



LEADERSHIP INNOVATION TECHNOLOGY SUPPORT MANAGEMENT

SUPERINTENDENT'S ENTRY PLAN

DR. TIMOTHY S. BOWERS





- Be Respectful
- Raise your hand
- Be Safe
- Follow directions- the first time you are told
- Listen when your teacher is talking
- No "I CAN'T" s

Cultures

Introvert

Extrovert



SUPERINTENDENT ENTRY PLAN

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CONTENTS

Introduction.....	4
The Entry Plan: Themes, Goals and the Process	5
Leadership, Vision and Communication.....	6-9
Innovative Teaching and Learning.....	10-13
Technology.....	14-17
Strategic Support Systems	18-19
Effective Management of District Resources	20-22



A MESSAGE FROM THE SUPERINTENDENT

The Williamsport Area School District Board of Education has charged me, as its superintendent, with improving achievement for all students and making the school district systems and processes more effective and efficient.

The Board's mission for WASD is a simple statement, but one that articulates broad and clear expectations that serve as a compass for our work and an anchor in our decision making: "To develop responsible citizens through excellence in education."

Over the last year, as I explored the district as its new superintendent, I was able to witness this mission in action. Our faculty, administrators and staff work tirelessly to fulfill our promise to develop future leaders. With a student-centered focus, WASD delivers an outstanding educational program of which our community can be proud.

Although gratified by our many achievements and quality programming, WASD is committed to improving every day and every year. The past year has been a testament to that commitment as we prepared for the coming year and strategized ways to achieve a progressive vision set forth in this entry plan.

This document serves a two-fold purpose: It's a culmination of a year-long study of the district and an activation of an exciting time of transition. The entry plan is guided by input and feedback received from our stakeholders as well as my own observations. The

strategic vision and activities outlined in the following pages are informed by common themes that emerged during my visits or in community survey results. My examination of the district included reviews of our organizational structure and culture, the state of our curriculum and instruction, technology, and communication.

The process has been educational for me, and, together with the Board, we will work to address the themes that surfaced. The goals presented in the following pages, which inevitably may cause some differences of opinion, have been made with the best interests of our students and the overall health of the district in mind. To be successful in achieving this vision, it will require a strong community, active family engagement, and employees who are energized, engaged, and feel valued.

Dr. Timothy S. Bowers
Superintendent

THE ENTRY PLAN: THEMES, GOALS & THE PROCESS

“The future you see is the future you get.”

- Robert G. Allen

The entry plan has three phases:



THEMES & GOALS

This document is meant to provide a framework and direction for upcoming district initiatives. Many of the goals are dependent upon the financial stability to meet the needs of our students. My hope is the entry plan will serve as a starting point to address the future needs and challenges WASHD will face. The five overarching themes and goals focus on:

1. Leadership, Vision and Communication: Effective leaders communicate clarity of purpose, give meaning to the work and decisively lead.
2. Innovative Teaching and Learning: Deliver a high quality 21st century education to all students.
3. Technology: Transform teaching and learning through a stronger, more efficient technology infrastructure.
4. Strategic Student Support Systems: Create safe and supportive schools for effective teaching and learning to take place.
5. Effective Management of District Resources: Manage and allocate district resources for the benefit of students with responsibility and efficiency.

Steps to obtain the goals outlined in the entry plan began during the 2016-2017 school year with Phase 1. However, to accomplish these goals, it will require our team and myself to:

Listen — Spend time with students, teachers, parents, principals, administrators and other WASHD employees, community members, business leaders, and state and local representatives to gain a better understanding of our accomplishments and greatest challenges.

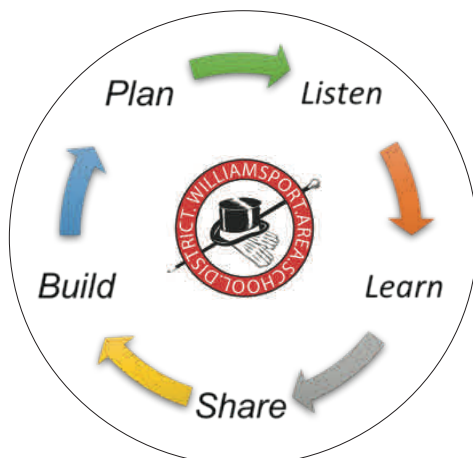
Learn — Analyze and study performance data and other student achievement data. Read and review existing district policies and implementation of reforms. Receive issue and policy briefings from WASHD employees and education organizations.

Share — Get to know the community better by sharing my leadership story, educational philosophies and core values. I will strive to establish a positive tone and urgent pace.

Build — Establish strong working relationships and build rapport with the Board of Education (BOE), WASHD leadership and employees, community, and state and local leaders.

Plan — Review the current comprehensive plan with specific action steps to guide the work of WASHD and the BOE, which will depend upon future budgets and legislative agendas.

These activities are intended to yield three key outcomes: (1) to provide a comprehensive summary of my findings; (2) to share observations and information gained from listening and learning; (3) to review the district's current comprehensive plan and how the Board and I will work together to achieve systemic transformation. These outcomes will result in a district and community energized about the direction of WASHD and ready to work collaboratively.



