

2017-18 DISTRICT GOALS FINAL REPORT

Dr. William E. Harner, Superintendent

June 14, 2018

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.

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Goal #1: **Academic Programs**

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.

Rationale: Aligns with our mission to prepare all students with the knowledge, habits, and skills they need to graduate ready for college or career and engaged citizenship

Strategies: Curriculum

1. Curriculum Cycle Scheduled Work:
 - o Year 1: 6-12 RELA; Digital Literacy; PLTW
 - o Year 2: K-5 RELA; 9-12 FCS; K-12 ELL
2. Curriculum Cycle Year 3 Implementation: 6-12 Mathematics; K-5 Science; K-5 Social Studies
 - o **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.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** All curriculum areas in year 1 and 2 have completed the process of developing and aligning curriculum for their courses. We utilize the Understanding By Design (backwards designed) framework to ensure that what students should know and be able to do align with how they show us what they know and can do and ultimately how a teacher designs instruction to support student learning. Where appropriate, teacher and administrator members of the content area committee gave presentations to the Education Committee regarding approval of new courses, resource recommendations, and purchases. The action plans below highlight the processes that each curricular area undertakes to either re-design, revise, or develop their curriculum in accordance with the curriculum cycle.
 - o **Sample Action Plan** (Office of Teaching and Learning)
 - 6-12 RELA
 - *Similar action plans are available for each curricular area*

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Goal #1: Academic Programs (cont'd)

Strategies: *Instruction*

1. Complete training for all schools in Positive Behavior Interventions and Supports (PBIS) and have Tier 1 programs in place for all students; measure progress (Year 2 of two-year goal)

- o **Theory of Action:** If we implement school-wide positive behavior supports in all buildings with fidelity, we should see improved behavior across all settings.
- o **Status and Percent Complete:** Completed (100%)
- o **Summary of Work:** Quakertown and Pfaff elementary schools have been implementing PBIS for several years and were recognized as model schools last year for their efforts. QE presented their process and success in Hershey at the PBIS conference in May. Neidig and Richland are in year two of implementing "The Leader in Me" program. Tohickon Valley and Trumbauersville have revamped their programs and have been continuing to implement them with success. Given the changes at the secondary levels, the buildings worked on re-norming the programs they developed last year during the first part of this school year. The Sixth Grade Center, Strayer and the High School rolled out their re-normed programs and have solid plans in place to continue their momentum for the 2018-19 school year.
- o **Action Plans:** Samples from QCHS and Quakertown Elementary

(From Lisa Politi, IU PBIS Consultant)

Below, I have noted a brief glimpse of the status of each building's PBIS program.

Pfaff: Just recognized for Sustaining Practices (earned their badge this year). Will continue implementation, will be working on incorporating new students and staff to Pfaff PBIS system and also inviting new staff to join the PBIS team.

TV: TV has been continuing to sustain their PBIS practices this year; however, due to the building scheduled to close, we have not pursued further assessments as there will not be implications or use for next year.

Trum: They completed their Benchmarks of Quality (fidelity checklist) and received a passing score. I will recommend them for recognition next spring. They completed their action plan for next year. Their team will work on those action items during the summer and in-service week.



QE: Just recognized for Sustaining Practices (earned their badge this year) and presented at Hershey PAPBS Conference. Will continuing implementation next year and completed their action planning. Focus is on extension to recess yard, parent involvement, and incorporation of new students to QE.

Sixth Grade Center: Completed their end of year assessments (excluding the benchmarks of quality), scheduled to meet and action plan on June 5th. Kickoff of PBIS system was in February so it is rather new there. They need to focus on incorporating new administrator next year, implementation of all Tier 1 components, and working to have regularly scheduled meetings.

Strayer: Completed their end of year assessments (excluding the benchmarks of quality), scheduled to meet and action plan on June 7th. Their refreshed student/staff kickoff was done at the end of January so they are still working on implementation of all Tier 1 components and working to have regularly scheduled meetings.

High School: Student and staff kickoffs for next year are planned for the first week of school. The end of year assessments (excluding the benchmarks of quality) have been completed and a final meeting is scheduled for 6/7. The team has taught one lesson on being on time for class and needs to focus on full implementation next year, consistent team meetings, and consistent administrative attendance and involvement.

