2018-19 FINAL
DISTRICT GOALS REPORT

Dr. William Harner, Superintendent
May 23, 2019

QCSD MISSION STATEMENT:

Our mission is to prepare all students with the knowledge, habits, and skills they need to graduate ready for college or career and for engaged citizenship, all at the best value to our community.

2018-19 FINAL DISTRICT GOALS REPORT

Goal #1: Culture for Teaching and Learning

Develop and consistently reinforce a positive culture for learning at the classroom, building, district, and community level.

Strategies:

1. **Increase student learning by:**
   a. Increasing ownership and effective use of student and building data (year two)
   b. Fostering improved culture for learning through building action plans focused on Panorama student perception survey data
   c. Providing increased opportunities for autonomy at the building level
   d. Improving the quality of instruction through teacher goal setting, effective supervision, and coaching
   e. Create and implement regular feedback systems to assess employee satisfaction.

   Theory of Action: If we effectively implement the strategies listed, we will improve the quality of instruction and increase student learning.

   Completion: 97.5%

1a.	100% Complete
1b.	100% Complete
1c.	100% Complete
1d.	100% Complete
1e.	87.5% Complete

   Summary of Evidence: See Tabs 1-1a, 1-1b, 1-1c, 1-1d, and 1-1e

   a. In addition to the work of building level data teams and principal work with individual teachers to review NWEA and PVAAS data, K-2 Math and ELA DIBELS reports were sent home mid-year and will be again at the end of year, OTL/Principal K-5 Math and ELA mid-year data meetings occurred, and NWEA Data Mining Templates were shared with principals and teachers in grades 3-8 math, ELA, and science.
   b. Each building conducted Panorama Student Surveys and teachers received the results of their surveys. Each building has strategies for teachers to discuss their

2018-19 FINAL DISTRICT GOALS REPORT

results with their supervisor and create one or more action steps to improve student perception in one or more areas.

c. We continue to seek opportunities to provide more autonomy at the building level for our principals to exercise leadership tailored to their leadership style and needs of their building. This year, principals had the ability to redesignate support positions within their building to meet their building's needs. Budgetary control over certain line items was also shifted to the building level.

d. Each building has Supervision Action Plans with strategies to increase administrator presence in classrooms, to improve the quantity and quality of feedback, and to invite staff members to contribute feedback to create a two-way feedback loop.

e. Each building created explicit opportunities for staff feedback, including periodic or monthly surveys, expansion of school leadership teams, and/or two-way feedback conversations. Administrators did receive significant staff pushback in certain buildings to providing feedback to supervisors

2. **Parent/Family Engagement**
   a. Create systems to provide parents with more information about curriculum, academic program, methods to support their child's academic learning and social/emotional health
   b. Provide forum opportunities for parent education on relevant topics

Theory of Action: If we provide comprehensive information to parents about curriculum and the academic program, and provide forum opportunities to educate parents on relevant topics, we will increase the alignment between parent expectations and classroom learning, and better engage parents as partners in their child's education.

Completion: 89.3%

2a:	88.8%
2b:	89.8%

Summary of Evidence: See Tabs 2-2a and 2-2b

Rubicon Atlas Phase 1 is complete with majority of elementary programming completed in the tool. Secondary curriculum will be added over the next 2-3 years with Secondary Math and ELA completed by fall, Science, Art, Music, and HPE by the end of 2020; and SS and World Language by 2021. The Elementary Parent site is ready for implementation

2018-19 FINAL DISTRICT GOALS REPORT

for fall 2019. Parent information sheets are available by course module for core content areas in elementary.

Parent education opportunities were offered on Vaping and various College and Career topics. Parent Forums on Bullying, Drug Trends, and Transition Planning were held in the second half of the year.

3. **Diversity Initiative (Welcome Workplace)**
   a. [Create a District-wide Steering Committee](#) to evaluate the Welcome Workplace/IDI survey results and develop action plans for 2018-19 (year one)

Theory of Action: If we increase our intercultural competence through a proven, expert-led program, we will improve the culture for teaching and learning across the school district and better meet the needs of diverse stakeholders.

Completion: 100%

Summary of Evidence: See Tab 1-3

Meetings were held approximately monthly (led by Pearl Buck) and the website linked above has all materials and agendas. Laura Lomax presented a final report to the Board at a school board meeting.

4. **Community Service/Service Learning**
   a. Create system to compile all service learning/community service projects K-12;
   b. Develop programming and opportunities for participation in the MLK National Day of Service in January 2019.

Theory of Action: If we model and instill in our students the value and importance of service, we will contribute to a positive school culture and make a difference.

Completion: 96.9%

4a.	93.8%
4b.	100%

Summary of Evidence: See Tabs 1-4a and 1-4b

2018-19 FINAL DISTRICT GOALS REPORT

All buildings tracked their individual community service projects throughout the year. Students, teachers, and administrators participated in a variety of service projects on the MLK National Day of Service in January.

QCSD Celebrates First MLK Day of Service

5. **PBIS**
   a. Achieve a score of at least 80 in the Benchmarks of Quality for Tier 1 PBIS in each building K-12, and begin development and implementation of PBIS Tier 2.

   Theory of Action: If we implement school-wide positive behavior supports in all buildings with fidelity, we will see improved behavior across all settings.

   Completion: 90.6%

   Summary of Evidence: See Tab 1-5

   Each building has an individual PBIS Action Plan with strategies customized to the needs of that building. PBIS Implementation at all levels to date contains a summary of the progress in each building. Seven buildings achieved a BOQ score of 80 or better. One building, Trumbauersville, scored 100 and was selected to present at a statewide conference.

Goal #2: Academic Program
Increase rigor and college/career readiness at the high school, middle school and elementary levels while continuing to effectively address the needs of our at-risk students.

Strategies:

1. **Curriculum**

   Curriculum Cycle Scheduled Work:
   - Year 1: 6-12 Science; K-12 Art; K-12 Music
     - 6-12 Science is currently examining resources for purchase for the 2020-2021 school year.

2018-19 FINAL DISTRICT GOALS REPORT

- K-12 Art, K-12 Music, and K-12 HPE are all designing, revising curriculum and examining resources.

- Year 2: 6-12 RELA; Digital Literacy; PLTW
  - 6-12 ELA is writing their curriculum - all at different stages to be completed by end of year

Curriculum Cycle Year 3 Implementation: K-5 RELA; 9-12 FCS; K-12 ELL

Theory of Action: If we align our curriculum to standards and review/revise our curriculum on a predictable, cyclical basis, then students will benefit from a consistently implemented, guaranteed, and viable curriculum.

Completion: 100%

Summary of Evidence: See Tab 2-1

K-5 ELA is in full implementation, with continuous walkthroughs, planning, and coaching throughout the year. K-12 ELD completed the professional development plan for the year; ELP standards are embedded in content area curriculum; 6-12 is writing curriculum for each level and grade; 9-12 Family Consumer Science continues to revise curriculum as appropriate.

2.   **Program Development and Evaluation**
     a. Develop and implement The Academy at Quakertown program 6-12

Theory of Action: If we successfully design and implement an appropriate program to meet the needs of learners who are not experiencing success in a whole school environment, we will increase student learning and success for those students, and support students in graduating.

Completion: 100%

Summary of Evidence: See Tab 2-2a

Develop and implement The Academy at Quakertown program 6-12

2018-19 FINAL DISTRICT GOALS REPORT

Action Plans: OTL

b. Implement DMG recommendations, year one (to be determined based on staff feedback and Administrative Leadership work in June)

Theory of Action: If we critically evaluate our special education programs using external resources and expertise, we will identify opportunities to deliver quality programs at reduced cost.

Completion: 100%

Summary of Evidence: See Tab 2-2b

Year Two work was completed this spring, job descriptions for Intervention Specialist and Instructional Coach were finalized and posted.

Social-Emotional Learning Initiative Update: Ideal Roles for SEL Staff
Coaching Initiative Update: Coaching Implementation Timeline

Goal #3: Safety and Security
Be vigilant in ensuring the safety and security of all school buildings and the district office.

Strategies:

In addition to maintaining drills, training, and critical incident document updates,

1.   **Create a community committee on safety, to include examining social, emotional, and mental health needs, prevention strategies, and facilities needs and report recommendations to the Board Ad-Hoc Safety Committee by April 1, 2019**

    Theory of Action: If we involve our parent community in a committee that examines best practices in school safety, reviews current policies and practices in QCSD, identifies opportunities for improvement, and recommends future actions to the Board of School Directors that will contribute to the prevention of school violence, we will improve school safety and increase student, staff, and parent confidence in the safety of our schools.

2018-19 FINAL DISTRICT GOALS REPORT

Completion: 100%

Summary of Evidence: See Tab 3-1

The Community Safety Committee was formed in the fall and held 10 meetings. Committee members have read a wide variety of materials on school safety, and have had presentations on school discipline procedures, the SRO Program, student support services, and other safety related topics. The committee presented its recommendations to the Board at the March 28, 2019 Board meeting. The recommendations are included in the 2019-20 draft District/Superintendent goals.

2. **Implement critical incident planning application (NaviGate)**

   Theory of Action: If we enhance the tools we have available to communicate and follow protocols for critical incidents, we will increase the safety of students and staff.

   Completion: 100%

   Summary of Evidence: See Tab 3-2

   Navigate has been successfully populated with all building, student, teacher, and administrator data. All floor plans have been imported and corresponding images of each classroom and space have been captured via 360 cameras. Initial rollout to Administrators occurred earlier this year and each building has trained its staff. Principals collected staff feedback, questions, and concerns and will develop protocol documents for use in 2019-20.

3. **Data Security and Privacy** - complete Phase III in obtaining the COSN Trusted Learning Environment Seal (year three of three-year goal) by completing the remaining indicators and applying for the TLE Seal.

