modify practice to improve outcomes for students.

Systems of Feedback

- ▶ Regularly seek feedback from staff, students, and parents on how to best support them and their students.



Goal Specific Educational Strategies



Mastery of Core Skills & Standards

Every student will make continuous growth toward meeting or exceeding academic standards and will apply their learning in order to demonstrate mastery of core skills at all grade levels.

Pillar 1: Data-Informed Culturally- Responsive Instruction

Backwards Planning

- ▶ Utilize a planning process that is built upon a backward planning model beginning with standards-aligned student performance tasks and products.

Students Do the Work

- ▶ Build teacher capacity to ensure that students have multiple opportunities within a lesson to practice skills and ideas individually and in small groups, with focused descriptive *feedback* from the teacher.

Pillar 2: Safe Climate and Strong Relationships

PBIS Implementation

- ▶ Create a safe climate for learning and work through consistent implementation of PBIS, including the built-in parent component.

Safe and Respectful Learning Environments

- ▶ Demonstrate sincere commitment to students' socio-emotional and academic success by fostering attitudes and behaviors that are free of bias, ridicule and intimidation, and that affirm an appreciation of cultural differences.

Pillar 3: Caring, Connected and Accountable Teams

Alignment of Core Academic Subject PD

- ▶ Ensure that all plans for mastery of core subjects' educational strategies are defined and aligned across professional levels including teachers, principals, and classified staff.

New-teacher Induction & Support

- ▶ Facilitate induction of new teachers through orientation, training and mentor-teacher support in areas such as: classroom management; teaching students from diverse backgrounds; differentiated instruction; and student engagement strategies.
- ▶ Establish a formal support network and clear accountability for teachers in Years 1 through 3 of their professional career in the District.

Pillar 4: Effective and Efficient Operations

Budget Alignment with Content Area Competence

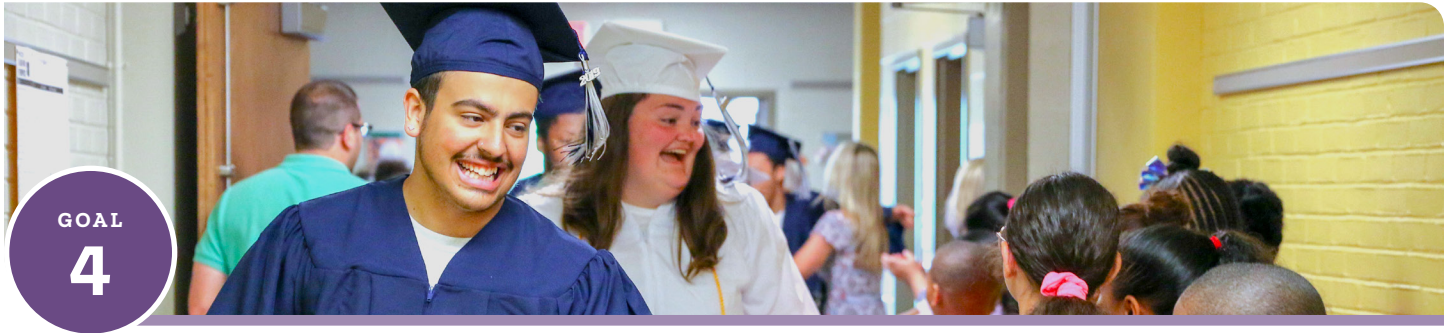
- ▶ Allocate categorical funds and general budget resources in ways that support educational strategies' priorities related to strengthening content area competence.

Standards-based Report Cards

- ▶ Implement a standards-based report card process as a tool for monitoring and communicating student progress.



Goal Specific Educational Strategies



Readiness for College, Career & Life

Every student will gain equitable access to challenging learning opportunities, demonstrate ownership of their own learning, and receive necessary support that facilitates their physical, social-emotional, and cognitive well-being.

Pillar 1: Data-Informed Culturally- Responsive Instruction

Positive Relationships with Effective Interventions

- ▶ Nurture students' sense of belonging and appropriate conduct by providing instruction that is customized and culturally relevant for students.

MTSS

- ▶ Ensure that the comprehensive curriculum includes a tiered intervention system that promotes collaboration between general education and special education.

Pillar 2: Safe Climate and Strong Relationships

Mentors and Advocates

- ▶ Provide community members, teachers, parents, peers, or other mentorship opportunities to assist students in successful transition into life after high school graduation.