LEADERSHIP, VISION & COMMUNICATION

Effective leaders communicate clarity of purpose, give meaning to the work and decisively lead

P1: ENTRY FEEDBACK & INPUT

- Need for decisive central office leadership
- Professional development of administrators/principals and central office team
- Board placed an emphasis on leadership: goals, vision, and decision-making
- Increase collaboration of Instructional Leadership Team (ILT): principal needs of guidance and mentorship
- A clear direction
- Unclear communication channels
- Need for proactive communication
- Limited meeting structures where information is shared
- Equal distribution of resources across buildings
- Labor agreements need re-negotiated and updated
- Community asks what are the best channels of communication and best sources (i.e. what is our brand?)
- Stronger communication with diverse groups
- Upgrade, unclutter and modernize district website
- External reputation positive regarding variety of opportunities
- Perception/concerns about student behaviors and customer service
- More frequent/consistent parent communication

Vision is the Compass:

“When the Board of Education and Superintendent establish and communicate a district Vision it becomes the compass of leading change. Leaders who develop an organizational vision, communicate this vision to others, and act consistently with this vision are perceived with respect and integrity, two vital ingredients for trust. Today’s leaders must be able to communicate vision in such a way that the audience is engaged and everyone understands and internalizes the message. Effective leadership communication gives purpose and meaning to the work that people do. A goal of district leadership is to make sound evidence-based decisions, develop leaders at all levels, principals and teachers, who focus intensely on instruction and learning, the core purpose of our work.”

— Adapted from Michael Fullan, *Leading in a Culture of Change*, 2001

P2: ENTRY ACTIONS & PLANNING

- Begun professional development with administration
- ACT 45 professional development for administrators
- Reformatted ILT structure
- Budget impact process with all administrators’ input
- Promotion of health of the district by superintendent
- Transparency of budget priorities and process
- Group communication of transparency and challenges
- Restructured positions and employee re-assignment of the administrative team, central office, and building faculty and staff
- Staggering contract expiration dates
- Significant time in negotiations
- Created new labor special education counsels
- Investigate marketing and branding resources that will continue to improve community reputation through a consistent message
- Completed a school quality survey
- Entry plan meetings with all internal buildings, departments, administrators, teachers, BOE and community groups
- Developed entry plan themes

P3: FUTURE IMPLEMENTATION & ACTION

- Equitable distribution of resources that align to the vision and plan of the district
- Redesign organizational chart: position employees to create more efficiency and accountability
- Continue Act 45 professional development for administration (i.e. course approval and delivery)
- Raise administrator knowledge base and pedagogy through shared readings, professional development and reflection
- Improve teacher and principal evaluation with increased digital efficiency
- Improve communication to internal and external audiences
- Use current digital tools to improve communication
- Establish team and work group structures to ensure quality project management and implementation
- Ongoing outreach with parent and community groups
- Produce and distribute a district annual report to all stakeholders
- Implement and encourage continuous stakeholder feedback (i.e. surveys, formal and informal meetings, community meetings, staff interaction)



GOALS & EVIDENCE

- **Develop and communicate a district vision that promotes the health of the district**
 - More equitable distribution of district resources, including building budgets, staffing levels, student supports and facility improvements
 - Bi-monthly communication with ILT of district challenges, staffing and needs for input from the entire team
 - Implementation of annual budget impact process with administrative team to establish and communicate budget priorities
- **Upgrade organizational leadership framework to improve work flow, supervision, accountability, communication and efficiency**
 - Redesign district organizational chart, establish clear supervisory/supervision responsibilities
 - Review of organizational structure with ILT group for feedback and ongoing monitoring and reports from departments
- **Create in-house professional development opportunities for administrative team focused on leadership and mentorship**
 - Become a Pennsylvania Department of Education (PDE) approved ACT 45 provider and deliver in-house professional development to all administrators
 - Build administrator professional knowledge by establishing administrative reading of best practices to influence work

89%

OF THE SCHOOL QUALITY SURVEY RESPONDENTS AGREE OR STRONGLY AGREE THEY ARE PROUD TO BE A PART OF WASD

- Administrative in-services and summer training opportunities on professional development topics (i.e. legal, special education, instruction, assessment, etc.)
- Leadership team meetings with established professional development topics for principals to discuss and implement with staff
- **Improve supervision responsibilities and teacher evaluation process through the use of the Pennsylvania Electronic Teacher Evaluation Portal (PA-ETEP)**
 - Research PA-ETEP as a value-added teacher and principal evaluation tool
 - Central office team will purchase and manage set-up of PA-ETEP
 - Implement PA-ETEP training with administrative team during the summer of 2017 for teacher rollout in the fall
 - Ongoing training and evaluation of PA-ETEP through administrative team feedback

- **Create a digital shared calendar platform for district to better manage substitutes and improve district communication**
 - Create a shared calendar system to communicate substitute demands across the district for increased transparency
 - Implement Microsoft Office 365 and create a SharePoint calendar system that all administrators will use
 - Monthly reports to ILT of substitute demands, teacher absences, and professional development requests
- **Develop written and shared administrative procedures to communicate and implement district processes consistently**
 - Administrative team will develop categories and lists of needed procedures based on common questions and lack of defined written procedures
 - Written procedures created by small groups of administrators, inclusive of superintendent, who will give final review, with input by ILT
 - Administrative procedures are published digitally on Microsoft Office 365, updated dynamically, with expectation of consistent use
- **Improve workflow within the District Service Center by establishing a project management process of work groups, work meetings and task assignments**
 - Identify groups, establish consistent schedule and set purpose for each group
 - Identify a project “lead,” develop timelines for tasks, and report out monthly on goals and progress
- **Create and implement a singular, cohesive and consistent district brand**
 - Create and implement a singular, cohesive, and consistent district brand
 - Revisit and modernize district logo, incorporate branding/vision message in all written and visual communications
 - Design new communication templates with district messaging, vision, planning, etc.
- **Consistent and organized annual outreach efforts with internal and external staff and community.**
 - Annual climate and/or specific topic surveys
 - Annual Report of the Program published and presented to BOE, internal staff and community stakeholders



"To solve a problem or to reach a goal, you don't need to know all the answers in advance, but you must have a clear idea of the problem or the goal you want to reach."

