

POTTSTOWN CITIZENS FOR Enlightened LEADERSHIP

School districts must do it all

On Tuesday we discussed a three-year Comprehensive Plan that the Pottstown School District must submit to the Pennsylvania Department of Education (PDE) by March of 2022.

For decades, all Pennsylvania school districts have been required to prepare such multi-year plans.

Below is the "template" Pottstown and other school districts must use for their plans. Shown are just the headings — not all the verbiage that goes with each one.

The template was developed for PDE about fifteen years ago by Mutiu Fagbayi, whose consulting firm, Performance Fact, Inc., was hired by Pottstown in February for

\$79,690 to guide us through the comprehensive planning process. (I was the lone "no" vote on the school board.)

The detailed plans assume that no matter the students' home circumstances or backgrounds, the school district can solve their social, emotional and academic problems so they can all achieve to state standards. That's never yet happened anywhere in Pennsylvania, but we'll see. (More next week).



Commentary by
Tom Hylton

Tom Hylton is a member of the Pottstown School Board. However, the views expressed are his alone and not the board's.

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| DISTRICT PROFILE | Data Informed Instruction | SPECIAL EDUCATION |
| Demographics | Assessment Data Uses | Special Education Students |
| Planning Process | Distribution of Summative Assessment Results | Identification Method |
| Mission Statement | Safe and Supportive Schools | Enrollment |
| Vision Statement | Assisting Struggling Schools | Non-Resident Students Oversight |
| Educational Community | Programs, Strategies and Actions | Incarcerated Students Oversight |
| Planning Committee | Screening, Evaluating, Programming for Gifted Students | Least Restrictive Environment |
| CORE FOUNDATIONS | Diagnostic, Intervention and Referrals Services | Behavior Support Services |
| Standards | Consultation and Coordination Services | Intensive Interagency/ Ensuring FAPE/Hard to Place Students |
| <i>Mapping and Alignment</i> | Communication of Educational Opportunities | Strengths and Highlights |
| Adaptations | Communication of Student Health Needs | ASSURANCES |
| Curriculum | Frequency of Communications | Safe and Supportive Schools Assurances |
| Planned Instruction | Collaboration for Interventions | Special Education Assurances |
| Modifications Accommodations | Community Coordination | 24 P.S. § and §1306. Facilities |
| Instruction | PreSchool Agency Coordination | Least Restrictive Environment Facilities |
| Instructional Strategies | MATERIALS AND RESOURCES | Special Education Program Profile |
| Responsiveness to Student Needs | Description of Materials and Resources | Special Education Support Services |
| Recruitment | SAS incorporation | Special Education Contracted Services |
| ASSESSMENTS | Early Warning System | NEEDS ASSESSMENT |
| Local Graduation Requirements | Professional Education | Record School Patterns |
| Graduation Require. Specifics | Educator Discipline Act 126, | District Accomplishments |
| Local Assessments | Strategies Ensuring Fidelity | District Concerns |
| Methods and measures | Induction Program | Prioritized Systemic Challenges |
| Validation of Implemented Standards | Needs of Inductees | DISTRICT LEVEL PLAN |
| Development and Validation of Local Standards | Mentor Characteristics | Action Plans |
| Collection and Dissemination | Induction Program Timeline | DISTRICT LEVEL AFFIRMATIONS |
| Data Informed Instruction | Monitoring and Evaluating the Induction Program | SPECIAL EDUCATION AFFIRMATIONS |