   Theory of Action: If we systematically review and improve our data and security practices, then our continued focus on student privacy, data security, and compliance with all applicable laws and regulations will provide assurance to parents and other stakeholders that the technology our students use if safe and that the district values student privacy and data security.

   Completion: 95%

2018-19 FINAL DISTRICT GOALS REPORT

Summary of Evidence: See Tab 3-3

COSN identifies 25 indicators that a district must meet to qualify to apply for the Trusted Learning Environment Seal. We have completed all 25 indicators, and our application for the TLE certificate will be submitted in Fall 2019 as soon as the submission window opens.

Goal #4: Operations and Finance

Demonstrate fiscal responsibility through thoughtful and consistent oversight of budget development, implementation of appropriate systems, and effective program evaluation.

Strategy:

1. **Create specific opportunities for Board in-depth review and education on district financial matters, including major budget cost drivers.**

   Theory of Action: If we increase our reporting on financial matters, the Board will have enhanced tools to guide decision making and have a more in-depth understanding of the rationale underlying those decisions.

   Completion: 100%

   Summary of Evidence: See Tab 4-1

   Each month, the administration uses the Finance and Facilities Committee Meetings to keep the Board abreast of important financial happenings within the district. The public meetings are intended to keep the Board and Community well informed, and to provide educational opportunities for better understanding of the major cost drivers.

   The administration, with Board approval, has purchased financial software to aide in the analysis and budget development process. The software will also be used to report out monthly updates on the current year expenditure and revenues.

   A Reports page was created on the District website where documents are uploaded for public consumption.

2018-19 FINAL DISTRICT GOALS REPORT

Specific educational programs were analyzed from a cost perspective, including the strings course and the Academy at Quakertown program.

Overall Completion: 97.0%

Quakertown Community School District
Enter to Learn, Leave to Serve

2018-19 FINAL DISTRICT GOALS REPORT

Appendix

Goals Calculation Summary

Log of Corrections

Summary of Evidence:
Goal 1-1a
Goal 1-1b
Goal 1-1c
Goal 1-1d
Goal 1-1e
Goal 1-2a
Goal 1-2b
Goal 1-3
Goal 1-4a
Goal 1-4b
Goal 1-5
Goal 2-1
Goal 2-2a
Goal 2-2b
Goal 3-1
Goal 3-2
Goal 3-3
Goal 4

2018-19 District/Superintendent Goals Calculation Summary

	Goal 1-1a	Goal 1-1b	Goal 1-1c	Goal 1-1d	Goal 1-1e	Goal 1-2a	Goal 1-2b	Goal 1-3	Goal 1-4a	Goal 1-4b	Goal 1-5	Goal 2-1	Goal 2-2a	Goal 2-2b	Goal 3-1	Goal 3-2	Goal 3-3	Goal 4	
	Use of Data	Student Perception	Building Autonomy	Supervision	Feedback	Parent Information	Parent Education	Diversity Committee	Community Service	MLK Day	PBIS	Curriculum	TAQ	DMG	Safety Committee	Navigate	COSN	Financial Reporting	Overall
Neidig	100	100	100	100	50	100	100	N/A	100	100	100	100	N/A	N/A	N/A	100	N/A	N/A	95.83
Pfaff	100	100	100	100	50	100	100	N/A	100	N/A	100	N/A	N/A	100	N/A	100	N/A	N/A	95.45
Quakertown	100	100	100	100	100	100	100	N/A	100	N/A	100	N/A	N/A	100	N/A	100	N/A	N/A	100.00
Richland	100	100	N/A	100	100	100	100	N/A	100	N/A	100	N/A	N/A	100	N/A	100	N/A	N/A	100.00
Trumbauersville	100	100	100	100	100	100	100	N/A	100	N/A	100	100	N/A	N/A	N/A	100	N/A	N/A	100.00
Sixth Grade Center	100	100	N/A	100	100	50	50	N/A	100	100	100	100	N/A	100	N/A	100	N/A	N/A	91.67
Strayer	100	100	N/A	100	100	100	100	N/A	100	100	100	N/A	N/A	N/A	N/A	100	N/A	N/A	100.00
QCHS	100	100	N/A	100	100	50	50	N/A	50	100	25	N/A	N/A	N/A	N/A	100	N/A	N/A	77.50
Assistant Superintendent	100	100	100	100	88	88	88	N/A	94	N/A	91	N/A	N/A	100	100	100	N/A	N/A	95.57
Office of Teaching and Learning	100	N/A	100	100	N/A	100	100	100	N/A	N/A	N/A	100	100	100	N/A	N/A	N/A	N/A	100.00
Pupil Services	N/A	N/A	N/A	N/A	N/A	N/A	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Operations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	100.00
Technology	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	95	N/A	97.50
% Complete by Sub-Goal	100.0	100.0	100.0	100.0	87.5	88.8	89.8	100.0	93.8	100.0	90.6	100.0	100.0	100.0	100.0	100.0	95.0	100.0	97.0
% Complete by Goal Area					97.5		89.3	100.0		96.9	90.6	100.0		100.0	100.0	100.0	95.0	100.0	97.2

Goal	Building/Department	Corrected From:	Corrected to:	Reason for Correction:
1-1c: Building Autonomy	SGC/Thompson	Complete	N/A	Clarification of goal (elementary)
1-1d: Supervision	Strayer/Bubser	Partially Complete	Complete	Clarification of goal expectations; work still in progress
1-1e: Feedback Systems	Pfaff/Bradley	Complete	Partially Complete	Clarification of goal expectations
1-2a: Parent Information	QCHS/Finnerty	N/A	Partially Complete	Data unavailable to rate Complete
1-2b: Parent Education	QE/Zackon	N/A	Complete	Entry error due to duplicate form submission
1-2b: Parent Education	QCHS/Finnerty	N/A	Partially Complete	Data unavailable to rate Complete
1-2b: Parent Education	Pupil Services/Pelone	N/A	Complete	Entry error
1-4a: Community Service	Pfaff/Bradley	N/A	Complete	Clarification of goal expectations
1-4a: Community Service	QE/Zackon	N/A	Complete	Entry error due to duplicate form submission
1-4a: Community Service	QCHS/Finnerty	N/A	Partially Complete	Data unavailable to rate Complete
1-4b: MLK Day	QCHS/Finnerty	N/A	Complete	Entry error
1-5: PBIS	Strayer/Bubser	Not Complete	*Complete*	BOQ calculation will be complete on 5/23
1-5: PBIS	QCHS/Finnerty	Partially Complete >50%	Partially Complete <50%	BOQ calculation of 53% was below required threshhold
2-2b: DMG Project	QE/Zackon	Partially Complete	Complete	Clarification of goal expectations for year 2
2-2b: DMG Project	SGC/Thompson	Partially Complete	Complete	Clarification of goal expectations for year 2
3-1: Community Safety Committee	Pfaff/Bradley	Complete	N/A	Entry error (Assistant Superintendent is owner of this goal)
3-2: Navigate	Neidig/Godshalk	N/A	Complete	Unclear directions for building-level data entry
3-2: Navigate	Richland/Zuerblis	N/A	Complete	Unclear directions for building-level data entry
3-2: Navigate	SGC/Thompson	Partially Complete	Complete	Unclear directions for building-level data entry
3-2: Navigate	Strayer/Bubser	Partially Complete	Complete	Unclear directions for building-level data entry
3-2: Navigate	QCHS/Finnerty	N/A	Complete	Unclear directions for building-level data entry
3-2: Navigate	OTL/Hoffman	Not Complete	N/A	Unclear directions for building-level data entry
3-2: Navigate	Technology/Kuzo	Partially Complete	Complete	Two buildings completed requirements after initial form submission
3-3: COSN Completion	Neidig/Godshalk	Not Complete	N/A	Entry error (Technology is the owner of this goal)
3-3: COSN Completion	QCHS/Finnerty	Not Complete	N/A	Entry error (Technology is the owner of this goal)
3-3: COSN Completion	Technology/Kuzo	Partially Complete	95	All indicators completed, application window is not open for 100% Complete

Building or Department	Name	**Goal 1a: Use of Data**		Identify the sources of evidence that support the indicator you selected above (check all that apply)
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	
QCHS	David Finnerty	Complete - 100%	100% of instructional staff members have submitted at least two analyses of student achievement data from common assessments. All instructional staff will complete a third analysis of common assessment data before the conclusion of the year. The data analyses specifically addressed collaborative discussion about the nature of student misunderstanding to answer the questions, "Why are students getting wrong what they are getting wrong?" Additionally, teachers collaborated on alignment of learning activities and student outcomes to ensure that they are investing in what works BEST. Individually, informed by these collaborative data analyzes, teachers developed action steps for what they will change in their instructional practice to improve student outcomes.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Data collection - assessments, surveys, etc.;Teacher Goal Documents
Quakertown Elementary School	Michael Zackon	Complete - 100%	See previous goal submission form for summary statement.	See previous goal submission form for summary statement.
OTL	Erin Oleksa-Carter	Complete - 100%	K-2 Math and ELA DIBELS reports sent home mid-year and end of year. K-5 Math and ELA midyear data meetings OTL and Principal NWEA Data Mining Templates shared with principals and teachers in grades 3-8 math, ela, and science DIBELS screencasts	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.
Office for Teaching and Learning	Chad Evans	Complete - 100%	K-2 Math and ELA DIBELS reports sent home mid-year and end of year. 3-5 ELA DIbels reports sent home. K-5 Math and ELA midyear data meetings OTL and Principal NWEA Data Mining Templates shared with principals and teachers in grades 3-8 math, ela, and science. participation in mid year building data meetings, grade level data meetings. etc.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.