Individualized Planning

- ▶ Provide for counselor-student meetings at both middle and high school levels to discuss high school plans, classes and co-curricular activities.

Equitable Disciplinary Procedures

- ▶ Provide training and revise policies to support safe and respectful environments and equitable enforcement of disciplinary procedures.

Pillar 3: Caring, Connected and Accountable Teams

Developing Positive Staff-student Relationships

- ▶ Provide all-staff training and ongoing support on developing positive relationships and addressing "root causes" of students' behavior.

Professional Development for MTSS

- ▶ Provide differentiated professional development to strengthen Multi-Tiered Systems of Support (MTSS) for academics, behavior, and restorative practices focusing on critical transitions.

Pillar 4: Effective and Efficient Operations

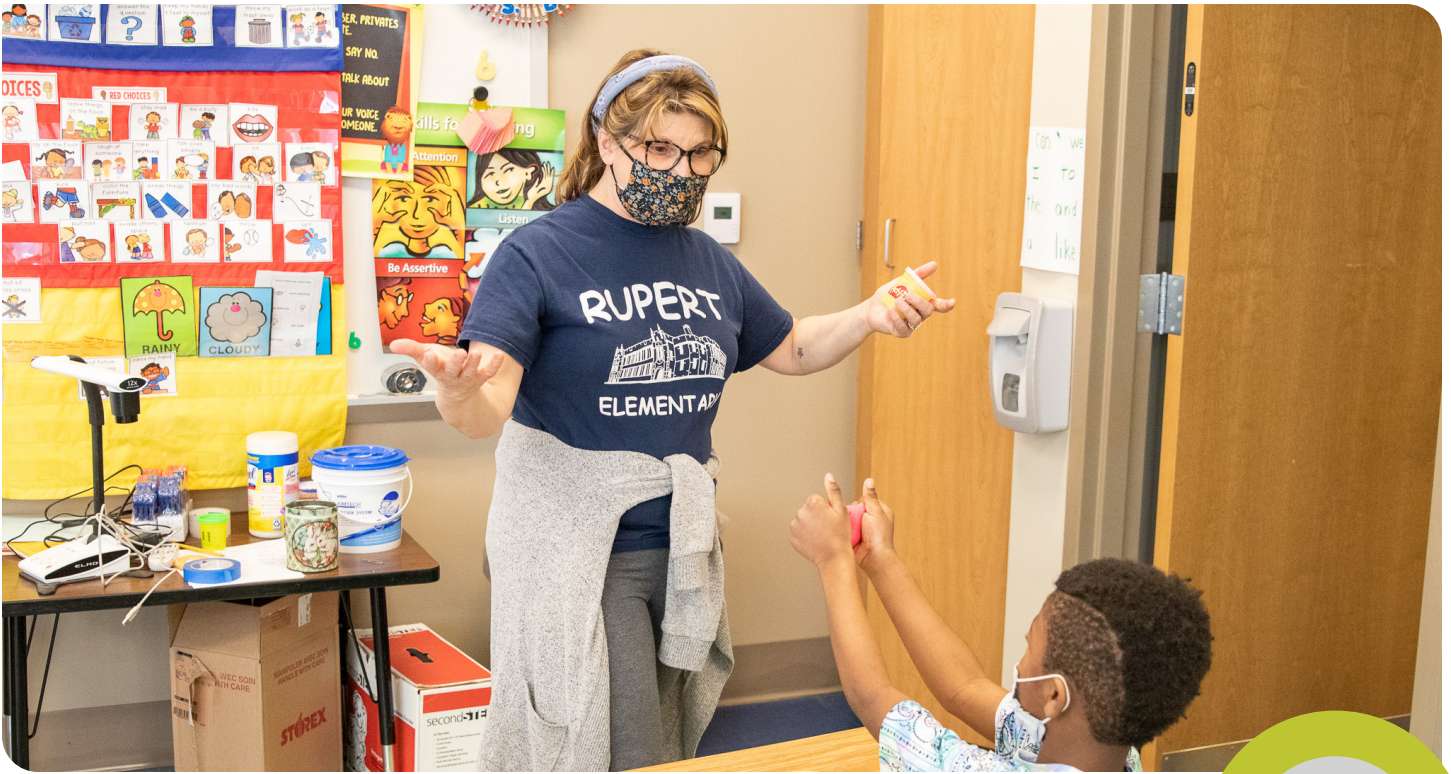
Implement Data Dashboard

- ▶ Develop and support data systems (e.g Data Dashboard) to enable MTSS including implementation of assessment tools to provide feedback on student growth and teaching practices.

