

PHOENIXVILLE AREA SD

386 City Line Ave

Comprehensive Plan | 2022 - 2025

Steering Committee

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LEA Profile

Phoenixville Area School District is one of 500 public school districts in Pennsylvania. Phoenixville is a former “steel town”, situated in Chester County, a suburb located 28 miles northwest of Philadelphia, adjacent to Valley Forge National Park. The District encompasses 22 square miles, including the Borough of Phoenixville and two townships, East Pikeland Township and Schuylkill Township. The population of approximately 32,000 residents is socially and economically diverse. In the past decade, there has been an economic resurgence in Phoenixville related to its proximity to businesses and corporate centers in King of Prussia, Great Valley, and the Route 422 corridor. This has led to a rapid growth in the Borough and surrounding communities, and a renewed interest and investment in the quality of education offered by the district. Phoenixville Area High School has been recognized in the Top 5% of all schools in the United States (U.S. News & World Report and Newsweek Magazines), a Top High School in the Philadelphia region (Philadelphia Magazine), and an AP District of Honor (College Board). Most recently, the high school was voted 2021 US News & World Report Best High Schools and 2017 one of the Most Challenging High Schools in America according to the Washington Post. The Phoenixville School District has been awarded one of the Best Communities for Music Education by the NAMM Foundation four consecutive years in a row 2017 through 2021. In the fall of (2017), the district opened two new elementary schools; the Phoenixville Area Early Learning Center and Manavon Elementary School, which was named after the original name of the town of Phoenixville.

The School District educates 4,389 students in grades K-12, which reflects an increase of 10 students compared to the student enrollment reported in the last Comprehensive Plan. The School District organization includes one Early Learning Center for grades K-1, three Elementary Schools for Grades 2-5, 1 Middle School for Grades 6-8, and one High School for Grades 9-12. A Virtual Academy was added to the roster of schools in the fall of 2011, offering middle and high school students an additional educational option. Chester County’s first inclusive pre-school classrooms opened its doors in Phoenixville High School in the fall of 2011, and this program continues today at Barkley Elementary School and Schuylkill Elementary School. Two additional inclusive classrooms were added in fall 2012 and two more in 2018. Construction of a new administration building was complete in June 2011. A new middle school opened in fall 2012. The administration building is connected to the existing high school and the middle school was constructed on the same campus. In the fall of 2017, the new Phoenixville Area Early Learning Center and Manavon Elementary School were opened and are located on the same campus as the high school and middle school. This “educational campus” allows elementary, middle and high school students and staff to share state-of-the art facilities for athletics, theatre, music, art, science, and world language. Along with the main campus, Barkley and Schuylkill Elementary schools are only a few blocks away. Truly, the district has now both physically and philosophically become the "educational hub of the community". Along with the construction of the new schools, a new athletic complex was constructed with six new athletic fields and additional tennis courts. Currently, there is one charter school in the district that serves students from Phoenixville, as well as surrounding communities. There are also many private and parochial schools in the area and the district transports students to approximately 75 of these non-public schools. Lastly, the District is currently in the planning stages for a new elementary school building to accommodate growing enrollment.

Mission and Vision

Mission

The mission of the Phoenixville Area School District is to "prepare, inspire, and graduate students to meet the challenges of the future, while growing to be the educational hub of the community".

Vision

The vision of the District is to "embrace growth and champion educational innovation, while appreciating the community's diverse population and rich traditions." We acknowledge, value, and embrace all of our students, families, and community members within our diverse community. We understand it is our responsibility to ensure that our programs and services are informed by and sensitive to our students' varied needs. We believe that it is our moral imperative to remove any roadblocks and open all doors of opportunities in order to achieve equitable outcomes for all students. Equity Statement: "Equity is providing the necessary and attainable resources to students, so they may realize their full potential, by creating meaningful social and academic opportunities for all students."

Educational Value Statements

Students

The School District educates 4,389 students. Everyday 4,078 students attend the District classrooms, while 310 students are attending local charter schools. The first element of our strategic vision/core principle is "providing a high-quality education" to our students. This core value does not just mean academically. It also means supporting our student s' socio-emotionally, and providing them a supportive, safe, and nurturing environment. The District's plans include improving equity at all levels; narrowing the achievement gap; engaging families; continue to expand STEM offerings; increase participation in after school and activities; plan for additional facilities for increasing enrollment; and continue to support our award-winning arts programs.