Building or Department	Name	Goal 1a: Use of Data		
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)
Strayer	Jenn Bubser	Complete - 100%	Strayer has used multiple strategies to help increase student learning. Looking at student and building level data was a priority this year and I emphasized it throughout the year as listed in the 2018-19 Effective Use of Data & DMG Recommendations Action Plan - Strayer. At the beginning of the year, we looked at PSSA data and teachers used this to help identify and use flexible groupings during classes. We re-organized the Resource period to better support students this year. The Math teachers had day 7 of our Resource cycle to meet and review data. They collaborated to identify which students to pull during Resource based on identified needs. They also used the time to revise current common assessments to increase rigor and more PSSA-type questions include multi-step problems.

At the September in-service, teachers participated in NWEA data analysis and Lynne shared PD on NWEA-The Learning Continuum. Teachers found this valuable and were engaged with their data and the collaborative discussions with colleagues.

Kim and I held PVAAS Data Meetings with Math, ELA, Reading, and Science teachers. Teachers said that they never had to look closely at PVAAS data in past years. Although we faced resistance with teachers, we insisted on this requirement and held meaningful meetings with redirection to focus on what we CAN do differently. We are setting new expectations at Strayer, and we are working toward making them about learning and coaching and not about evaluation or â€œgottchaâ€ moments. | Action Plans completed; Documents and systems created - reports, forms, protocols, agendas, etc.; Communications - e-mails, newsletters, connect ed messages, blogs, etc.; Data collection - assessments, surveys, etc. |
| Strayer (Overflow) | Jenn Bubser | | Reflection was focused on the following questions:
â€¢ Do my assignments reflect higher DOK levels?
â€¢ How do I increase cognitive engagement?
â€¢ Are my formative assessments effective?
â€¢ Am I planning for effective grouping of students?
â€¢ How have I continued to increase my repertoire of instructional strategies to meet the needs of all students?

Math teachers spent the afternoon at the January in-service to participate in a Math NWEA data dive. We also provided time for ELA and Reading teachers to review mid-year NWEA data since they werenâ€™t able to do this on the in-service day. They used the ELA NWEA data dive template. The time to talk as a group was helpful, but we took it a step further and asked for individual meetings with ELA, Reading, and Math teachers to dig deeper for a better understanding of the data while supporting them in their classroom planning for ways to improve student performance and growth. We provided them coverage so they could have a period of time for use to meet and discuss. During the meetings Kim, Greg, and I used the follwing data (2017-2018 - Middle School - Fall to Winter - NWEA Percent Met or Exceeded Growth.docx and 2018-2019 Fall to Winter NWEA Percent Met or Exceeded Growth) to guide discussions with each teacher. We walked them through how to find reports in NWEA and DE and we looked at data reports together. | |

Building or Department	Name	Goal 1a: Use of Data		
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)
Strayer (Overflow)	Jenn Bubser		NWEA progress reports were sent home after each testing period and I included blurbs in my weekly emails to parents about the tests and results. We also sent PSAT 8/9 score reports home for 8th grade students. We showed the PSAT 8/9 Slideshow Presentation with 8th grade students to help them understand their score report and to guide them when selecting 9th grade courses.	
Richland	Nicole Zuerblis	Complete - 100%	We have a structure of child study meetings to bring up concerns about individual students, data meetings fall, winter, and spring, and instructional decisions meetings weekly for teachers to review assessments to drive instruction.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.
Neidig	Scott Godshalk	Complete - 100%	We started a new Student Support Team process this year. This process began by tiering all students in Math, RELA, and behavior. As part of our LIM work, all teachers and students used scoreboards in class and in public areas to monitor data and goal achievement. Faculty meeting goal work documented in all teacher supervision forms.	Documents and systems created - reports, forms, protocols, agendas, etc.
Trumbauersville	Adam Schmucker	Complete - 100%	We continued our process of Inquiry Meetings and teachers regularly met with the reading specialists, instructional coach and members of the OTL to review student data.	Action Plans completed;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.
Operations	Zach Schoch	Not applicable to my building or department	N/A	NA
SGC	Eric Thompson	Complete - 100%	Completion of building action plans, NID/Faculty Mtg. focus on pre-referral interventions, development of data-based decision-making systems, use of common assessments and data.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.
Technology	Joe Kuzo	Not applicable to my building or department	N/A	Not applicable to my building or department
PPS	Janet Pelone	Not applicable to my building or department	N/A	Not applicable to my building or department

Building or Department	Name	Goal 1a: Use of Data		
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)
Pfaff Elementary School	Orathia Bradley	Complete - 100%	This year, we enhanced the CORE processes to ensure that teachers were personally responsible for providing student data and progress. We made the forms electronic for easy access and completion and met once per cycle to review the data. During recess time, teachers were expected to use their time to collaborate to support student needs. Teacher met monthly with administration to review student data and make decisions. This year, we utilized an Instructional Coach (Partner) that were expected to provide both teacher coaching and student intervention. This model was successful in supporting the needs of both teachers and students. The opportunity for the Instructional Coach to have regular opportunities to work with students directly and provide direct support to teachers and students has been invaluable. Teachers are now providing evidence and artifacts of student performance when meeting with the CORE team and parents. By having this firsthand knowledge of student needs, the teachers and School teams have worked effectively to increase student learning.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.;CORE team meetings; Recess Collaboration Teacher/Admin meetings; Data meetings with OTL
OTL	Lisa Hoffman	Complete - 100%	OTL supported data meetings and provided numerous documents to support teacher use of data in meaningful ways	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.

Summary of Evidence
Goal 1b: Student Perception

Building or Department	Name	**Goal 1b: Student Perception** Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)
QCHS	David Finnerty	Complete - 100%	100% of instructional staff members have reflected on Fall 2018 Panorama data in their Teacher Goal Documents. "PANORAMA: Reflect on your Panorama survey results, especially those questions that address feedback and high expectations. Were there any surprises, either with the overall results or a specific question(s)? Are you planning on making any changes as a result of this data? Did you solicit further feedback from your students (survey, discussion, etc.), and what did you learn?" Much of our work was informed by John Hattie. "Hattie argues--and we agree!--that passionate, inspired teachers are the KEY to student achievement. What does the evidence suggest makes such a teacher? They believe that ALL students can succeed, and â€œ[s]tudents can see itâ€ (p. 30). (d=0.43) They set â€œchallenging goals, rather than â€˜do your bestâ€™ goals, and invite students to engage in these challenges and commit to achieving the goalsâ€ (p. 32). (d=0.59) They create a supportive environment where â€œ[e]rrors need to be welcomedâ€ (p. 139). This allows for meaningful feedback without a student fearing ridicule from peers. (e.g., d=0.44) They believe that â€œsuccess and failure in student learning is about what they, as teachers or leaders, did or did not do...â€ (p. 183). Note that this relates to a teacherâ€™s mindset, which is incredibly powerful. It does NOT mean that students have no role to play here."	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.;Teachers Goal Documents
QCHS (Overflow)	David Finnerty		You will be asked to reflect on these sets of questions, rather than to pick one particular question upon which to base a goal. In addition to always trying to build positive rapport with your students, the following Panorama questions most-closely align with what we know raises student achievement. Feedback How often does the teacher give you feedback that helps you learn? How often does this teacher take time to make sure you understand the material? How often does this teacher make you explain your answers? How well can this teacher tell whether or not you understand a topic? How comfortable are you asking this teacher questions about what you are learning in his/her class? High Expectations When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying? How much does this teacher encourage you to do your best? Overall, how high are this teacherâ€™s expectations of you?	
Quakertown Elementary School	Michael Zackon	Complete - 100%	See previous goal submission form for summary statement.	See previous goal submission form for summary statement.
OTI	Erin Oleksa-Carter	Not applicable to my building or department	N/A	Not applicable to my building or department
Office for Teaching and Learning	Chad Evans	Not applicable to my building or department	N/A	Not applicable to my building or department

Building or Department	Name	Goal 1b: Student Perception Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)
Strayer	Jenn Bubser	Complete - 100%	Action plan strategies focused on Panorama Student Survey data are found on the 2018-19 Effective Use of Data & DMG Recommendations Action Plan - Strayer. Teachers reviewed Panorama Student Surveys as data that could be used when establishing personal professional goals for this year. Kim and I created the Template Teacher Professional Goal Google Doc that included the following required planning item: Panorama Data - Please share insights gained after reflecting on your Panorama Survey Results. How is your goal connected? This information is also included on the 2018-19 Strayer Supervision Action Plan.

Students completed fall Panorama Data and teachers reflected on the data during mid-year conferences with admin. After mid-year conferences were complete and teachers were able to reflect individually, I then held a faculty meeting with time for us to review our Panorama Building Level data. During the meeting we used this Google Doc Panorama Data 3.13.19 Faculty Meeting to share the 8 questions that we had the lowest percentage of positive responses and then mixed groups of teachers discussed how using the ideas of others, Panorama Playbook, or personal resources could generate specific actions that Strayer staff could use to help improve responses.

