

## PBSD State Board Update

Submitted by Superintendent Jennifer Barbaree  
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**Indicator 1:** Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.  
Rating: 3.35

The district is participating in “Districtwide PLC from Boardroom to Classroom” professional learning cohort. The team consists of direct level personnel including the superintendent and school board president, which is the district guiding coalition. During this training the district guiding coalition has gained understanding and knowledge. New learning including the importance of collective efficacy and the critical role of the superintendent and school board were studied and analyzed with the school board, district and building leadership, and the community (during the regular scheduled board meetings).

During the [bimonthly principal connection meeting](#), the district guiding coalition plans and leads a guiding coalition meeting within the meeting focusing on student data. The data reviewed this semester included student discipline data, the district’s quarter one and two district common formative assessments (DCFA) in ELA and math, and the ATLAS science interim assessment data. Based on the data review, the district made decisions regarding goals for student attendance, improving Tier I instruction, and assessing the essential standards.

The district has given two district common formative assessments, and the science ATLAS assessment. These assessments were reviewed at board meetings.

[District Common Formative Assessment Data](#). [Science ATLAS Data](#).

The Executive Director of School Performance in collaboration with the District leadership team has created a [one pager](#) that includes links to support the district professional learning community vision.

**Indicator 2:** The school is aware of and monitors predominant instructional practices.

2.75 Rating and **Indicator 3:** The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data. 3.06 Rating

The District Leadership Team conducts weekly instructional rounds in each building. After the rounds the team shares the data with the building administrator along with next steps. An example of the feedback is included here: [Instructional Round Form](#)

The Executive Director of School Performance [meets weekly with building principals](#) to provide support and conduct science of reading focus walks. She has created “[What I Need](#)” [W.I.N.](#) times for administrators to sign up for additional specific support.

District and Building Leadership conduct monthly focus walks at the different buildings. After the walks, the team reconvenes to discuss what was seen and calibrate feedback.

The secondary schools have embarked on instructional strategies for professional development with the consultants from Educational Epiphany. On Dec. 7 Dr. Dicky along with the administrative teams conducted focus walks looking for Instructional Practice 1: Performance Based Objectives. Please see the [video](#) shared at the December board meeting showing the focus walk data as well as the junior high math collaborative team meeting led by Dr. Dicky.

**Indicator 4:** The school curriculum and accompanying assessments adhere to state and district standards. 3.60 Rating

The Executive Director of Curriculum and Professional Development has created a [digital pacing guide](#) for every grade and core subject. The priority standards that were chosen are listed along with the district curriculum resources and assessments. The district common formative assessments are created based on the pacing. District level administrators attend grade level CTMs and building Guiding Coalition meetings to provide support and feedback regarding student data and pacing.

**Indicator 5:** The school manages its fiscal, operational, and technological resources in a way that directly supports teachers to provide a safe, supportive, and collaborative culture and increase student achievement. 2.87 Rating

Assistant Superintendent conducts daily “quality control” checks utilizing the school cameras to observe bell to bell instruction ensuring the district is maximizing instructional time. Feedback is provided to the building principal. The assistant superintendent and superintendent have met with building leaders individually to provide expectations of professional growth.

The superintendent meets weekly at a minimum with the district business manager to ensure fund balances are maintained.

The superintendent checks fund balances before signing any purchase requisition to ensure there are funds available.

Indicator 5 is an area of continued growth.