

MANHEIM TOWNSHIP SCHOOL DISTRICT

Lancaster, PA



Dr. Robin L. Felty

2018-2019

Superintendent's Performance Goals

Presented at September 20, 2018 Board Meeting

MTSD COMPREHENSIVE PLAN GOALS

(July 1, 2018 to June 30, 2022)



Pursuing Excellence & Equity for ALL: Comprehensive Planning for 2021



3 GOALS & INITIATIVES

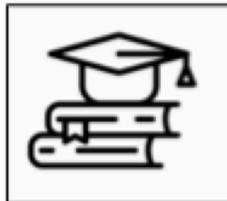
1

Implementing **effective instructional strategies** district wide incorporating 21st century learning and innovation skills



2

Addressing **barriers to student learning** in order to increase student achievement & graduation rates



3

Ensuring **academically at-risk students are identified early and are supported** with needs-based interventions



Objective Performance Standards for Superintendent of Schools

- Standard 1: *Student Growth and Achievement*
- Standard 2: *Organizational Leadership*
- Standard 3: *District Operations and Financial Management*
- Standard 4: *Communication and Community Relations*
- Standard 5: *Human Resource Management*
- Standard 6: *Professionalism*

DISTRICT/BOARD COMPREHENSIVE PLAN GOALS

SUPERINTENDENT'S OBJECTIVE PERFORMANCE STANDARDS

SUPERINTENDENT GOAL #1: Student Growth and Achievement

To align district resources and systems in order to increase the academic growth of all students through expansion and implementation of early learning programs, structured transition strategies for students at milestone educational timeframes, and Phase II of the K-6 Multi-tiered Systems of Support (MTSS).

- **Early Learning Programs:** Continued development of early learning programs that improve school-age readiness and literacy by promoting the effective intellectual, social-emotional, and physical development of Pre-K children.
- **Transitions at Milestone Levels:** Creation of structured transition plans for students at milestone time frames (school age readiness, Gr.4-5, Gr.6-7, Gr.8-9, Post-graduation) to promote continued academic success and effective preparedness for the next level (including college and career readiness).
- **Multi-tiered Systems of Support (MTSS):** Development of the Phase II, K-6 unified model of service delivery that includes integrated instruction and intervention that is differentiated and provided to students in varying levels of intensity (multiple tiers) based on student needs, particularly socio-emotional supports.

SUPERINTENDENT GOAL #2: Organizational Leadership

To work collaboratively with the Board of School Directors and District administration to ensure the implementation of data-informed best practices for operations management, staffing, and allocation of resources, and to continue building a positive working environment through meaningful communication with internal and external stakeholders.

- **Baldrige Performance Measures:** Implementation of a strategic measurement and management system that employs a framework for monitoring the growth of the goals within the district Comprehensive Plan through established metrics, defined targets, and data collection systems.
- **District Communication Plan:** Development and implementation of strategies relating to four (4) district-wide communication goals focused on building positive, collaborative relationships with all stakeholders, increasing awareness of our excellent academic and innovative educational programs, enhancing existing communication systems with stakeholders, and maintaining an overall proactive media relations program.
- **Board Governance and Leadership:** Collaboration with the Board of School Directors and administrators in "Phase I" of the *Policy Review & Adoption Plan* for the development, review, and adoption of Board Policies.

SUPERINTENDENT GOAL #3: Human Resource Management

To incorporate best practices for human resource management and operational oversight that promote a strong model for workforce learning and growth of professional, instructional support, and administrative staff.

- **Differentiated Professional Development:** Creation of a comprehensive employee development framework for professional and instructional support staff that is differentiated and meaningful to further developing work-related skills.
- **Leadership Team Professional Development:** Creation of an administrative level professional development framework for school and department leaders that is differentiated and meaningful to building personal, professional, and organizational leadership capacity.