Students will take the spring Panorama Survey on Friday 5/17 and teachers will be asked to reflect on the results at their EOY meetings with admin. We will use survey data to help plan for building goals and focus for 19-20. | Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc. |
Richland	Nicole Zuerblis	Complete - 100%	Teachers reviewed their Panorama data and we compared to family LIM Measurable Results Assessments data, infusing what was learned at our LIM Aligning Academics training.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.
Neidig	Scott Godshalk	Complete - 100%	Each teacher received his/her Panorama data. Each teacher also was in charge of administering the Panorama survey in his or her homeroom. Previously, surveys were completed in Digital Literacy class, decreasing the ownership of the data with homeroom teachers.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.
Trumbauersville	Adam Schmucker	Complete - 100%	We administered all Panorama surveys and reviewed the results and discussed ways we could improve the school.	Communications - e-mails, newsletters, connect ed messages, blogs, etc.
Operations	Zach Schoch	Not applicable to my building or department	Not applicable to my department	Not applicable to my building or department
SGC	Eric Thompson	Complete - 100%	Fall and Spring Panorama surveys were completed. Action plans and teacher reflections are/were embedded in the professional goal/supervision process.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Data collection - assessments, surveys, etc.
Technology	Joe Kuzo	Not applicable to my building or department	Not applicable to my department	Not applicable to my building or department
PPS	Janet Pelone	Not applicable to my building or department	Not applicable to my department	Not applicable to my building or department
Pfaff Elementary School	Orathia Bradley	Complete - 100%	Teachers were encouraged to use the Panorama feedback to enhance their performance. Teachers were asked to do some reflective activities to identify their responsiveness to student needs. CORE and PBIS teams promote strategies to address overarching school culture concerns.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Data collection - assessments, surveys, etc.
OTL	Lisa Hoffman	Not applicable to my building or department	Not applicable to my department	Not applicable to my building or department

Building or Department	Name	Goal 1-1c: Building Level Autonomy (Elementary) Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
QCHS	David Finnerty	Not applicable to my building or department	N/A	Not applicable to my building or department	Not applicable
Quakertown Elementary School	Michael Zackon	Complete - 100%	See previous goal submission form for summary statement.	See previous goal submission form for summary statement.	
OTI	Erin Oleksa-Carter	Not applicable to my building or department	N/A	Not applicable to my building or department	Provided support to principals when requested
Office for Teaching and Learning	Chad Evans	Not applicable to my building or department	N/A	Not applicable to my building or department	Supported principals when requested.
Strayer	Jenn Bubser	Not applicable to my building or department	N/A	Not applicable to my building or department	I appreciate that District Admin (NE and BH) have provided more autonomy for building principals. With this being my first year as Principal, I do not have anything to compare to, but I felt supported with my decisions for PD. Although the ELD PD was set for buildings, I preferred that and let my ELD teacher take the lead. I found it rewarding and productive to seek out teachers to take leadership roles in the building. I listed using DMG recommendations as a strategy in my 2018-19 Effective Use of Data & DMG Recommendations Action Plan. Teacher took leadership roles with ELD, aSAP, trauma, PBIS/SWIS data, Career Education and Work Portfolio, STEM, and Digital Portfolios. I have reflected on my monthly staff surveys and have made changes in schedules and have better used resources to provide more support for our most needy students. I have also built a strong relationship with Brian Hendrzak and have strategically used his talents for the greater good of the building (i.e. student assemblies, staff presentations, emergency planning, supervision of unstructured areas, etc.). I am collaborative with my decisions and include the thoughts of many stakeholders (students, parents, staff, OTL, admin). In my first year and the million decisions that come with this job, I am grateful for the 1:1 meetings with NE and the willingness of my colleagues (MZ, ET, DF) to answer my questions.
Richland	Nicole Zuerblis	Not applicable to my building or department	N/A	Not applicable to my building or department	I appreciate the confidence in building administrators to make decisions based on what is based for individual buildings and staff.
Neidig	Scott Godshalk	Complete - 100%	I feel our work with professional goals fits this component. I did receive the question, "Are other students doing this too???" The answer was, "No." And, we boldly moved forward with these monthly requirements.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Data collection - assessments, surveys, etc.	
Trumbauersville	Adam Schmucker	Complete - 100%	We have embraced the building autonomy and have been leaders with the implementation of the coach position and with the unique way in which we have moved forward with our PBIS work.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Operations	Zach Schoch	Not applicable to my building or department	NA	Not applicable to my building or department	
SGC	Eric Thompson	**Not applicable to my building or department**	Restructuring of IST support for students, using pre-referral processes and achievement data.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Data collection - assessments, surveys, etc.	
Technology	Joe Kuzo	Not applicable to my building or department	N/A	Not applicable to my building or department	
PPS	Janet Pelone	Not applicable to my building or department	n/a	Not applicable to my building or department	
Pfaff Elementary School	Orathia Bradley	Complete - 100%	Pfaff chose to use the former Reading Specialist and Math Specialist roles as Instructional Coach/Interventionists called Instructional Partners (Math/Science and RELA/Social Studies). They were afforded the autonomy in identifying the needs of teachers and students and supporting them to the extent required.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	

Building or Department	Name	Goal 1-1c: Building Level Autonomy (Elementary) Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
Otl	Lisa Hoffman	Complete - 100%	Providing frameworks of support but allowing principals to chose how to implement	Communications - e-mails, newsletters, connected messages, blogs, etc.	

Building or Department	Name	Goal 1-1d: Supervision Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)
QCHS	David Finnerty	Complete - 100%	100% of professional staff participated in Supervision 5.0	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.;Teacher Goal Documents
Quakertown Elementary School	Michael Zackon	Complete - 100%	See previous goal submission form for summary statement.	See previous goal submission form for summary statement.
OTI	Erin Oleksa-Carter	Complete - 100%	Frequent supervisor walkthroughs with feedback K-12 (some in collaboration with building principals) Frequent coaching sessions including: BDAs, QLRs, planning and data meetings. All new teachers in NTA are participating in QLRs this year with a coach. Learning labs year 1 implementation of K-5 ELA programs	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.
Office for Teaching and Learning	Chad Evans	Complete - 100%	Frequent supervisor walkthroughs with feedback K-12 (some in collaboration with building principals) Frequent coaching sessions including: BDAs, QLRs, planning and data meetings. All new teachers in NTA are participating in QLRs this year with a coach. YEar 1 of E;lementary ELA Implmentation complete	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.
Strayer	Jenn Bubser	**Complete - 100%**	Strategies for improving the quality of instruction through supervision and coaching can be found on the 2018-19 Strayer Supervision Action Plan. The year started with a Professional Goal Google Doc template that was chosen by the teacher Summer Leadership Team. Kim and I included the following components: district/SMS goals, Danielson clusters, Panorama, and SLO focus. On the Doc we provided a timeline for certain due dates for reflections as well as a link to a Doc for walkthrough feedback. All teachers had BOY meetings, MOY meetings, and EOY meetings are currently happening. According to Strayer teachers, we have conducted more walkthroughs and given more feedback than they have ever experienced before. We keep the 18-19 Strayer Teacher Goal Planning Sheet for our accountability piece. We are on track to meet the goal of at least two visits with feedback/conversation per semester for each teacher. There was pushback from this but we continued. We made sure to provide positive as well as questions to think about. Feedback came in the form of face to face, written, and electronic. Teachers were grouped by Danielson Clusters, and they had an opportunity to meet and discuss strategies for common goal areas. I would like to do more with this next year. I used Discussion Boards in Canvas and Staff surveys to hear from teachers/staff about how to make Strayer Stronger. I continued to use my weekly communication email the â€œBubser Briefâ€ to keep everyone in the know and this year I included â€œArticles worth Readingâ€ or â€œWebinars worth Watchingâ€ to give teachers more food for thought on our building goal areas. Some teachers personally thanked me for this and shared how they have implemented ideas into their teaching. I feel that supervision/coaching will always be an area to improve upon. This year has been full of surprises, including children and adult issues that took my time away from being in classrooms. My team has started to discuss ideas to better organize for next year to maximize time in classrooms, yet respond to situations appropriately.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.
Richland	Nicole Zuerblis	Complete - 100%	Teachers created individual goals as well as grade level academic goals or "WIGs" in LIM. (Wildly Important Goals) We tracked those goals as a grade level and cited data to support student growth. Individual teachers met with accountability partners on a regular basis. I used a tiered model for observations and coaching by providing more frequent and thorough feedback to teachers on different paths or with different needs.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.
Neidig	Scott Godshalk	Complete - 100%	Yes, lots of work here. Goal setting process during monthly faculty meetings. I increased my presence in classrooms this year. My work with Mike B. was much more productive this year.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.

Building or Department	Name	Goal 1-1d: Supervision Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)
Trumbauersville	Adam Schmucker	Complete - 100%	This year every certified staff member will have the option to choose from one of the following observation processes: 1. A formal observation with Adam; 2. An observation with the Reading Specialist, the instructional coach, or an OTL member; 3. A QLR process from OTL; or a continued coaching cycle with the reading specialist or the instructional coach. This is in addition to the walkthroughs and the Supervision 6.0. My goal here is to continue to increase an on-going culture of collaboration and reflection.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.
Operations	Zach Schoch	Not applicable to my building or department	NA	Not applicable to my building or department
SGC	Eric Thompson	Complete - 100%	Principal professional goal and action plan progress.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.
Technology	Joe Kuzo	Not applicable to my building or department	N/A	Not applicable to my building or department
PPS	Janet Pelone	Not applicable to my building or department	n/a	Not applicable to my building or department
Pfaff Elementary School	Orathia Bradley	Complete - 100%	Teachers were required to identify a goal that was based on Charlotte Danielson's - Domain 3 - Instruction. Administration worked closely with teachers to refine their goal into measurable goals and steps for implementation. Teachers met with Administration for mid-year and end of year meetings regarding goal implementation. Pfaff partnered with a consultant (Jim Moz) to provide additional feedback on instruction to teachers. Teachers were encouraged to partner with the OTL coaches and supervisors for additional support. Administration partnered with OTL for classroom walkthroughs and follow-up recess collaboration meetings as necessary. Administration used a protocol document to do walkthroughs and developed a google doc a repository of feedback and goal data.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.
Otl	Lisa Hoffman	Complete - 100%	Most focused year of coaching from supervisors and coaches, structured support for building coaches was successful	Communications - e-mails, newsletters, connect ed messages, blogs, etc.