Career and Future Readiness

- ▶ Fully implement the PA K-12 Comprehensive Guidance Plan (Ch. 339)





Part 3:

Empowering Infrastructure



Empowering infrastructure focuses on what is essential in order to facilitate effective instruction. It is aimed at the system-level capabilities that must be established and maintained to foster a culture of continuous improvement and organizational learning.

These system-wide, mission-focused supports and services include those that target:

- ▶ Educational services for teachers, staff and administrators;
- ▶ Support services for students and families;
- ▶ Partnerships with stakeholders;
- ▶ Capacity-building for teachers, leaders, and staff;
- ▶ Needs-based allocation of resources; and,

On page 23, we highlight the specific supports and services related to the Empowering Infrastructure of our comprehensive plan.

Mission Focused Supports and Services

Ensuring implementation of our Comprehensive plan demands attention to the district-wide infrastructural priorities that follow. Those priorities will strengthen equity and performance at every level of our school system.



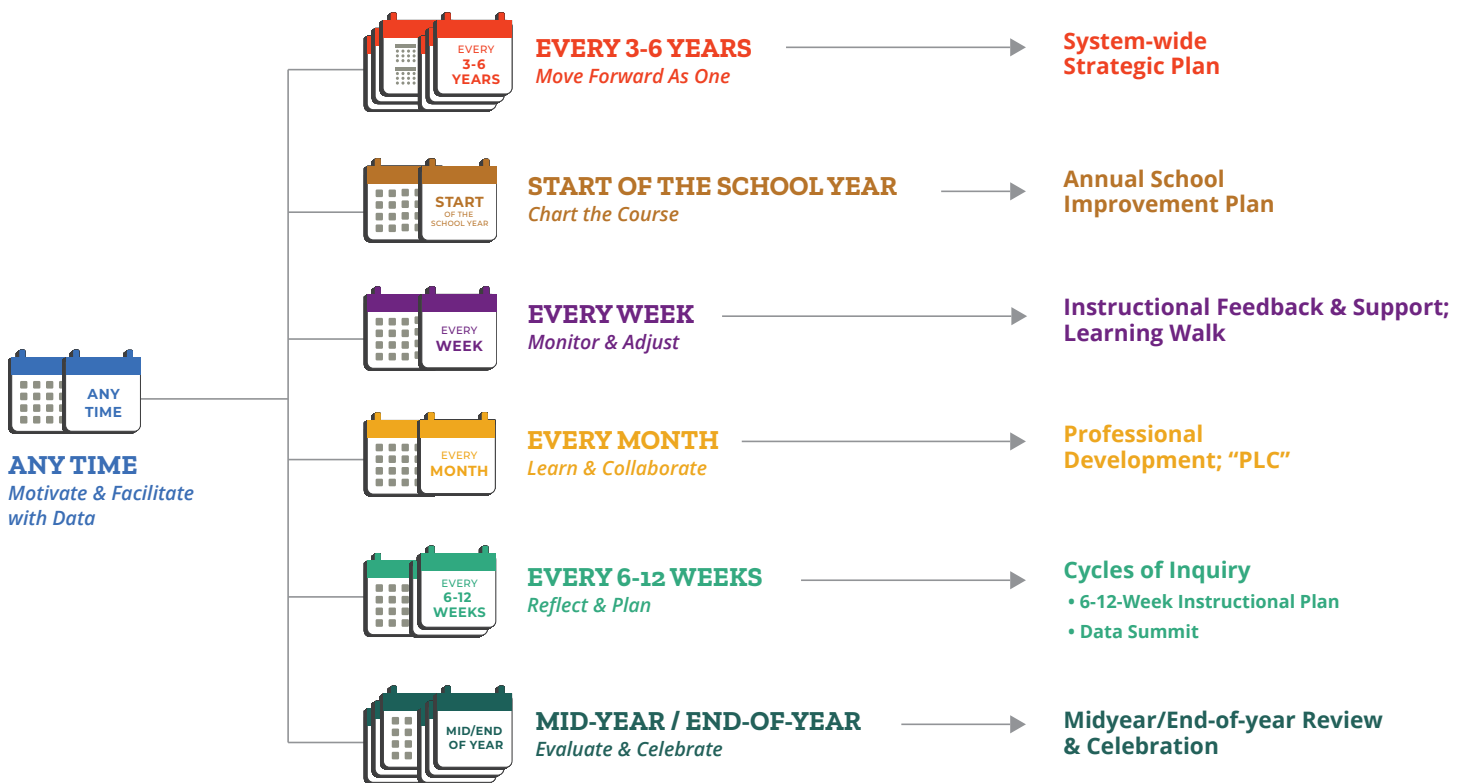
Roadmap for Disciplined Implementation

A results-focused plan is the first step toward accomplishing the aspirational goals outlined in the Comprehensive Plan.