- W. Clement Stone

COMMUNICATION IS KEY ▼

A strong communication structure between departments and buildings will be essential to obtain the goals outlined in this document. Below is what will become an annual schedule of meetings among departments set at weekly, monthly or bi-monthly intervals.

Executive Committee | Weekly

- Superintendent
- Assistant Superintendent
- Business Administrator
- Director of Human Resources
- Director of Student Services

Buildings & Grounds | Monthly

- Superintendent
- Business Administrator
- Supervisor of Maintenance & Facility Operations
- Assistant Supervisor of Maintenance & Facility Operations
- WAHS Custodial Supervisor

Curriculum, Technology & Special Education | Monthly

- Superintendent
- Assistant Superintendent
- Director of Technology
- Director of Federal Programs
- Director of Special Education
- Elementary Curriculum Supervisor
- Secondary Curriculum Supervisor

Student Services | Bi-Monthly

- Superintendent
- Director of Student Services
- Supervising Manager of Pupil Transportation (*as requested*)

Business Office | Monthly

- Superintendent
- Administrative Accountant
- Business Administrator
- Business Office and Payroll Personnel
- Director of Finance and Accounting/Treasurer
- Director of Food Services

Instructional Leadership Team | Bi-Monthly

- Superintendent
- Assistant Superintendent
- Director of Data Analysis
- Director of Federal Programs
- Director of Human Resources
- Director of Public Relations
- Director of Special Education
- Director of Student Services
- Director of Technology
- Elementary Curriculum Supervisor
- Principals
- Secondary Curriculum Supervisor
- Supervisor of Maintenance & Facility Operations

Instructional Leadership Team #2 | Bi-Monthly

- Assistant Superintendent
- Assistant Principals
- Elementary Special Education Coordinator
- Secondary Special Education Coordinator

Meeting with Principals | Monthly by Individual Appt.

- Superintendent
- Principals

Deliver a high quality 21st century education to all students

P1: ENTRY FEEDBACK & INPUT

- Improve performance of all students in core academic areas of reading and math
- Need to strengthen 7-12 curriculum leadership and articulation
- Delivery of planned instruction for more robust science/STEM education
- Lack of technology integration into curriculum delivery model and limited access
- Improve college and career planning for high school students
- Expand curriculum delivery model through a more blended or personalized learning model versus traditional methods
- Alignment and articulation of curriculum and expectations of rigor across grade levels
- Improve graduation rate and post-high school outcomes
- Continue to value career and technical education opportunities for students and increase Level III completers
- Continue to value development of whole child by supporting a robust
 - Unified arts program
 - Athletic program
 - Extra-curricular opportunities
 - Extended learning opportunities

“Twenty-first century skills implementation requires the development of key core academic subject knowledge and understanding among all students, K-12. Students who can think critically and communicate effectively are able to build on this base of key academic subject knowledge to also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication and collaboration. When a school or district builds on this foundation by delivering a comprehensive educational support system inclusive of — standards, assessments, curriculum and instruction, professional development and inspired learning environments; students are more engaged in the learning process and graduate better prepared to thrive in today’s global economy.”

— Adapted from *P21Partnership for 21st Century Learning*

P2: ENTRY ACTIONS & PLANNING

- Strengthened curriculum team by hiring secondary curriculum supervisor and replacement of director of technology
- Activated principal-led school improvement teams based on data to focus on academic improvement
- Re-established a curriculum study, evaluation and revision planning cycle supervised by the assistant superintendent
- Assessed state of technology, use and areas of needed access
- Began implementation of Office 365
- Established STEM committee (K-12) to make recommendations of curricula expansion
- Repurposed one high school guidance role into a career and college planning role
- Established committee development to begin planning and development of:
 - District’s 339 Plan (guidance plan)
 - Review high school Pathways program and courses
 - Blended learning environments
 - Career and Technical Education: Vocational Program Audit
- Reviewed historical data of student academic progress and growth

P3: FUTURE IMPLEMENTATION & ACTION

- Principal analysis of data and school improvement plan effectiveness: report out annually as part of evaluation
- District curriculum team will produce comprehensive planned courses that are published and made public for all core academic subjects/courses
- Delivery of comprehensive K-12 college and career guidance plan
- Develop digital platform for college and career planning with use for students and parents
- Implement CTE program improvements
- Upgrade and evaluate new K-6 core math program
- Upgrade and evaluate new core reading program for grades 4-6
- Professionally develop teacher on Next Generation Science Standards
- Implement new science/STEM units in primary grades and middle school
- Rollout of Chromebooks to better integrate use of technology with Office 365
- Build annual curriculum refresh budget
- Develop technology teacher leads/ tech integrators as leaders for blended learning and course development



GOALS & EVIDENCE

- **Deliver a dynamic K-12 curriculum that is up-to-date and reviewed consistently for revisions and updates**
 - Central Office team will work with principals and teacher leads to develop a curriculum review and evaluation cycle
 - Administratively led teacher teams will collaborate and write together district curriculum documents
 - District will build an annual curriculum refresh budget to keep curriculum up-to-date
- **Update and publish K-12 course guides, unit plans, and assessment and grading practices**
 - Central Office curriculum team will publish district curriculum using a common template/electronic resource (EdInsight)
 - Curriculum documents will be digitally published for both internal and external audiences
 - Adjust grading and assessment procedures to improve practices and align with post-high school consumers
- **Review and upgrade core subject areas and core resources (i.e. math, English/Language Arts, science and social studies)**
 - Core subjects annually reviewed for updates and revisions through an established process
 - Replace or update curricular resources as part of the annual budget and budget impact process

"All students should graduate from high school ready for college, careers, and life, prepared to pursue the future of their choosing. By 2020, 65 percent of all jobs, and 92 percent of traditional STEM jobs, will require postsecondary education and training. College- and career-ready (CCR) graduates should be able to enter and succeed in entry-level postsecondary courses without the need for remediation."