Building or Department	Name	Goal 1-1e: Feedback System			
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
QCHS	David Finnerty	Complete - 100%	Conducted several staff surveys: Canvas (10/1/2018) Check-in on Safety, Student Behavior, & Q-munity Google Survey (3/20/2019) Q-Rock Feedback Faculty Meeting activities (March Faculty Meeting) Data Analysis Survey (March 2019) Mid-Year Reflection End-of-Year Reflection Panorama School Climate Survey	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.;Teacher Goal Documents	
Quakertown Elementary School	Michael Zackon	Complete - 100%	See previous goal submission form for summary statement.	See previous goal submission form for summary statement.	
OTI	Erin Oleksa-Carter	Not applicable to my building or department	N/A	Communications - e-mails, newsletters, connect ed messages, blogs, etc.	frequent feedback surveys from NID and curriculum implementation
Office for Teaching and Learning	Chad Evans	Not applicable to my building or department	N/A	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	We frequently collect narrative/ anecdotal through surveys and informal interviews to determine satisfaction with coaching, NID, etc.
Strayer	Jenn Bubser	Complete - 100%	Every month I gave staff a Check-in Survey to see " How are things going? We want to check-in monthly to see if we are making progress toward our goals and to gather feedback for improvement. Please take a few minutes to respond and let us know how we can help make Strayer the best place for staff and students. THANK YOU!" The survey included the following questions: 1.Are we making progress toward Goal #1? (Develop and consistently reinforce a positive culture for staff and students to improve relationships and academic growth.) Please provide examples to support your answer. 2.What else can we do to improve our climate? 3.On a scale of 1 – 10 (10 being "There's no place I'd rather be, workwise!") how satisfied are you with working at Strayer? 4.Is there anything else you would like to share with us? I complied the data and looked for general takeaways, which can be found on the J/K/G Monthly Check-in Analysis Google Doc. In general, teachers agree that there was a more positive vibe this year and they feel supported from school admin. I found multiple ways to increase staff appreciation (coffee carts, thank yous, "you're all that and a bag of chips," donut awards, gifts, etc.)	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Strayer (Overflow)	Jenn Bubser		They want to know how we can change the culture so that doing the right thing is "cool." Staff shared multiple times this year that the school disruptions and disrespect from our ES students have caused for a negative culture among students and staff. The 2019 PBIS survey results show this as well. The PBIS core team analyzed the survey results and shared with staff at the May faculty meeting. The results can be found on the PBIS 2019 Survey Analysis Google Doc. We will continue to plan for and work toward a positive culture for students, parents, and staff. Next year I will be reorganizing rooms to strategically give our ES program more classroom space. I have already had transition meetings with special education teachers that included principals and Enzo so I can better schedule students to meet their individual IEP needs, including social skills, executive functioning, and restorative practices.		
Richland	Nicole Zuerblis	Complete - 100%	In addition to 360 Surveys, we used LIM Measurable Results Assessments. I regularly elicit feedback from staff and include opportunities at each NID and faculty meeting.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Neidig	Scott Godshalk	Partially Complete >=50%	I did ask for feedback at the conclusion of some faculty meetings and curriculum day sessions. Mostly, this was done through conversations. I occasionally did offer surveys, but I honestly cannot find those responses. I am rating this as >50% because I did request feedback, but I could have done more for this.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Trumbauersville	Adam Schmucker	Complete - 100%	Utilized the 360 evaluation process. Conducted Leadership Committee Meetings and Support Staff Meetings with open agenda items and areas for employees to share concerns and dissatisfactions.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Operations	Zach Schoch	Not applicable to my building or department	NA	Not applicable to my building or department	I work directly with union leadership on a weekly basis and communicate with Cabinet on the various concerns, issues, etc. in the rank and file. By providing context at the Cabinet level on various union/staff concerns, information can flow directly to the Principal level to better shape their communication and interaction with staff.
SGC	Eric Thompson	Complete - 100%	Use of the Resource period for a pseudo-team time collaboration with me and staff members, informal conversations, 360 feedback, and other feedback tools.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	

Building or Department	Name	Goal 1-1e: Feedback System			
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
Technology	Joe Kuzo	Not applicable to my building or department	N/A	Not applicable to my building or department	Not directly applicable, but I have made a point to provide more frequent feedback to foster growth and increased performance by focusing on the good over the needs improvement
PPS	Janet Pelone	Not applicable to my building or department	n/a	Not applicable to my building or department	
Pfaff Elementary School	Orathia Bradley	Partially Complete >=50%	We solicited feedback from teachers using an electronic Exit Ticket after meetings. Feedback was used to identify specific needs for PD.	Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Otl	Lisa Hoffman	Not applicable to my building or department	Na	Not applicable to my building or department	

Building or Department	Name	Goal 1-2a: Parent Information Systems			
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
QCHS	David Finnerty	**Partially Complete >=50%**	N/A	Not applicable to my building or department	Published QCHS Program of Studies Hosted Freshman Orientation, AP/Elective Fair, Back to School Night, Fall Conference, Spring Conferences. Parent Communications (Daily Announcements through Canvas Q-munity, PTO Monthly Meetings) Social Media (Twitter, Facebook)
Quakertown Elementary School	Michael Zackon	Complete - 100%	See previous goal submission form for summary statement.	See previous goal submission form for summary statement.	
OTI	Erin Oleksa-Carter	Complete - 100%	Rubicon Atlas Phase 1 is complete with majority of elementary programming completed. Secondary curriculum will be added over the next 2-3 years w/ Secondary Math and ELA completed by Fall, Science, Art, Music, and HPE by the end of 2020 and SS and World Language by 2021. Elementary Parent site is ready for implementation for Fall 2019. Parent information sheets are available by module for core content areas in elementary. DIBELS screencasts Kindergarten orientation Federal programming parent night	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Office for Teaching and Learning	Chad Evans	Complete - 100%	Rubicon Atlas Phase 1 is complete with majority of elementary programming completed. Secondary curriculum will be added over the next 2-3 years w/ Secondary Math and ELA completed by Fall, Science, Art, Music, and HPE by the end of 2020 and SS and World Language by 2021. Elementary Parent site is ready for implementation for Fall 2019. Parent information sheets are available by module for core content areas in elementary. DIBELS screencasts, K Orientation, Federal Programming Parent Night.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Strayer	Jenn Bubser	Complete - 100%	Parents shared with me last year that they wanted better communication so I met with my parent group and established a parent leadership core group. They helped in the planning of monthly parent meetings as well as other events throughout the year. Topics at my parent meetings included a presentation from the school nurse, summaries of district safety council meetings, vaping education for parents, PSSA scores, HS course selection, MLK day of service and other service projects, S2SS information with specifics for Strayer, MS sports organization, and a presenter from Jill K. Harle Counseling about video game addiction in children and teens. I also had a parent meeting for a Round Table Discussion Activity that I then had a teacher leader share at the February faculty meeting with staff about how what our parents want in terms of academics, communication, school activities, and service projects. The activity with action steps can be found on the Faculty Meeting â€" Parent Round Table Feedback Google Doc. In addition to meetings with parents, I also sent out a weekly Connect Ed email for parents every Thursday evening, which can be found on the Weekly Information for Families Google Doc. I received a lot of positive comments from parents who would like to see this continue.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Richland	Nicole Zuerblis	Complete - 100%	K-5 classrooms use Seesaw to communicate classroom happenings with parents. I also send weekly newsletters to families with active links including information on academics and SEL. There are many activities and opportunities for parental involvement throughout the school year.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	

Building or Department	Name	Goal 1-2a: Parent Information Systems			
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
Neidig	Scott Godshalk	Complete - 100%	I am proud of our LIM work here. We conducted weekly lessons, and sent home information to engage parents in this process. Parents were asked to return this work, and classroom teachers tracked the return rates. Winning classrooms received an award. There were academic, social, and emotional growth components to this work.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Trumbauersville	Adam Schmucker	Complete - 100%	Seesaw continues to be a strong aspect of communication between schools and families. In addition, I have empowered a group of teachers to take the lead on the school's Facebook page. Facebook continues to be the preferred platform for our school families. Likewise, the school's new administrative assistant has taken the lead with our Connect Ed platform and has revamped our monthly school newsletter. All of the digital avenues are great, but they are no replacement for face to face engagement. We had near 100% attendance at our fall parent teacher conferences and we regularly have very strong attendance at our TPO's monthly family fun nights. In addition, we share our monthly newsletters, our FDK Workshop Wednesdays, have increased the number of connections with Amy Bocklet via ESAP, and we have additional parent-teacher conferences and additional IEP meetings as needed.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Operations	Zach Schoch	Not applicable to my building or department	NA	Not applicable to my building or department	
SGC	Eric Thompson	Partially Complete >=50%	Curriculum-based communication via ConnectEd, Canvas, teacher-provided feedback. Development of an SGC parent group stalled during the winter with low participation in meeting opportunities provided. Combined with Strayer Builders in the Spring, plan for better integration in 2019-2020.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Technology	Joe Kuzo	Not applicable to my building or department	N/A	Not applicable to my building or department	
PPS	Janet Pelone	Not applicable to my building or department	n/a	Not applicable to my building or department	
Pfaff Elementary School	Orathia Bradley	Complete - 100%	Teachers started the year by copying administration on parent communications and making a commitment to regular parent communication. We utilize Connect Ed and its texting feature to maintain communication with families. A major vehicle of communication for parents was quarterly Coffee and Conversation events in which the parents were invited in to meet with the Principal and Instructional Partners regarding curriculum, academic programs, methods for supporting academic learning and social/emotional health. Administration and counselors promoted the use of the ESAP process in meeting student needs.	Action Plans completed;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Otl	Lisa Hoffman	Complete - 100%	Reorganized and posted all curriculum online. Transitioning to atlas currently.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.	