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Goal #1: Academic Programs (cont'd)

Strategies: *Assessment*

1. Implement electronic student writing portfolios K-12
 - o **Theory of Action:** If we implement student writing portfolios, we give students and teachers an important tool to see growth in writing processes and reflection at the classroom level and to improve writing scores on standardized assessments.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** Teachers implemented K-2 portfolios through SeeSaw and Grade 3-5 and 6-12 RELA teachers via the ePortfolio tool in Canvas. The response to portfolios through SeeSaw has been tremendously positive with a notable increase in parent participation. Some limitations in the functionality of the Canvas ePortfolio tool were identified and in response to that feedback from teachers, we are recommending moving all K-5 portfolios to SeeSaw for 2018-19.
 - o Action Plan (Office of Teaching and Learning)
2. Conduct a program quality review of the ELL program and make recommendations
 - o **Theory of Action:** If we conduct a program quality review to analyze our ELD program, and utilize the PQR report to identify needs and recommendations for improvement, we can develop specific action plans to improve our program and curriculum for EL students to better serve our growing population of EL students.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** The PQR team visited QCSD from January 23-25, 2018. The team conducted interviews, observations, and file reviews at each building and the District Services center. A brief exit report was presented on January 25. In accordance with the PQR recommendations and the BEC guidelines for ELD, changes are being made to programming and staff professional development for the 2018-19 school year and thereafter.
 - o Action Plan (Office of Teaching and Learning)

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Goal #2: Operations and Finance

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

Rationale: Aligns with belief that we are to be responsible stewards of community resources.

Strategies:

1. Implement 2017-18 budget option items with fidelity and prepare for 2018-19 changes.
 - o **Theory of Action:** If we implement the changes from the 2017-18 budget effectively and plan appropriately for the additional changes for 2018-19, we will minimize the disruption to our school communities.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** The major changes resulting from the 2017-18 budget – the elimination of the cyber program, the elimination of 7th/8th grade team time, the closing of Milford Middle School, the relocation of the 9th grade program to the high school, and the creation of the 6th grade program - were all completed for the opening of the 2017-18 school year, and were implemented with fidelity. The work of the Elementary Reassignment Committee was completed and presented to the board for action, and preparations were made for the additional staffing and other changes that are taking place as a result of the closing of Tohickon Valley Elementary School. All transition items will be complete for the start of the 2018-19 school year.

Artifacts:

- 2018-2019 Budget Review (5/24/18)
- Proposed Final 2018-19 Budget (4/26/18)
- Budget Supporting Documents (See QCSD website under “Reports” tab, Budget Information 2018-19)

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Goal #2: Operations and Finance (cont'd)

Strategies:

2. Implement capital maintenance plan for Year 2 (2017-18) projects and complete planning for Year 3 (2018-19) projects
 - o **Theory of Action:** If we implement and invest in a capital maintenance plan, we can plan for future capital needs and proactively address them, resulting in better fiscal responsibility for our district and community.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** We have developed the required engineering and architectural planning required to complete the 2017-2018 capital projects over the summer. Projects to be completed are the replacement of the Trumbauersville roof and the replacement of the Pfaff HVAC controls, in addition to the Sixth Grade Center parking lot renovation and the Richland Elementary School ADA restroom renovations. This represents completion of \$1.9 million in capital maintenance.

For 2018-19, the preliminary project list includes:

Richland ES - Exterior wall repairs, Replace water coolers, Install new kiln hood ventilation

Sixth Grade Center – Replace lockers

Alumni Stadium - Repair visitor grandstands and replace ticket booths and gates

Facilities Building - Roof repairs or replacement

The projected project timelines are to develop the scope of the projects by February 2019, seek bids in March 2019, and begin the projects in June 2019.

Artifacts:

- Schradergroup Engineering Study Items
- 2018-19 Proposed Capital Maintenance Projects
- Itemized Priority List – Capital Projects
- Capital Projects Timelines

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Goal #2: Operations and Finance (cont'd)

Strategies:

3. Restructure school support services, roles, and responsibilities and make necessary adjustments to improve effectiveness and efficiency
 - o **Theory of Action:** If we restructure our school support (business office) services to be more effective and efficient, we will provide a higher level of service to our stakeholders at a reduced cost, which serves our mission.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** With the resignation of Bob Riegel, Zach Schoch was promoted to Chief Operating Officer to oversee and provide leadership for all Operations of the School District (HR, Business, Facilities, Food Service, and Transportation). The HR Director position was replaced with an HR Manager and the Business Manager position was replaced with a Finance Director, saving the District money. A Business Officer Manager/Purchasing Supervisor was hired to replace the previous Director of Business Services position. This individual is responsible for developing a more robust purchasing and bidding program for better efficiencies at the building and District Office levels.