- Achieve, 2017

- **Deliver comprehensive co-curricular and extra-curricular programming options that support equal opportunity access for all students**
 - Evaluate need for and design programs for equitable sports participation
 - Continue to support our robust unified arts and CTE programs
- **Improve supervision of teaching and learning for improved student performance**
 - DSC and principals will develop joint classroom expectations, then supervise and evaluate
 - Administrative in-services and summer training opportunities on professional development

topics to improve understanding of best practices and teacher pedagogy

- Annual school improvement plans and data analysis focused on academic improvement goals
- Pairing of data analysis tools to improve instruction leads and student achievement
- Professional development, evaluation and changes made to student grading procedures

- **Create and deliver a comprehensive K-12 college and career counseling plan**

- Development of college and career counseling plan with implemented components across the district
- Web-based platform for college and career planning (Career Cruising) for students and families to access in and out of school
- Analysis of post-high school outcomes; college, career, military, and expectations of increased success rates

- **Improve professional knowledge, planning and delivery of Next Generation Science Standards/STEM**

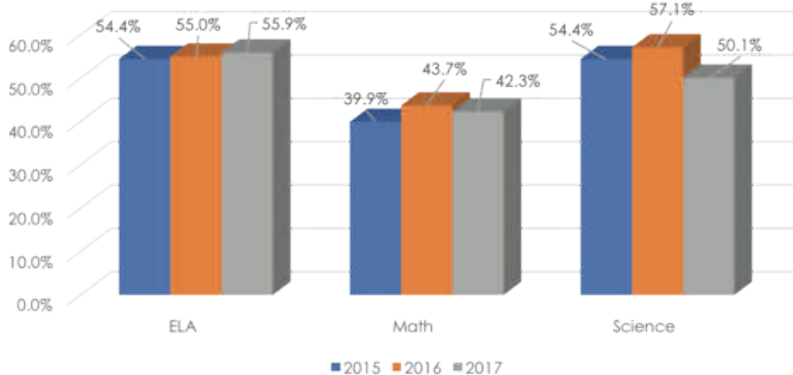
- Science and STEM education is further developed with planned and delivered units
- Students awareness and ability to pursue STEM fields increases with awareness of post-high school opportunities

- **Investigate and implement technology tools within the curriculum to enhance delivery, content and student engagement: curriculum-driven technology innovations (see technology entry plan document)**

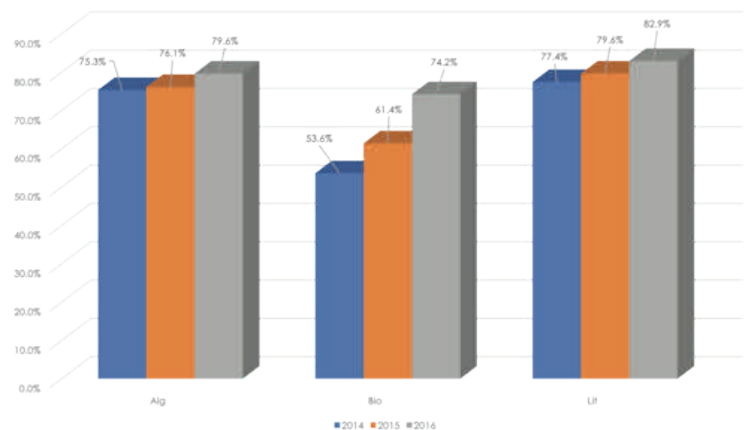
- Integrated use of technology tools within curriculum: Chromebooks, Apple products, hybrid and virtual learning opportunities, online curriculum, and district's own planned courses (virtual) developed and offered to students
- Investigate and research the benefits of a one-to-one device initiative
- Reorganize technology teacher steering committee
- Improve technology integration and professional development through key technology integrators or technology coach
- Study the ability to move the technology department closer to the DSC