Building or Department	Name	Goal 1-2b: Parent Education			
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
QCHS	David Finnerty	**Partially Complete >=50%**	N/A	Not applicable to my building or department	Financial Aid Events Vaping Informational Night
Quakertown Elementary School	Michael Zackon	**Complete - 100%**	NA	Documents and systems created - reports, forms, protocols, agendas, etc.	Pupil Service suggested communication on parent education opportunities are shared with parents electronically and at our monthly PIE meetings. Social media is also utilized to highlight and communicated happenings in this area.
OTI	Erin Oleksa-Carter	Complete - 100%	kindergarten orientation federal program parent night	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Office for Teaching and Learning	Chad Evans	Complete - 100%	K orientation, Federal Program PArent Night	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Strayer	Jenn Bubser	Complete - 100%	At my parent meetings, I have provided forum opportunities on the following topics: what parents want/need from the school nurse, vaping, PSSA, service projects, S2SS, video game addictions, MS sports organization, idea of having a 6-8 parent group versus just Strayer. I also held a Round Table Discussion to elicit parents' thoughts on academics, communication, school activities, and service projects.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Richland	Nicole Zuerblis	Complete - 100%	Through Title 1 parent workshops and FDK Workshop Wednesdays, we provided parent education on relevant topics. We also arranged for guest speakers at PTO meetings, such as representatives from the Peace Center and student leaders. Our LIM events and communications included information for parents to foster at home in connection with school.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Neidig	Scott Godshalk	Complete - 100%	Neidig has a Family Math night. Neidig has Reading Nights. Neidig's Leadership Day was an interactive process with parents.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Trumbauersville	Adam Schmucker	Complete - 100%	We have regular TPO meetings where we share information and have opportunities for open discussion. In addition, we have monthly Workshop Wednesdays for FDK, and the reading specialist conducts a literacy informational session with families.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Operations	Zach Schoch	Not applicable to my building or department	NA	Not applicable to my building or department	Depending on the topic, my departments provide information, advise, counseling, etc. on various topics of concern with parents. These include volunteer clearances, busing issues, facilities issues, use of PTO funds, etc. Information can be utilized by the building principals in their PTO conversations and forums.

		Goal 1-2b: Parent Education			
Building or Department	**Name**	**Please select the indicator that most accurately represents your building or department completion of this goal/strategy.**	**Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.**	**Identify the sources of evidence that support the indicator you selected above (check all that apply)**	**If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.**
SGC	Eric Thompson	Partially Complete >=50%	See above. Low participation in offered meetings, combined with Strayer for Spring meetings.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Technology	Joe Kuzo	Not applicable to my building or department	N/A	Not applicable to my building or department	I have provided parents information regarding student safety online through the technology website and through connect ed communication through Gary as needed
PPS	Janet Pelone	**Complete - 100%**	PAYS data presentation,Bullying prevention, Vaping, Drug use warning signs, planning for the future for parents of students with Autism and Intellectual Disabilities	Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Pfaff Elementary School	Orathia Bradley	Complete - 100%	Parents were invited in for a quarterly Coffee and Conversations events with the Principal. The agenda was informal and based solely on parents' topics of interest. The principal is available for parents' interest at PTO meetings. We have a game and book library of resources available to parents in the office. These items can be loaned out to families as well.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Otl	Lisa	Complete - 100%	Diversity meetings, parent nights by Chad Evans for technology	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	

Building or Department	Name	Goal 1-3: Diversity Committee Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
QCHS	David Finnerty	Not applicable to my building or department	N/A	Not applicable to my building or department	
Quakertown Elementary School	Michael Zackon	Not applicable to my building or department	NA	Action Plans completed;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	Lora Lomax from Pearl S Buck completed PD for all QE staff on our QCSD diversity initiative (welcome workplace). We are also participating with the Peace Center; wehre all QE 4th grade students are taught specific lessons so that intercultural competency increases.
OTI	Erin Oleksa-Carter	Not applicable to my building or department	N/A	Not applicable to my building or department	Supported principals and teachers upon request.
Office for Teaching and Learning	Chad Evans	Not applicable to my building or department	N/A	Not applicable to my building or department	Supported principals/ teachers when requested.
Strayer	Jenn Bubser	Not applicable to my building or department	N/A	Not applicable to my building or department	I was an active participant in the Pearl Buck trainings, and I included a strategy to my Personal Goals Action Plan â€œDevelop intercultural competence by increasing my understanding of differences and commonality among cultures to help MS students, families, and staff learn and grow from one another.â€ I keep a journal and I have increased my personal interactions with people different from me so I can continue to learn from others.
Richland	Nicole Zuerblis	Not applicable to my building or department	N/A	Not applicable to my building or department	I attended district diversity committee meetings alongside parents. I referenced my individual IDI results to set personal goals.
Neidig	Scott Godshalk	Not applicable to my building or department	NA to my building	Not applicable to my building or department	I participated in this work with other Admin.
Trumbauersville	Adam Schmucker	Not applicable to my building or department	NA	Not applicable to my building or department	I supported this goal by actively participating in the Welcome Workplace trainings, by supporting our TPOâ€™s participation in this Steering Committee and supporting our schoolâ€™s partnership with the Peace Center.
Operations	Zach Schoch	Not applicable to my building or department	NA	Not applicable to my building or department	
SGC	Eric Thompson	Not applicable to my building or department	N/A	Not applicable to my building or department	
Technology	Joe Kuzo	Not applicable to my building or department	N?A	Not applicable to my building or department	
PPS	Janet Pelone	Not applicable to my building or department	n/a	Not applicable to my building or department	
Pfaff Elementary School	Orathia Bradley	Not applicable to my building or department	Developed building based Action Plan based on survey results	Action Plans completed	
Otl	Lisa	Complete - 100%	All participated in surveys and follow up. Diversity committee was formed and went though learning topics with PSBI. Committees also were formed and met regularly at the secondary level	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	

Building or Department	Name	Goal 1-4a: Community Service			
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
QCHS	David Finnerty	**Partially Complete - >50%**	N/A	Not applicable to my building or department	MLK Day of Service
Quakertown Elementary School	Michael Zackon	**Complete - 100%**	NA	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.	I communicate, and participated, in our first every MLK Day of Service. Additionally, we support a number of service learning projects so our students are instilled the value and importance of service. (I.e. Pennies for Patients, Canned Food Drive, Mini-thon, etc.)
OTI	Erin Oleksa-Carter	Not applicable to my building or department	N/A	Not applicable to my building or department	Attended and supported MLK day of service
Office for Teaching and Learning	Chad Evans	Not applicable to my building or department	MLK Day of Service, Leader in Me	Not applicable to my building or department	
Strayer	Jenn Bubser	**Complete - 100%**	Strayer has a Google Doc to compile service learning/community service projects this year. I recently sent out a reminder for staff to make sure they have updated it.	Action Plans completed;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Richland	Nicole Zuerblis	**Complete - 100%**	Richland sponsored monthly community service projects/initiatives led by staff and students. We communicated those with families to maximize community involvement.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Neidig	Scott Godshalk	**Complete - 100%**	Each grade level participated in a community service project to support Alex's Lemonade Stand and/or cancer research. This culminated in our Leadership Day AM assembly. We raised over $2000 for this cause.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Trumbauersville	Adam Schmucker	**Complete - 100%**	Our school participates in monthly service collection projects. Some of these include Coins for Compassion, Cans for Compassion, Toys for Tots, collections for Girl Scouts, and Mitten and Coat collections. In addition, our students write letters to veterans. We also had two students take a lead on supporting active recycling in our school.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Operations	Zach Schoch	Not applicable to my building or department	NA	Not applicable to my building or department	
SGC	Eric Thompson	**Complete - 100%**	Action plan completed, multiple service opportunities provided for SGC students and families during the past school year through our Student Council.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Technology	Joe Kuzo	Not applicable to my building or department	N/A	Not applicable to my building or department	
PPS	Janet Pelone	Not applicable to my building or department	n/z	Not applicable to my building or department	
Pfaff Elementary School	Orathia Bradley	**Complete - 100%**	Pfaff hosted a Molasses Park Community Event to improve the grounds. Pfaff hosted Harmony Day (diversity appreciation event) that involved the participation of parents.	Molasses Park Day of Service event; Harmony Day event	While we were not charged with developing a system to compile the information, we did contribute to community learning projects.
Otl	Lisa Hoffman	Not applicable to my building or department	N/A	Not applicable to my building or department	

Building or Department	Name	Goal 1-5: PBIS Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
QCHS	David Finnerty	**Not Complete - 0%**	BOQ score at 53%	Action Plans completed;Benchmarks of Quality	
Quakertown Elementary School	Michael Zackon	Complete - 100%	BoQ reflects a score of higher than 80. Additionally our PBIS action plan is specifically developed for the QE students and needs.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connected messages, blogs, etc.	
OTI	Erin Oleksa-Carter	Not applicable to my building or department	N/A	Not applicable to my building or department	Supported buildings upon request Federal program title IV monies budgeted for this
Office for Teaching and Learning	Chad Evans	Not applicable to my building or department	N/A	Not applicable to my building or department	Supported buildings upon request
Strayer	Jenn Bubser	**Complete - 100%**	The Strayer PBIS Core Team is scheduled to meet on 5/23 to complete the BOQ. We held monthly meetings and kept agenda notes on our PBIS Google Doc. We included student representatives this year and they have helped us create refresher lessons and new lessons based on our data. We analyzed data and presented data to staff on multiple occasions. All staff participated in our PBIS program and we had successful celebrations for our students. We recently reviewed the PBIS survey results and presented findings with staff for planning for next year. We are working with Lisa Politi for planning and implementation of PBIS Tier 2.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connected messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Richland	Nicole Zuerblis	Complete - 100%	With Lisa Politti as a resource, I worked with staff to merge PBIS with LIM. Staff created a merged matrix and adapted procedures to PBIS protocol. There are many strengths to LIM, and while the Benchmarks of Quality as an assessment tool does not align specifically to LIM, we received a score of 83%. Next year, I would like to use multiple measures to report, including another aligned with LIM. I am confident that we have all of the key pieces of an effective PBIS and merging with LIM has only made it stronger.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connected messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Neidig	Scott Godshalk	Complete - 100%	It is important to note that Neidig is a LIM school. There are differences from LIM and PBIS, and that made completing the BOQ a challenge. We did meet with Lisa P. to review the indicators, and we went through a scoring exercise. I will meet with Lisa again to verify our scores.	Data collection - assessments, surveys, etc.	
Trumbauersville	Adam Schmucker	Complete - 100%	Our school scored a 100/100 in our SET /BOQ visit. In addition, we began to implement our tier 2 program. Additionally, our Trumbauersville team presented at the state level conference for PBIS implementation.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connected messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Operations	Zach Schoch	Not applicable to my building or department	NA	Not applicable to my building or department	