We implemented an electronic time card system to be more efficient in Payroll allowing the district to eliminate tax office positions and assign those duties to Payroll. With the retirement of the accounts payable employee, the accounts payable and receivable functions were combined, replacing two salaried positions with one salaried position and one part time secretary. This also resulted in savings.

The COO will continue to analyze business office roles and provide professional development opportunities to staff to increase capacity and efficiencies within the department. The last organizational piece is to hire a part time secretary for the COO, a position that was previously filled with a full time confidential secretary.

Artifacts:

- Organizational Chart
- Financial Impact

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Goal #2: Operations and Finance (cont'd)

Strategies:

4. Implement staffing plans necessary to achieve budget objectives without impacting programs
 - o **Theory of Action:** If we implement staffing plans effectively, we will be able to meet all of our staffing needs with internal staff, avoid disrupting or eliminating programs, and positively affect the district budget.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** For 2017-18, the District received enough retirements/resignations for the 2017/2018 school year to complete all staffing changes through attrition (no furloughs). Human Resources worked with Building Principals to staff Strayer MS and the 6th Grade Center to ensure each staff member had a position and student needs were met. In addition, limited cyber options were offered through a hybrid format to ensure minimal impact to the program.

For 2018-19, Human Resources worked collaboratively with QCEA, and with Board support, to offer an early notice retirement incentive to solicit retirements with the purpose of reducing the need to furlough staff. To maintain programs, an agreement for cyber offerings was accomplished with QCEA to continue offering cyber courses in 2018/19. Staffing for 2018-19 was completed without furloughing or demoting any staff members, through retirements/resignations, implementation of an internal alternative education program, and some creative staffing. All staff members will have their assignment for 2018-19 prior to leaving for the summer.

Artifacts:

- Staff Email
- Cyber LOA
- Early Notice Retirement LOA
- FTE Status
- Staffing Categories 5 Year Analysis
- District Office Staffing History
- FTE Change by Subject Area – 6 Year

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Goal #2: Operations and Finance (cont'd)

Strategies:

5. Conduct Year 1 of DMG special education program audit
 - o **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.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** Members from DMG came to QCSD this fall and met with various stakeholders to get a full picture of how at risk students are supported in our schools. A large quantity of data was provided to them to use as part of their review including student scores on standardized testing, building information, staffing, financial expenditures etc. The final data piece was a schedule sharing conducted on all staff in February. DMG shared their preliminary analysis and recommendations with Cabinet in May. The report has been e-mailed to all stakeholders along with a survey to collect staff feedback on the recommendations. DMG will work with the Administrative team during Summer Leadership in June to review the recommendations and staff feedback and to action plan for 2018-19.

Artifacts:

- DMG Report
- E-mail to Staff with Report and Survey

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Goal #3: Culture for Teaching and Learning

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

Rationale: Aligns with our core mission and purpose

Strategies: *Continue developing teacher leadership, and understanding and ownership of student and building data to strengthen building culture, and quality of instruction, all to increase student learning*

1. Develop teacher leadership through continuous revision and support of the role of ISTs, reading specialists, department liaisons, librarians, and teachers on special assignment
 - o **Theory of Action (ISTs and Reading Specialists only):** If we revise the roles of the elementary reading specialists and ISTs to more of a coaching model, then...
 - students will benefit from teachers utilizing the content expertise of reading specialists and math specialists in the classroom.
 - job-embedded professional development will improve instructional practice and student learning.
 - student achievement will grow as specialists share resources and content expertise with their colleagues.
 - teachers will better understand content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school and district. .
 - professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning.
 - o **Status and Percent Complete:** Completed (100%)

Summary of Work: We are currently in Year 2 of transitioning the role of elementary specialists to more of a coaching model. For year 3, principals were given some autonomy over these positions. Some principals maintained the positions as Math and RELA focused, while others moved to a generalized Instructional Coach model. These changes are furthering the transition to the coaching and leadership responsibilities expected of the core team. Monthly check-ins occurred throughout the year to identify strengths/needs of the building from a data and instructional standpoint. Quarterly specialist workshops were held to develop their individual coaching skills. OTL staff members also spent time on-site with most specialist teams supporting them on self-identified areas of need for their building. Feedback from our workshops indicates that specialists found the time and content to be valuable. We provided clarity on the [coaching continuum](#) and reflected on current practices. In some buildings, the union grievance on collaboration and coaching put a damper on the progress that many specialists had worked hard to establish over the last two years.