BY THE NUMBERS

PSSA: Percentage of Students Proficient & Advanced

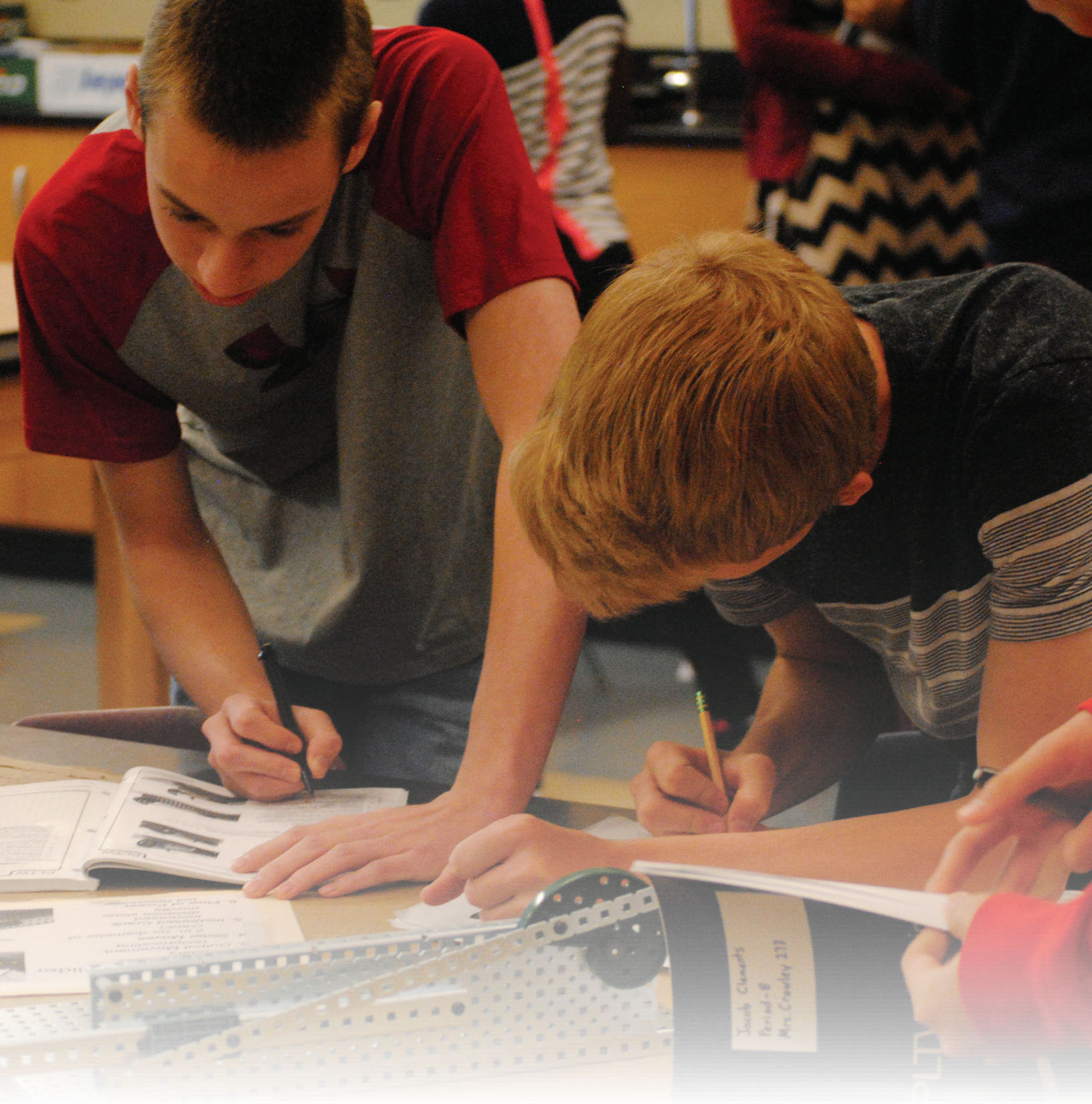


Keystone Exams: Percentage of Students Proficient and Above (Grade 11 Attribution)



4,895

STUDENTS WERE ENROLLED AT WASD AT THE END OF THE 2016-2017 ACADEMIC YEAR



82% OF THE SCHOOL QUALITY SURVEY RESPONDENTS
AGREE OR STRONGLY AGREE THEY ARE SATISFIED WITH
THE OVERALL WASD ACADEMIC PROGRAM

Transform teaching and learning through a stronger, more efficient technology infrastructure



P1: ENTRY FEEDBACK & INPUT

- Lack of technology integration into curriculum delivery model and limitations of access
- Lack of equitable distribution of resources
- Limited technology professional development, which should be a high priority
- Lack of strategic leadership and proactive planning
- Limited forecasting of needs and refreshment cycle of infrastructure, hardware and devices
- Inefficiencies in job duties and little cross-training
- Organization of personnel responsibilities (job descriptions)
- Wireless infrastructure is at end of life
- Upgraded phone system will provide a cost savings
- Replacement needed for district host servers
- Limited physical space available for data back up
- Virtual desktop for student computers would provide a cost savings from present system

“The time for major change in education is now. In a world where rapid advances in technology have a profound impact on the ways we work, communicate and live, education has struggled to keep pace. Technology is an essential element in the design of effective learning and teaching environments. Digital fluency and citizenship are instrumental in the academic success of students and their preparation for college and careers. Professional learning for educators must include strategies for seamlessly integrating technology into the learning process. The district is driven to provide equitable access for all learners with broadband and devices regardless of geographic location and socio-economic levels.”

— Adapted from the International Society for Technology in Education (ISTE)

P2: ENTRY ACTIONS & PLANNING

- Conducted a Survey of Needs and Assessment of the “state of technology,” use and areas of needed access
- Begun implementation of Microsoft Office 365
- Revised technology steering committee
- Leadership of technology department leads
- Begun implementation of cross trainings/zoned job responsibilities
- Begun rewiring at Jackson and Curtin for improved Wireless Area Network (WAN) access
- Replacement of paging intercom and clocks at Cochran
- Begun district-wide phone integration
- Increase access and bandwidth, and replace switches
- Wall-to-wall inventory completed
- Classroom technology – whiteboard, projector, smart boards, print management
- Piloted Virtual Desktop (VDI) at the high school

P3: FUTURE IMPLEMENTATION & ACTION

- Improve perception and reputation of department
- Create a Technology Department vision
- The need to support, not limit, curriculum-driven technology initiatives
- Create culture of innovation and encourage innovative use of technology as a tool
- Future planning – blended, hybrid, supporting curriculum
- Investigate and study the viability of a one-to-one initiative
- Chromebook roll-out to better integrate the use of technology in teaching and Office 365
- Develop technology teacher leads/ technology integrators as leaders for blended learning and course development
- Technology Department closer to Central Office, as off-site location is not advantageous
- Further develop and deepen professional development through coaching support
- Partner with parents to educate community on cyber safety and cyber education
- Incorporate technology into job description evaluation
- Integrated technology support system help desk via SYS Aid