		Goal 1-5: PBIS			
Building or Department	Name	Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
SGC	Eric Thompson	Complete - 100%	BoQ completed on 5/6/19. The SGC earned a score of 82.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Data collection - assessments, surveys, etc.	
Technology	Joe Kuzo	Not applicable to my building or department	N/A	Not applicable to my building or department	
PPS	Janet Pelone	Not applicable to my building or department	I will send you the word document that outlines all buildings	Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Pfaff Elementary School	Orathia Bradley	Complete - 100%	Done	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Data collection - assessments, surveys, etc.;PBIS meetings monthly	
Otl	Lisa Hoffman	Not applicable to my building or department	Na	Not applicable to my building or department	

Building or Department	Name	Goal 2-1: Curriculum Cycle Work		
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	**Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.**	**Identify the sources of evidence that support the indicator you selected above (check all that apply)**	**If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.**
QCHS	David Finnerty	Not applicable to my building or department	ELA Curriculum Development;	Not applicable to my building or department	
Quakertown Elementary School	Michael Zackon	Not applicable to my building or department	na	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	I have worked closely with our OTL to communicate, follow-up, complete walk throughs, and share celebrations / areas of future growth as it relates to our work in the area of K-5 ELA new literacy program.
OTI	Erin Oleksa-Carter	Complete - 100%	Year 1: 6â€12 Science; Kâ€12 Art; Kâ€12 Music, K-12 HPE 6-12 Science is currently examining resources for purchase for the 2020-2021 school year. K-12 Art, K-12 Music, and K-12 HPE are all designing, revising curriculum and examining resources. Year 2: 6â€12 RELA; Digital Literacy; PLTW 6-12 ELA is writing their curriculum - all at different stages to be completed by end of year 1. Curriculum Cycle Year 3 Implementation: Kâ€5 RELA; 9â€12 FCS; Kâ€12 ELL K-5 ELA in full implementation Y1; continuous walkthroughs, planning, and coaching throughout the year; PD and revisions currently under way K-12 ELD - PD plan for year; ELP standards embedded in content area curriculum; 6-12 writing curriculum for each level and grade. 9-12 FCS continue to revise as appropriate	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Office for Teaching and Learning	Chad Evans	Complete - 100%	Year 1: 6â€12 Science; Kâ€12 Art; Kâ€12 Music, K-12 HPE 6-12 Science is currently examining resources for purchase for the 2020-2021 school year. K-12 Art, K-12 Music, and K-12 HPE are all designing, revising curriculum and examining resources. Year 2: 6â€12 RELA; Digital Literacy; PLTW 6-12 ELA is writing their curriculum - all at different stages to be completed by end of year 1. Curriculum Cycle Year 3 Implementation: Kâ€5 RELA; 9â€12 FCS; Kâ€12 ELL K-5 ELA in full implementation Y1; continuous walkthroughs, planning, and coaching throughout the year K-12 ELD - PD plan for year; ELP standards embedded in content area curriculum; 6-12 writing curriculum for each level and grade. 9-12 FCS continue to revise as appropriate. Revisions and PD currently under way.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	

Building or Department	Name	Goal 2-1: Curriculum Cycle Work			
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
Strayer	Jenn Bubser	Not applicable to my building or department	N/A	Not applicable to my building or department	I am familiar with the Curriculum Cycle with Y1 for science, art, music and Y2 for RELA and Digital Literacy. Lynne Morgan keeps us posted on ELA progress with their curriculum writing and I communicate with Erin regarding the Reading curriculum and implementation. We have stayed on track with our ELD PD and I have worked with the OTL when conducting walkthroughs. Having their support and perspective is invaluable.
Richland	Nicole Zuerblis	Not applicable to my building or department	N/A	Not applicable to my building or department	I supported Year 3 of K-5 RELA implementation at NID and coaching staff on K-2 Ready Gen program and 3-5 Wit and Wisdom. I worked closely with Erin and Kelly to support teachers in the district.
Neidig	Scott Godshalk	Complete - 100%	Reading specialists were heavily involved with all grade levels and their implementation of Ready Gen and Wit and Wisdom. RELA was also a major focus of our Student Support Team / MTSS meetings.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Trumbauersville	Adam Schmucker	Complete - 100%	We supported this work as we actively participated in all aspects of the curriculum cycle work. A major push at the elementary level was the integration of two new reading programs.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Operations	Zach Schoch	Not applicable to my building or department	NA	Not applicable to my building or department	Assisted in the budgeting/purchasing portion of this goal. For example, RFP for music instruments and services.
SGC	Eric Thompson	Complete - 100%	ELD PD, support for My Perspectives early adoption, Science resource preview, etc.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Technology	Joe Kuzo	Not applicable to my building or department	N/A	Not applicable to my building or department	Communication around the curriculum cycle and plans to ensure technology will be purchased or allocated to support the cycle
PPS	Janet Pelone	Not applicable to my building or department	n/a	Not applicable to my building or department	
Pfaff Elementary School	Orathia Bradley	Not applicable to my building or department	N/A	Not applicable to my building or department	
Otl	Lisa Hoffman	Complete - 100%	I believe chad already submitted this.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	

Building or Department	Name	Goal 2-2b: DMG Project Year 2			
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
QCHS	David Finnerty	Not applicable to my building or department	N/A	Not applicable to my building or department	
Quakertown Elementary School	Michael Zackon	**Complete - 100%**	I have participated in the DMG presentation, worked with my core team to identify the best use of our 2 FTEs, and we will implement what the necessary DMG recommendations.	Documents and systems created - reports, forms, protocols, agendas, etc.	
OTI	Erin Oleksa-Carter	Complete - 100%	We are continuing our work and focus with DMG and have narrowed the focus to coaching services and Social Emotional Learning. Coach and interventionist positions just posted. OTL is continuing to refine our professional development offerings to support these roles.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Office for Teaching and Learning	Chad Evans	Complete - 100%	We are continuing our work and focus with DMG and have narrowed the focus to coaching services and Social Emotional Learning. Coach and interventionist positions just posted. OTL is continuing to refine our professional development offerings to support these roles.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Strayer	Jenn Bubser	Not applicable to my building or department	N/A	Not applicable to my building or department	I have been part of the follow-up discussions and planning for identifying roles and responsibilities for guidance counselors. I also work closely with the special education department in regard to how to best use and collaborate with our BCBAs and RBTs to support our programs, specifically our ES program.
Richland	Nicole Zuerblis	Complete - 100%	I infused DMG recommendations within my action plans. I support clearly defining the roles of coach and interventionist.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Neidig	Scott Godshalk	Not applicable to my building or department	Not Applicable	Not applicable to my building or department	I am unsure if this is directly related to our building work or not. There were many discussions related to this at the building level, especially about the coaching aspects of the new positions.
Trumbauersville	Adam Schmucker	Not applicable to my building or department	NA	Not applicable to my building or department	I supported this work by implementing DMG recommendations for supporting special education and for supporting coaching and professional development. I participated in DMG focus groups throughout the year and provided active dialogue with DMG on effective implementation of their ideas in our schools.
Operations	Zach Schoch	Not applicable to my building or department	NA	Not applicable to my building or department	Limited - Job postings and assisting with hiring discrepancies.

Building or Department	Name	Goal 2-2b: DMG Project Year 2			
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
SGC	Eric Thompson	**Complete - 100%**	Focused on SEL supports, alignment of counselor roles, pre-referral systems and behavior supports based on data. Some areas are still in progress as a district.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.	
Technology	Joe Kuzo	Not applicable to my building or department	N/A	Not applicable to my building or department	
PPS	Janet Pelone	Complete - 100%	see my email for the powerpoint. We have held multiple meeitngs with DMG and stakeholders and have adhered to the timeline set forth by DMG. It is in the attached powerpoint. We will be set to beging phase three of this plan in August 2019.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Pfaff Elementary School	Orathia Bradley	Complete - 100%	-ELD presentations at every faculty meeting and in-service day by Jenna Wile-Bennett -Becky Connelly and Darci Wolf taught on Zones of Regulation -X/O Video was viewed by teachers -Erin Bertoli presented on De-escalation Strategies -Engagement Strategies	Action Plans completed;Communications - e-mails, newsletters, connect ed messages, blogs, etc.;Data collection - assessments, surveys, etc.	
Otl	Lisa Hoffman	Complete - 100%	DMG coaching guidelines have been completed and positions are posted with new job descriptions as recommended.	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	

Building or Department	Name	Goal 3-1: Community Safety Committee			
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
QCHS	David Finnerty	Not applicable to my building or department	N/A	Not applicable to my building or department	Presented at Meeting; QCHS PTO involvement
Quakertown Elementary School	Michael Zackon	Not applicable to my building or department	na	Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	Safety and security is recognized at every core meeting, biweekly, and updates are shared that either relate to our specific building and problematic areas and / or the safety committee's recommendations. I have worked with our SRO, the Quakertown Boro, parents, and teacher leaders to analyze and suggest improvements to students safety and security here at QE. Additionally, I have requested (like at Richland) a safety audit of our building.
OTI	Erin Oleksa-Carter	Not applicable to my building or department	N/A	Not applicable to my building or department	Support upon request
Office for Teaching and Learning	Chad Evans	Not applicable to my building or department	N/A	Not applicable to my building or department	Supported upon reqest
Strayer	Jenn Bubser	Not applicable to my building or department	N/A	Not applicable to my building or department	I met with members of the district safety committee as part of their work to gather data. I also included an agenda item for my monthly parent meetings with an update from the district safety committee, as Kara Diliberto is a member who also attends my meetings. I attended the board meeting when the committee presented and took notes for further reflection with ideas for how to implement the building recommendations.
Richland	Nicole Zuerblis	Not applicable to my building or department	N/A	Not applicable to my building or department	We take safety very seriously at Richland and keep its importance in the forefront every day. We pride ourselves in following protocol for visitors entering the building. I have conducted ALICE Intruder drills during lunch and recess to increase our preparation during those times. I worked with Officer Lee to conduct a security assessment of Richland.
Neidig	Scott Godshalk	Not applicable to my building or department	Not applicable	Not applicable to my building or department	I informally provided information about this committee during PAL meetings.
Trumbauersville	Adam Schmucker	Not applicable to my building or department	NA	Not applicable to my building or department	I supported this goal as a building principal by finding quality community members to participate and by supporting the regular feedback of committee members to TPO meetings. I attended several meetings for the committee and various other district-wide safety events, forums and discussions.