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Goal #3: *Culture for Teaching and Learning* (cont'd)

Action Plan: **Specialist** (Office of Teaching and Learning)

- o **Theory of Action (*Librarians only*):** If we revise the roles of the elementary reading specialists and ISTs to more of a coaching model, then...
 - Students will benefit from teachers utilizing the content expertise of library specialists.
 - Job-embedded professional development will improve instructional practice and student learning.
 - Student achievement will grow as specialists share resources and content expertise with their colleagues.
 - When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning.
 - Specialists can lead conversations that engage their peers in analyzing and using this information to strengthen instruction. Reflection is at the heart of self-driven learning.
- o **Status and Percent Complete:** Completed (100% of Year 1)
- o **Summary of Work:** We are currently in Year 1 of transitioning the role of library specialists. Secondary librarians have had the opportunity to collaborate on non-instructional days and through bi-monthly check-ins. We will be completing a program review for K-12 Library during the 2018-2019 school year as part of our curriculum cycle work.
- o **Action Plan:** **Librarian** (Office of Teaching and Learning)

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Goal #3: **Culture for Teaching and Learning** (cont'd)

2. Increase ownership of student and building data through refinement of the process and expectations for data team meetings
 - o **Theory of Action:** If we support our teachers in owning and using student data effectively and in sharing their expertise in teams, instruction will be more responsive to student needs and learning and achievement will increase.
 - o **Status and Percent Complete:** Completed (90%)
 - o **Summary of Work:** Each building developed individual action plans to support this goal and actively implemented the action plans they devised. Data teams operate in different ways in each building to best meet student needs in that building. Each building made significant forward progress in fostering ownership of data during 2017-18. Further work on this topic is planned for 2018-19.
 - o **Action Plans** – Samples from Richland Elementary and Trumbauersville Elementary

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Goal #3: **Culture for Teaching and Learning** (cont'd)

3. Foster improved culture for learning through building action plans focused on Panorama data
 - o **Theory of Action:** If we utilize student perception data to develop action plans addressing identified areas of need at the building and classroom levels, student perception of their school and classroom experience will improve.
 - o **Status and Percent Complete:** Completed (85%) – *final survey data results are pending*
 - o **Summary of Work:** Each building developed and executed action plans for this strategy. Panorama student perception surveys were administered to all students in grades 3-12 this fall, and teachers in each building reviewed their individual and collective data and utilizing the “Playbook” in the software to identify strategies to improve in one or more identified areas of need. The final results were mixed, showing improvement from last year to this year, but not from Fall to Spring. Further work on this topic is planned for 2018-19.
 - o **Action Plans:** Samples from QCHS and Pfaff
4. Improve quality of instruction through effective supervision and coaching, and through strengthening the goal setting process
 - o **Theory of Action:** If building leaders have tools and support to grow in their coaching of teachers, guidance in teacher goal setting, and leadership of their buildings, classroom instruction will improve and student learning will increase.
 - o **Status and Percent Complete:** Completed (90%)
 - o **Summary of Work:** The supervision plan for teachers was revised (now Supervision 4.0), and a supervision plan for administrators was developed to align with the same requirements. Each building principal executed action plans for teacher supervision, and several have a professional goal specifically related to supervision/feedback. The administrative team has spent time during admin leadership meetings increasing our learning about effective goal setting and refining our goal setting process to reflect our new learning. Further work on this topic is planned for 2018-19.
 - o **Action Plan:** Samples from Strayer MS and Quakertown Elementary

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Goal #3: Culture for Teaching and Learning (cont'd)

Strategies:

5. Parent/Family Engagement Initiative (Year 2) - Analyze Year 1 results and comparison to baseline, develop building level strategies and action plans and re-survey at the end of the year, and develop metric for future years; implementation of parent home letters for each subject area
 - o **Theory of Action:** If we recruit and engage diverse parent participation and communicate attendance information to parents in a simpler and less punitive manner, then we will develop a school-wide plan that is more reflective of all of the families at QCHS and increase parental awareness of how their child's absences compares with the average student, and student attendance will increase.
 - o **Status and Percent Complete:** Completed (85%)
 - o **Summary of Work:** Each building developed individual action plans to support this goal, and actively implemented their action plans with different degrees of completion. Much of the work involved implementing changes to attendance rules and procedures as a result of PDE's focus on truancy and improving student attendance. Parent/Family Engagement strategies will continue to be a goal for 2018-19.
 - o **Action Plan:** QCHS, Quakertown Elementary