GOALS & EVIDENCE

- **Investigate and implement technology tools within the curriculum to enhance delivery, content, and student engagement to support curriculum-driven technology innovations**

- Replacement cycle for classroom devices and presentation tools; projectors, smartboards, printers, student devices, and expand beyond MAC to integrate lower-cost devices (i.e. Chromebooks)
- Investigation of one-to-one feasibility, costs, and recommendation to superintendent
- Integration of technology visible in classrooms and student use

- **Update infrastructure, hardware, and devices to ensure the district has the connectivity to support the integration and expansion of student learning devices**

- Comprehensive inventory of all infrastructure, hardware, devices, etc., and evaluation of functionality
- Evaluation and upgrades to WAN/LAN infrastructure, the district's backbone of connectivity
- Integration of technologies across the district for efficiency of management, improve access, and cost savings (i.e. phone systems, proximity badge readers, security cameras, host server upgrades, Virtual Desktop, Power School, etc.)

1,001

DESKTOP AND LAPTOP COMPUTERS ARE AVAILABLE TO STUDENTS ACROSS THE DISTRICT

- **Annually develop and deliver parent education on cyber safety and cyber education**

- Annual cyber education parent workshops and online tools to improve awareness of cyber safety
- Resources on cyber safety published on district and school websites
- Cyber education curriculum for students embedded within grade level as course requirements

- **Create a Technology Department vision, philosophy, and communication plan for short- and long-term initiatives**

- Through the leadership of the director of technology, a written and published plan will be created, reviewed annually, and updated with improvement and progress
- Feedback to the plan will come from administrators and teacher users through a survey of needs and help desk data



837

IPADS ARE AVAILABLE TO STUDENTS
ACROSS THE DISTRICT

- **Improve the technology department's work flow, support systems to buildings and project management**
 - Redesign of organizational structure within Technology Department, designation of technology leads, update job descriptions, implement cross-training, and evaluation system based on performance
 - Implement a project management/ support desk system that tracks work (SYS Aid)
 - Review and recommendation of Technology Department location closer to DSC for better support and integration
- **Redesign through the technology steering committee the delivery of high quality professional development that supports curriculum integration and innovation**
 - Develop technology teacher leaders/integrators tasked with professional development topics
 - Blended professional development topics offered to staff that keep a focus on technology integration
 - Add a technology innovator and teacher lead, solely for job-embedded professional development and to work with blended/hybrid course development

SCHOOL LIBRARIES ACROSS THE
DISTRICT ACCOUNT FOR A COLLECTIVE
INVENTORY OF

145,276

ITEMS, PROVIDING ADDITIONAL
ELECTRONIC AND PRINTED
EDUCATIONAL AND RECREATIONAL
RESOURCES FOR STUDENTS



“Real-life examples of digital learning, and practical approaches will help any teacher in any school move the needle for their students as they shift from traditional to transformative practices that empower and engage today’s digital learners.”

- International Society for Technology in Education (ISTE)

Create safe and supportive schools for effective teaching and learning to take place

P1: ENTRY FEEDBACK & INPUT

- Reoccurring and overwhelming concern from multiple entry plan groups indicated that poor student behaviors disrupt the learning environment of all students
- Public perception of student behavior issues detracts from the district's public reputation
- Questions of consistency of discipline continuum used within schools or not clearly communicated
- Equity of support services/personnel across buildings and levels for students and teachers vary at buildings
- Student support structures for at-risk/failing students presents a need for extended day and summer school programs
- Perception that special education students are large contributors to building discipline issues
- Inconsistent inclusion philosophy
- A need for a more equitable continuum of special education supports
- Emphasis on student post-high school outcomes of all students
- Enhance and improve crisis planning and suicide prevention
- Support systems unable to keep up with demand and intensive needs
- School safety steps being made should continue (i.e. ALICE, safe walkways)
- Continue to improve communication devices in the event of emergency

“Developing positive school climates that are safe, student-centered, offering multi-tiered systems of support and improving school discipline policies and practices are critical steps to raising academic achievement and supporting student success. A Multi-Tiered System of Supports (MTSS) represents a broad set of evidence-based practices that may be implemented across a system, regular and special education to include Academics and Behavior within a systematic problem-solving process that puts into place strategic supports for students.”

— Adapted from Pennsylvania Department of Education, Multi-Tiered System of Supports

5%

OF THE WASD STUDENT POPULATION ACCOUNTED FOR 72% OF OFFICE REFERRALS DURING THE 2016-2017 ACADEMIC YEAR

P2: ENTRY ACTIONS & PLANNING

- Conducted community survey on schools and district culture identifies common concerns as entry groups
- Superintendent led parent group discussion cited student behaviors as needed areas of change
- Strengthened special education leadership with hiring of a new director
- Comprehensive review of special education programming, costs and personnel
- Expanded student support system with Friendship House and Justice Works
- Review and re-evaluation of support staff roles and placement
- Review and re-evaluation of professional staff in special education
- Addition of supplemental special education services at intermediate level
- Ongoing safety training and planning (Incident Command)
- Reviewed in-place systems (i.e. School-wide Positive Behavior programs, bullying, intervention practices, etc.)
- Identified where tiered levels of support are available and where weaknesses exist
- Evaluated whether extended day/year teaching is in place and not in place
- Restructured personnel
- Identified need for safety planning and better communication

P3: FUTURE IMPLEMENTATION & ACTION

- Develop a tiered behavior continuum appropriate for all schools that is consistent, adhered to, and appropriately resourced
- Individual school climate surveys that gain teacher input and reflection on current status of climate and culture of building on tiered behavior system
- School teams will use data to reflect on school practices, strengths and weakness with transparency of data
- Prioritize resources to support student behavior plans and needed personnel
- Restructure and improve special education continuum of services equitably across district
- Expansion of Friendship House services
- Improve post-high school outcomes for at-risk and all students
- Develop and prepare district safety planning and allocate resources to ensure plan is implemented
- Evaluate tiered systems for students on what is working and what is not
- Delivery of suicide prevention education to all students, teachers and community/parent outreach groups