After you “plan the work,” then, you must “work the plan” to achieve desired outcomes.

Turning good intentions into stronger results for students demands disciplined implementation at every level: every classroom, every school, every department, at home and in the community.

The primary responsibility for making sure that everything comes together to produce sustainable results rests primarily with leadership at the Board, District, and school levels.



© Performance Fact Inc.

Roadmap for Disciplined Implementation methodology offers a step-by-step, calendar-driven approach to disciplined implementation of a strategic plan.

The Roadmap process and its associated tools can be customized to support mobilization, alignment, leadership capacity building, and accountability for results at all levels.

By paying consistent attention to disciplined implementation, the schools will be well-positioned to live up to the intentions articulated in the community’s goals for student success.

Appendices

Calendar of Engagements

Date	Team	
23-Feb-21	District Leadership	LT
30-Mar-21	District Leadership	LT
2-Apr-21	District Leadership	LT
8-Apr-21	Board & Superintendent	BD
27-Apr-21	Teachers, Leaders, & Staff	IF
28-Apr-21	Teachers, Leaders, & Staff	IF
6-May-21	Board & Superintendent	BD
13-May-21	Student Voice	SV
13-May-21	Student Voice	SV
13-May-21	Student Voice	SV
3-Jun-21	Board & Superintendent	BD
8-Jun-21	Core Planning Team	CP
9-Jun-21	Core Planning Team	CP
10-Jun-21	Core Planning Team	CP
8-Sep-21	District Leadership	LT
7-Oct-21	Instructional Focus Team	IF
14-Oct-21	Instructional Focus Team	IF
26-Oct-21	District Leadership	LT
4-Nov-21	Board & Superintendent	BD
4-Nov-21	Board & Superintendent	LT
9-Nov-21	District Leadership	LT
19-Nov-21	School Site Reality Check (HS)	CF
19-Nov-21	School Site Reality Check (MS)	CF
19-Nov-21	School Site Reality Check (ES)	CF
23-Nov-21	Parent / Community Forum	CF
30-Nov-21	District Leadership	LT
1-Dec-21	Parent / Community Forum	CF
14-Dec-21	District Leadership	LT
16-Dec-21	Board & Superintendent	BD
5-Jan-22	Core Planning Team	CP
11-Jan-22	District Leadership	LT
12-Jan-22	Principals	PA
25-Jan-22	District Leadership	LT
17-Feb-22	Board & Superintendent	BD





Community Contributors

Michele Andre	PMS Dept. Chair
Michael Anthony	Rev. Heart of God Worship Center
John Armato	School Board Member
Cal Benfield	PHS Dept. Chair
Krista Benfield	Rupert Administrative Assistant
Calista Boyer	Principal - Lincoln Elementary
Stephanie Braccili	PreK Counts
Kim Brown	Pre-K Counts Program Manager
Howard Brown	Pottstown Area Health & Wellness Fndn.
Iris Bucci	MTSS Coach
Tamara Charles	FAC
Christine Chase	PHS Teacher
Jimi Chavalaporn	Student Rep.School Board
Kirsten Cherneskie	PHS Dept. Chair
John Connor	Supervisor of Buildings and Grounds
Laura Cornish	Rupert parent
Danielle Davis	Asst. Principal - Middle School
Robert Decker	PHS Dept. Chair
Ben Dipette	PHS Teacher
Therol Dix	Montgomery County Community College
Stephanie Dunn	PKC
Mark Ellison	PHS Student Government
Ashley Ermold	PHS Teacher
Matt Fabian	High School Teacher
Jamie Fazekas	Rupert Teacher
Allen Ferster	Rupert Elementary Curriculum Council
Amy Francis	School Board Member
Ted Freese	PHS Dept. Chair
Kathryn Fretz	Rupert Teacher
Judy Friend	Classroom Assistant