Staff

The District employs 571 individuals, 331 of which are teachers, 30 are administrators and the remaining 210 are support and non-instructional personnel. All teachers are certified and meet the highly qualified status requirements. The district provides teachers with a variety of professional development opportunities to acquire Act 48 credits for continuous professional development. Recently, the district implemented Professional Learning Communities to increase professional development choice for instructional staff. Teachers have a new differentiated supervision/evaluation plan that emphasizes professional development plans. Principals, assistant principals, and supervisors also meet state certification requirements. They are evaluated based on goals that address increasing student achievement, as well as professional growth. New teachers participate in the recently revised induction program and new principals are required to participate in the Pennsylvania Inspired Leadership (PIL) program. The second element to our strategic vision/core principle is "promoting growth and employee effectiveness". The District has recently hired a number of instructional coaches to support our teacher's instructional practice. The District's plan includes annual engagement/satisfaction surveys of all staff (have at least a 70% participation rate); training of leaders on how to provide meaningful employee feedback; increase our Net Promoter Score; increase scores in identified areas in need of improvement; effectively acquire and train staff on needed technology resources; and increase staff confidence score to 80% on using technology.

Administration

The District currently employees a team of 30 administrators. The administration continues to be active learners. Examples would include book study groups around our district's equity work; contracting with organizations like Bartell

& Bartell and District Management Group to help facilitate the administration's own professional growth. The District has provided administrative trainings in the areas of equity and NCEE training; as well providing training on Act 13.

Parents

The third component for our district's strategic vision/core principle is "Implementing Effective, Consistent Communication and Collaboration". The District recently contracted with the Chester County Intermediate Unit to provide a communications audit. The recommendations from that process were used to refine and improve overall District communications. The District utilizes both School Messenger and Remind, to regularly communicate to families and community. The Phantom News (a weekly electronic newsletter) goes out to all families and community members, additionally the District recently completely revised its District website to streamline communications and visibility. Lastly, the District is active and up to date on utilizing all social media platforms.

Community

The community is largely middle class but has representation from all socioeconomic levels. Approximately 26% of students meet the criteria for the classification of economically disadvantaged. The largest percentage of families who are economically disadvantaged reside in the Borough of Phoenixville. With an annual budget of approximately \$102 million, the district ranks in the top 10-15% of the state for instructional spending per student. The federal funding provided through Title I (approximately \$260,000) is directed toward students who attend the elementary school located in the Borough. In the past few years the district implemented a Canadian model called "The Hub". The Hub brings together all community agencies such as mental health providers, police departments, social agencies, faith-based groups, etc., to discuss students and families who have developed barriers to success. The Hub breaks down those barriers to provide much needed goods and services to assist families and students in need of support. The Hub has also implemented a "Handle with Care" model to assist students who are experiencing or who have experienced trauma.

Other (Optional)

The Phoenixville Area School District believes in purposefully engaging with our community. Through multi-agency organizations like the HUB which engages various community agencies to support students and families, to engaging with community groups like the Rotary, Chamber of Commerce, and local law enforcement. PASD is believes it is the community support that truly makes the difference in helping our students achieve their personal best. Throughout the recent COVID Pandemic, the community pulled together to ensure families had food, medical assistance, and the technology needed to continue the education of our students. Ten vaccination clinics (more than any of any school district n Chester County), were held on the school campus through an amazing partnership between the Phoenixville Area School District, the Phoenixville Hospital, the Phoenixville Emergency Management, the Valley Forge Fire Company, the Phoenixville Borough Mayor's Office, and the Gateway Pharmacy. The Phoenixville community is truly a unique and wonderful place. It is a supportive community that believes its school district is at the heart of its community; as our mission states "the educational hub" of the community.

Summary of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Algebra Readiness	No
Consistent overall ELA performance overtime	No
Science performance strong	No

Strength	Consideration In Plan
HS Biology Performance	No
Consistent elementary ELA PVAAS growth over time	Yes
Overall consistent ELA PSSA performance	No
Some subgroups far exceeding state averages	No
Elementary Math PVAAS Growth	Yes
Algebra Performance over time	Yes
New STEM K-8 program	No
Community and Board support for STEM	No
Music and Arts program	No
Solid career program	Yes
Consistent ELA performance	No
Consistent instructional leadership	No
"HUB" Community partnership Group	No
Local support for District	No
Positive gains have been made in disproportionality	No
Work with Response to Intervention	No
Recently completed 339 Plan	No
Mental Health Support via Student Services	No
Community partnerships (HUB)	No
Lakeside Contracted Mental Health Services	No

Challenges

Challenge	Consideration In Plan
EL Newcomers	Yes
Middle school PVAAS Growth	Yes
EL Newcomers ELA performance	No
Other sub-group performance in ELA	No
Middle School Math PSSA growth	No

Challenge	Consideration In Plan
Subgroup performance	No
Funding for STEM expansion	No
Math & ELA performance in sub-groups	Yes
Continued expansion of Career programs	Yes
Economically disadvantaged student performance	Yes
Availability of quality employee candidates	No
Pandemic academic recovery	No
Overall Math performance of economically disadvantaged students	Yes
Overall ELD Academic Growth	No
Overall Economically Disadvantaged Student Growth	No