GOALS & EVIDENCE

- **Develop a common school discipline continuum that sets high expectations for behavior; provides clear, developmentally appropriate, and proportional consequences with positive student rewards**
 - Teacher survey of school climate and culture to gain insight on strengths and weaknesses
 - Develop school-based teams that will reflect on data, tiers of interventions, and the status of student behaviors in buildings with proactive suggestions
 - Development of a school discipline continuum, that is communicated to students and parents
 - Consistent delivery and adherence to school-based discipline continuum and curricula
 - Integration of school-wide positive behavior system in continuum with an emphasis on tiered supports and positive reinforcements
- **Implement a tiered intervention system for students who are academically and behaviorally at-risk at each school**
 - Evidence of a defined (written) MTSS plan for both academic and behavior support process
 - Schools and school-based teams use the student support process for at-risk referrals and to develop interventions with referral data analyzed for trends and patterns
 - Tiered systems are evaluated for their effectiveness with ongoing data review and annual report of success
 - Deliver in-school and extended school year opportunities for tutoring, credit recovery and Keystone/PSSA remediation
- **Restructure services and programs for special education students across all levels to ensure an equitable continuum of services and improved quality**
 - Comprehensive review of special education programming with recommendations of improvement and implementation of new structures
 - Professional development on instructional strategies, inclusion belief system and tiers of support
- **Improve students' post-high school outcomes**
 - Analysis of post-high school outcomes, college, career, military and expectations of increased success rates
 - Development of college and career counseling plan with implemented components across the district
 - Improved transitional outcomes for special education students
- **Develop district crisis and safety planning documents and allocate appropriate level of resources for successful implementation**
 - Development of school district safety planning documents
 - Defined communication plan and dissemination of timely guidance and information
 - Professional development in areas that support safety, crisis, and behavior modification (i.e., Suicide Prevention, ALICE, Mandatory Reporting, De-escalation, etc.)

EFFECTIVE MANAGEMENT OF DISTRICT RESOURCES

Manage and allocate district resources for the benefit of students with responsibility and efficiency

P1: ENTRY FEEDBACK & INPUT

Business & Finance

- Need for transparency of budget process and distribution of resources
- Transparent and communicated budget implementation process, approvals, purchase orders, delivery and timelines
- Need for additional administrative input with budgeting district priorities
- Need for accuracy and timeliness of financial reports
- Budget forecasting needs to be proactive versus reactive
- Budget analysis for cost savings needs to be a priority
- Need for stronger business office collaboration with other departments
- Closer review of contracts

Human Resources

- Collaborative process with superintendent's office
- Expiring labor contracts need for significant negotiation time
- Strained relationship with labor groups
- Needed analysis of filling vacancies and hiring procedures
- Reported employee issues of attendance, morale, evaluations, supervision and discipline

Buildings and Grounds

- Facility improvements are prioritized over curriculum and instruction
- Need for equitable investment in buildings
- Administrative/principal input on facility improvements
- Oversight of facility improvement timelines and costs

This goal area will focus on three topics: Business and Finance, Human Resources, and Buildings and Grounds.

“District leaders must allocate the full range of resources in ways that are coherent with the district’s mission for the budget to be implemented effectively. This means being disciplined about which current and planned activities receive necessary resources that align with the district’s priorities and goals. Organizational resources include: personnel, time, facilities, assets, technology, and budget funds for equitable allocation to serve all students. ”

— Adapted from *Managing School Districts for High Performance*

9

BUILDINGS COMPRISE WASD: 4 PRIMARY SCHOOLS, 2 INTERMEDIATE SCHOOLS, 1 MIDDLE SCHOOL, 1 HIGH SCHOOL, AND 1 SERVICE COMPLEX SPANNING 98 SQUARE MILES

P2: ENTRY ACTIONS & PLANNING

Business & Finance

- Implemented budget impact process
- Increased administrative and principal input to budget process
- Updated asset management software
- Begun closer review of external contracts and negotiations
- Eliminated automatic billing

Human Resources

- In negotiation with multiple labor groups
- Established written procedures for hiring
- Conducted mass screening interviews for elementary openings
- Increased substitute pool in 2016-17 school year by 30% for professional staff and 58% for support staff

- Improved communication with superintendent's office
- Updating district's organizational plan and charting
- Started closer monitoring process of teacher absences

Buildings and Grounds

- Facility review of current and long-term projects with superintendent
- Summer building and grounds projects prioritized by ILT team with administrative input
- Begun review of external contracts and contractors to evaluate costs and cost savings
- Developed supervision and evaluation expectations with supervisors

P3: FUTURE IMPLEMENTATION & ACTION

Business & Finance

- Improve organization work-flow, cross-training, accuracy, timeliness and communication
- Transparent budget process with more budget details communicated
- Create better overtime procedures
- Improve collaboration with other departments
- Prioritize spending plan on curriculum and instruction
- Conduct transportation study
- Bring forward annual suggestions on cost savings or cost efficiencies

Human Resources

- Create an employee handbook
- Improve organization of employee records
- Teacher absence tracking

- Create an employee incentive program
- Agreed-upon and approved labor contracts
- Update and communicate organizational plan
- Facility study of buildings, uses, and needed upgrades
- Equitable work on buildings and grounds across district
- Improve quality of work and timelines of projects, repairs, cleanliness and communication
- Improve supervision of support staff
- Buildings and grounds projects need to be re-prioritized aligned to a focus on students