Deb Gratzinger	Executive Administrative Asst. to the Superintendent
Kelly Grosser	YWCA - Chief Mission Impact Officer
Maricela Guzman Contreras	Middle School parent
Adrienne Harr	PMS Teacher
Dacey Horohoe	Student Services Program Coordinator
Jane Hospador	Franklin Teacher
Brian Hostetler	Principal - Middle School
Mike Ishler	Asst. Principal - Middle School
Maureen Jampo	Business Administrator
Laura Johnson	School Board Member
Rachael Joyce	Supervisor of Special Education - Middle School
Gail Kennedy	Interim Director of Technology
Kristin Kozik	Director of Food Service
Beth Kramer	Principal - Franklin Elementary
Heather Kurtz	Lincoln Elementary Curriculum Council
Mary Ellen Lammey	Barth Teacher
Gavin Lawler	Asst. Principal - High School
Susan Lawrence	School Board Member
Holly Lee	Family Services Coordinator
Kelly Leibold	Counselor
Denise Leschak	LETRS Trainer/MTSS Coach
Dave Livengood	Director of Career and Technology
Carol Livingston	MTSS Coach
Missy Lopez	Franklin & Lincoln ESL
John Martin	PMS Dept. Chair
Brad Mayberry	Barth Teacher
Danielle McCoy	Principal - High School
Sara Miller	PHS Dept. Chair
Corina Miller	Lincoln Elementary Curriculum Council
Sara Miller	PHS Dept. Chair

Sherri Morett	Director of Special Education
Matt Moyer	Principal - Rupert Elementary
Ryan Oxenford	Director of Curriculum
Naomi Parson	PHS Student Government
Tracy Pasquale	PMS Dept. Chair
Kishan Patel	Student Rep.School Board
Kim Perry-Malloy	Head School Nurse
Kim Petro	PMS Dept. Chair
Athena Procsal	Franklin Teacher
Stephen Rodriguez	Superintendent
Robin Romero	Supervisor of Special Education - Elementary
Dr. Vernon Ross, Jr.	Rev. Bethel AME
Kelly Smale	PHS Teacher
Rachel Smith	Barth Teacher
Kim Stilwell	Rupert parent
Darla Stout	Franklin Teacher
Margaret Taraboletti	PMS ESL
Lisa Thomas	Devereux
Jesse Tupper	PMS Dept. Chair
Mary Ellen Urquhart	Asst. Business Administrator
Jennifer Vena-Perry	PreK Counts
Danielle Walt	MTSS Coach
Mandy Wampole	Lincoln Elementary Curriculum Council
Kaylee Weldon	MTSS Coach
Dr. LaTanya White-Springfield	Director of Student Services
Chelise Wilkerson	Classroom Assistant
Jennifer Winneberger	Barth Teacher
Kelli Wolfel	MTSS Coach
Elizabeth Yoder	PHS Dept. Chair



POTTSTOWN SCHOOL DISTRICT

This Comprehensive Plan articulates a six year educational roadmap for our school system. More than 90 Pottstown School District stakeholders participated actively in its development between June 2021 and January 2022.



The Pottstown School District's Comprehensive Plan serves to propel the community **forward as one** towards the **central purpose** of our schools: to prepare **each student, by name**, for **success** at every level.

pottstownschooldistrict.org

@PottstownSchoolDistrict

@pottstownschooldistrict

@pottstownschooldistrict

3,237 Students Enrolled

(2021-2022 SY)

- <1% American Indian/Alaskan Native
 - <1% Asian
 - 33% Black or African American
 - 18% Hispanic or Latino
 - <1% Native Hawaiian/Other Pacific Islander
 - 12% Two or More Races
 - 33% White
-
- 3% English Language Learners
 - 70% Low-income
 - 19% Students with Disabilities

7 Schools

- Barth Elementary School
- Franklin Elementary School
- Lincoln Elementary School
- North End Early Learning Center
- Rupert Elementary School
- Pottstown Middle School
- Pottstown High School

Stephen Rodriguez, *Superintendent*

Board of Directors

- Ms. Katina Bearden**, *President*
- Mr. Steve Kline**, *Vice President*
- Mr. John Armato**, *Member*
- Mr. Kurt Heidel**, *Member*
- Mr. Thomas Hylton**, *Member*
- Mrs. Laura Johnson**, *Member*
- Mrs. Phoebe Kancianic**, *Member*
- Ms. Deborah Ann Spence**, *Member*
- Mrs. Susan Lawrence**, *Member*

POTTSTOWN SCHOOL DISTRICT

230 Beech Street Pottstown, PA 19464