Most Notable Observations/Patterns

Math over time

Sub-group performance

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Elementary Math PVAAS Growth	
Solid career program	While good gains have been made. The District will continue to expand and grow its career programs

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
EL Newcomers		Yes	Reduce Achievement Gap
Middle school PVAAS Growth		Yes	Continued Improvement in Math Scores
Math & ELA performance in sub-groups		Yes	Growth in sub-groups

Continued expansion of Career programs		Yes	Career Study and post-secondary Opportunities
Economically disadvantaged student performance		Yes	

Goal Setting

Priority: Reduce Achievement Gap					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	Narrow achievement gap by 7%	Equity/Achievement Gap	Reduce gap by 3%	Reduce gap by 5%	Narrow achievement gap by 7%
Community Engagement	Families of underserved and underrepresented students will attend and be more involved in District activities than in previous years	Community Engagement	Increased number of family experiences	Meet PDE targets	Families of underserved and underrepresented students will attend and be more involved in District activities than in previous years
Graduation rate	Increase graduation by 3%	Grad Rate	Increase by 1%	Increase by 2%	Increase graduation by 3%

Priority: Continued Improvement in Math Scores					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	Increase district wide math achievement on PSSAs by 10% over 20-21 school year.	Math	Increase elementary math PSSA scores in grades 4-5 by 3%.	Increase elementary and middle school PSSA scores by 5%.	Increase district wide math achievement on PSSAs by 10% over 20-21 school year.

Priority: Career Study and post-secondary Opportunities

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Career Standards Benchmark	A minimum of 80% of eligible 12th grade students will participate in the career study program	HS Career Study	60 % participation	70% participation	A minimum of 80% of eligible 12th grade students will participate in the career study program
Career Standards Benchmark	A minimum of 75% of Middle and High School students will be part of an extra-curricular activity		55% participation	65 % participation	A minimum of 75% of Middle and High School students will be part of an extra-curricular activity
STEM	Increase/expand STEM program at the middle school level	Elem STEM	Establish STEM program	Examine schedule to increase STEM time allotment	Increase/expand STEM program at the middle school level

Action Plan

Action Plan for: Achievement Gap

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
• Equity/Achievement Gap		Reduction in gap			Dr. Alan Fegley	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Work toward closing achievement gap	05/05/2022	06/30/2025	Dr. Frank Garritano	Admin/DVCEE	Yes	Yes

Action Plan for: Drop-out rate reduction

Measurable Goals	Anticipated Output	Monitoring/Evaluation
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• Grad Rate		1% increase per year over 3 years= 3%		Dr. Alan Fegley		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Increase High School Graduation Rate	05/05/2022	06/05/2025	Dr. Rose Scioli, HS Principal, Dr. Jessica Kilmetz, Asst. Superintendent	Admin/Consultants	Yes	No

Action Plan for: K-8 STEM						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
• Elem STEM		Curriculum and scheduling support			Dr. Alan Fegley	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Increase student participation	05/05/2022	06/05/2025	Dr. Jessica Kilmetz Dr. Frank Garritano Dr. Kathryn Pacitto	Admin/Teachers/Consultants	No	No

Action Plan for: HS Career Study						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
• HS Career Study		Increased business and placement internship opportunities			Dr. Alan Fegley	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HS Career Study Expansion	05/05/2022	06/05/2025	Dr. Rose Scioli	DAO/Teachers/Counselors/Community	No	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Achievement Gap	<ul style="list-style-type: none"> Work toward closing achievement gap
Drop-out rate reduction	<ul style="list-style-type: none"> Increase High School Graduation Rate

Professional Development Activities

Achievement Gap						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Work toward closing achievement gap 	Teachers	Building Equity Teams will provide building-defined topics	Equity Teams will provide at least three actions to improve educational equity	Dr. Frank Garritano Dr. Chamise Taylor	09/01/2022	06/05/2025
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As decided by buildings				Teaching Diverse Learners in an Inclusive Setting	

Drop Out Rate						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Increase High School Graduation Rate 	Teachers	Equity, Culture, and Inclusion PLC	Projects/assignments	Admin facilitator	09/01/2022	06/10/2025
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly				Teaching Diverse Learners in an Inclusive Setting	

Communications Action Steps

Evidence-based Strategy	Action Steps
Achievement Gap	<ul style="list-style-type: none"> Work toward closing achievement gap
HS Career Study	<ul style="list-style-type: none"> HS Career Study Expansion

Communications Activities

Achievement Gap					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Board	Periodic updates on progress	Dr. Fegley Dr. Garritano	09/01/2022	06/05/2025
Communications					
Type of Communication			Frequency		
Brief			Quarterly		