GOALS & EVIDENCE

Business and Finance

- **Develop a written budget process of timelines, steps, departments and procedures from budget approval through ordering to implementation**
 - Written budget procedures that will include all steps of process and activities
- **Improve communication of business procedures, accuracy of financial statements and responsiveness to superintendent**
 - Established meetings with superintendent where accurate reports are delivered
- **Deliver an annual budget impact process with input for priorities from administrative team**
 - Budget impact process with input from administrators adhered to and reflected in the budget plan
- **Create annual refresh and renewal cycle for curriculum and instruction priorities**
 - Established annual budget of a reoccurring curriculum and instruction base budget
- **Review all external contracts and analyze for cost savings, accuracy and language**
 - Savings earned through contract analysis and improvement of accurate billing and payments
- **Create a written business office organizational chart outlining work-flow, contacts, and responsibilities**
 - Written organizational plan of business with identified duties, job functions and cross training
- **Conduct a transportation study for K-12 buildings**
 - Transportation study of costs, boundaries, busing routes, and efficiency of routes
- **Annual suggestions on cost savings or cost efficiencies**
 - Business office will bring forward annually accurate suggestions on cost savings and create efficiencies

Human Resources

- **Develop and automate Human Resources file management, employee records, and archiving**
 - Implementation of an automated digital platform for employee record keeping
- **Develop an employee handbook, procedures, processes**
 - Creation of employee handbook to be reviewed and updated at the start of each school year
- **Reduce teacher absences by instituting a tracking, notification and supervision process and establish a teacher incentive process**
 - Established employee absence procedures with employee incentives

- **Implement hiring procedures and expand screening candidate process to other fields**
 - Employee screening process for multiple grades/subject areas that expedites hiring process
- **Finalize negotiation of labor contracts and stagger expiration dates**
 - Agreed-upon labor contracts with staggered renewal dates

- **Improve supervision of support staff to reduce employee issues**
 - Reduction of supervision issues of support staff with more hands-on leadership by the Supervisor of Maintenance & Facilities
- **Improve forecasting of annual projects and summer work to improve job completion time**
 - Proactive planning, earlier timelines and oversight of work that will improve work completion

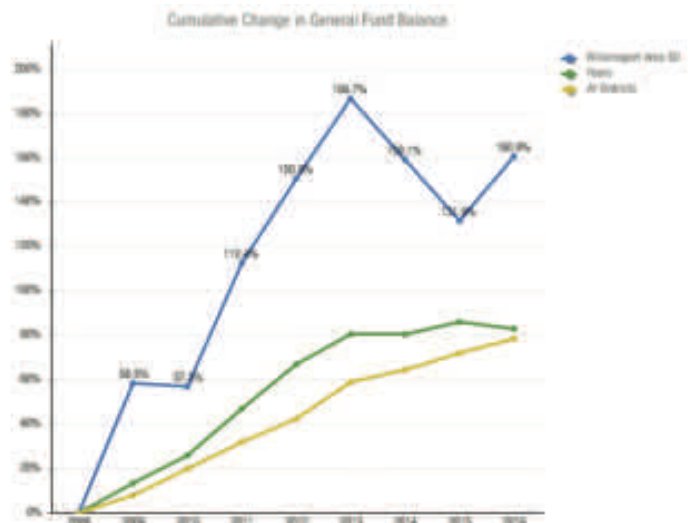
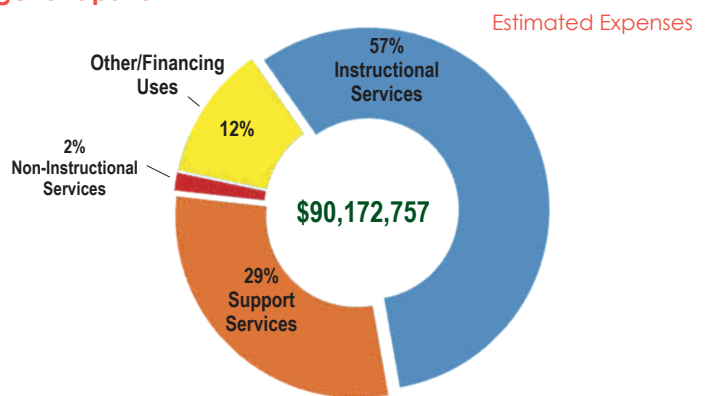
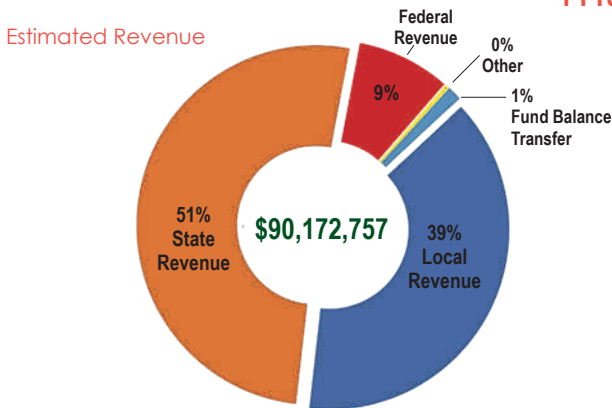
Buildings and Grounds

- **Create and communicate a short- and long-term facility evaluation and facility plan**
 - A written facility plan with superintendent and BOE leadership and evaluation

- **Increase administrative input into facility improvements that reflect equitable distribution of improvements across district buildings and grounds**
 - Budget impact process with input of projects from administrators that is adhered to

BY THE NUMBERS

FY18 Budget Snapshot







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