Building or Department	Name	Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
		Goal 3-1: Community Safety Committee			
Operations	Zach Schoch	Not applicable to my building or department	NA	Not applicable to my building or department	Established a security budget. Incorporated safety and security into the design of the new elementary school. Procured safety features for the SHS as part of the Act 44 grant. Facilities Director did walk through with each Principal to review safety related facilities needs and incorporated some of the needs into the budget and capital projects. Brought on D'Huy Engineering to complete a long range capital plan which will include a safety component. Reinforced safety procedures at the building level (clearances and Raptor).
SGC	Eric Thompson	Not applicable to my building or department	n/a	Not applicable to my building or department	The SGC adjusted a number of safety practices based on preliminary recommendations of the Safety Committee and feedback from staff, SROs, Strayer team, etc.
Technology	Joe Kuzo	Not applicable to my building or department	N/A	Not applicable to my building or department	Provided district-wide access to Headspace
PPS	Janet Pelone	Not applicable to my building or department	n/a	Not applicable to my building or department	
Pfaff Elementary School	Orathia Bradley	**Not applicable to my building or department**	Conducted Focus on Safety initiative with student and parent education on safety topics	Communications - e-mails, newsletters, connected messages, blogs, etc.;Focus on Safety training	
Otl	Lisa	Not applicable to my building or department	Na	Not applicable to my building or department	

Building or Department	Name	Goal 3-2: Navigate			
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
QCHS	David Finnerty	**Complete - 100%**	**Have trained staff and experimented with Navigate Prepared during drills**	Action Plans completed	
Quakertown Elementary School	Michael Zackon	Complete - 100%	I have shared the Navigate information and training with our QE teachers and staff. I plan, during the May NID, to provide further PD on adaptive decision making and the Navigate platform.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.;Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
OTI	Erin Oleksa-Carter	Not applicable to my building or department	N/A	Not applicable to my building or department	Support upon request
Office for Teaching and Learning	Chad Evans	Not applicable to my building or department	N/A	Not applicable to my building or department	Supported principals with implementation at building level upon reqest
Strayer	Jenn Bubser	**Complete - 100%**	N/A	Not applicable to my building or department	I participated in the initial training for administration and plan to have Strayer staff trained and experiment with Navigate on 5/21. Officer Hendrzak will help with this. We will then plan to test it during our May fire drill.
Richland	Nicole Zuerblis	**Complete - 100%**	N/A	Not applicable to my building or department	I trained staff on the use of the Navigate App.
Neidig	Scott Godshalk	**Complete - 100%**	Not applicable	Not applicable to my building or department	I am not aware of the "application" with this component. If you are looking for implementation of NaviGate, then we are 100% in. We used NaviGate for the last 5 months of the school year, and used the scenarios in NaviGate to practice our safety procedures.
Trumbauersville	Adam Schmucker	Complete - 100%	I was trained mid-year on Navigate and I began to use the program with staff at Trumbauersville for emergency responses.	Communications - e-mails, newsletters, connect ed messages, blogs, etc.	
Operations	Zach Schoch	Not applicable to my building or department	NA	Not applicable to my building or department	
SGC	Eric Thompson	**Complete - 100%**	PD will be provided to staff at the 5/21 NID with practice opportunities in May/June evacuations.	Documents and systems created - reports, forms, protocols, agendas, etc.	
Technology	Joe Kuzo	**Complete - 100%**	All buildings have successfully been setup, accounts created, teachers/staff logins confirmed. instruction provided during faculty meetings through presentations, and most buildings have completed live demos with their staff at this point. The remaining buildings are set to be complete with the final step of training on May 21st.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.	We have successfully deployed Navigate in all buildings at this point. I've directly worked with building principals to assist with the roll out to staff. May 21st will be the final runs of live training. All building maps are current with accurate images of every room, closet, emergency system, etc..
PPS	Janet Pelone	Not applicable to my building or department	n/a	Not applicable to my building or department	
Pfaff Elementary School	Orathia Bradley	Complete - 100%	Use of NaviGate for emergency drills; Training of teachers	Emergency drills; training of teachers	
Otl	Lisa	**N/A**	N/A	Not applicable to my building or department	

Building or Department	Name	Goal 3-3: COSN TLE Completion Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
QCHS	David Finnerty	Not applicable to my building or department	N/A	Not applicable to my building or department	
Quakertown Elementary School	Michael Zackon	Not applicable to my building or department	na	Not applicable to my building or department	
OTI	Erin Oleksa-Carter	Not applicable to my building or department	N/A	Not applicable to my building or department	N/A
Office for Teaching and Learning	Chad Evans	Not applicable to my building or department	N/A	Not applicable to my building or department	N/A
Strayer	Jenn Bubser	Not applicable to my building or department	N/A	Not applicable to my building or department	N/A
Richland	Nicole Zuerblis	Not applicable to my building or department	N/A	Not applicable to my building or department	
Neidig	Scott Godshalk	Not applicable to my building or department	Not applicable	Not applicable to my building or department	N/A
Trumbauersville	Adam Schmucker	Not applicable to my building or department	NA	Not applicable to my building or department	I supported this goal via on-going support for the technology department. In addition, all students received internet safety lessons and SRO Officer Lee, presented to all fifth grade students about safety and technology.
Operations	Zach Schoch	Not applicable to my building or department	NA	Not applicable to my building or department	
SGC	Eric Thompson	Not applicable to my building or department	n/a	Not applicable to my building or department	
Technology	Joe Kuzo	Complete - 95%	All necessary indicators have been completed at this time. Application window isn't currently open, so the last remaining step can't be completed until Fall 2019. I have full confidence that we should be granted the seal at that time.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.	
PPS	Janet Pelone	Not applicable to my building or department	n/a	Not applicable to my building or department	
Pfaff Elementary School	Orathia Bradley	Not applicable to my building or department	N/A	Not applicable to my building or department	
Otl	Lisa Hoffman	Not applicable to my building or department	NA	Not applicable to my building or department	

Building or Department	Name	Goal 4-1: Financial Reporting			
		Please select the indicator that most accurately represents your building or department completion of this goal/strategy.	Provide a brief narrative summarizing the basis for the indicator you selected above. Use N/A if you selected "Not applicable to my building or department" above.	Identify the sources of evidence that support the indicator you selected above (check all that apply)	If you were not directly responsible for this goal/strategy, please share how you supported its completion, if applicable.
QCHS	David Finnerty	Not applicable to my building or department	N/A	Not applicable to my building or department	
Quakertown Elementary School	Michael Zackon	Not applicable to my building or department	na	Not applicable to my building or department	We have utilized and implemented the new P-card system; additionally, as it relates to our music program, I have heavily promoted our strings program. To date, it is my understanding, QE has the largest number of students participating in our strings program.
OTI	Erin Oleksa-Carter	Not applicable to my building or department	N/A	Not applicable to my building or department	N/A
Office for Teaching and Learning	Chad Evans	Not applicable to my building or department	N/A	Not applicable to my building or department	N/A
Strayer	Jenn Bubser	Not applicable to my building or department	N/A	Not applicable to my building or department	N/A
Richland	Nicole Zuerblis	Not applicable to my building or department	N/A	Not applicable to my building or department	
Neidig	Scott Godshalk	Not applicable to my building or department	Not Applicable	Not applicable to my building or department	Board members are always welcomed at Neidig, but this indicator is not related to our building's work.
Trumbauersville	Adam Schmucker	Not applicable to my building or department	NA	Not applicable to my building or department	I supported this goal with being fiscally responsible in the operation of my building budget.
Operations	Zach Schoch	Complete - 100%	This goal was accomplished primarily through the Facilities and Finance Committees. Every major cost driver in the District was reviewed in detail with the various committees. Software was purchased to strengthen reporting and data analysis. Budget presentations were much more detailed for the Board and public. A financial reports page was established on the website and detailed reporting on the budget and major cost drivers are readily available to the Board and community. Long range budget plans were also presented including a long range staffing plan.	Action Plans completed;Documents and systems created - reports, forms, protocols, agendas, etc.	
SGC	Eric Thompson	Not applicable to my building or department	n/a	Not applicable to my building or department	
Technology	Joe Kuzo	Not applicable to my building or department	N/A	Not applicable to my building or department	
PPS	Janet Pelone	Not applicable to my building or department	n/a	Not applicable to my building or department	
Pfaff Elementary School	Orathia Bradley	Not applicable to my building or department	N/A	Not applicable to my building or department	
Otl	Lisa Hoffman	Not applicable to my building or department	Na	Not applicable to my building or department	