Each building developed individual action plans to support this goal and actively implemented the action plans they devised. Data teams operate in different ways in each building to best meet student needs in that building. Each building made significant forward progress in fostering ownership of data during 2017-18. Further work on this topic is planned for 2018-19.

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Goal #3: *Culture for Teaching and Learning* (cont'd)

Strategies:

6. Consistently communicate with all stakeholders to enhance awareness of the district's mission and overall objectives
 - o **Theory of Action:** If we communicate consistently and effectively with our stakeholders, we will increase community and stakeholder engagement with our mission and initiatives, and build trust and confidence.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** Superintendent Blogs are shared with the community on a regular basis, supported by building level Canvas parent/home hub communications. A plethora of reports, articles, and supporting documents are posted publicly on the QCSD website on a regular basis.

Artifacts: Superintendent Blogs [\(QCSD Website/Administration Tab/Superintendent\)](#)

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Goal #3: **Culture for Teaching and Learning** (cont'd)

Strategies:

7. Increase communication and community awareness of external factors affecting the school district and public education
 - o **Theory of Action:** If we increase our communication to our community about external factors (state issues, political issues, pending legislation, etc.) that impact our district and district finances, we will increase community and stakeholder engagement with our mission and encourage community participation in the civic process.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** Superintendent Blogs, tweets, press releases, and stories include topics like property tax elimination, the potential impact of various pieces of proposed legislation, and other public policy issues. The Superintendent has represented the district in Harrisburg and at various PSBA and PASA advocacy opportunities.

Artifacts: Superintendent Blogs [\(QCSD Website/Administration Tab/Superintendent\)](#)

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Goal #4: **Data and Technology**

Ensure integrity of data collection and technology investments/use are aligned with the district's fiscal objectives and academic needs

Rationale: Aligns with the belief in continuous improvement, use of data to drive decision-making, and student development of 21st century skills

Strategies:

1. Complete Decision Ed Phase III, to include completion of HR and financial data and development of ROI reports, teacher dashboard iteration 3.0, and business/HR/board dashboard development
 - o **Theory of Action:** If we collect data that is organized, analyzed, and then combined with stakeholder understanding and expertise to become actionable knowledge, we will be able to improve the quality of our decision-making to systematically improve student outcomes.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** All HR and Finance data have been loaded from Keystone Information Systems. Initial review of data has been completed and a basic set of reports have been created. HR and Financial dashboard v.1 have been created. Teacher dashboards have been customized based on different group's needs. Decision Ed user group meetings have been formed to guide the continued development of customized reports, dashboards, and new data sets.

A canvas course, [DecisionEd101](#), was created and rolled out to staff to facilitate training in a more detailed and hands-on fashion for all users. A Google Team Drive was also produced to have a centralized location for administrators to have access to all documents. Training was held for all district and school users during a QCSD Leadership meeting in late December. In addition, Tohickon Valley and Quakertown Elementary Schools hosted in-person training sessions for teacher and resource teacher users in the early spring. Building analytics have been produced for each marking period and are available on the Project Team Google drive and in the [QCSD Leadership Collaboration Canvas Course](#).

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Goal #4: Data and Technology (cont'd)

Strategies:

2. Canvas implementation - completion of all Year 3 benchmarks to facilitate "Anytime Anywhere Learning"
 - o **Theory of Action:** If we effectively use our Canvas platform district-wide, we will provide a consistent experience for our parents as observers and will better prepare our students for college and career.
 - o **Status and Percent Complete:** Complete (100%)
 - o **Summary of Work:** Our Canvas analytics for 2017-18 show significant progress in increasing consistent Canvas use across all buildings at all levels, and in many types of use (quizzes, discussion threads, content uploads, etc.) Focus areas for 2018-19 will include using announcements consistently and increasing the use of parent observer accounts at the elementary level.

Artifacts:

- Canvas Analytics Reports for 2017-18 compared to 2016-17
- Action Plan

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Goal #4: Data and Technology (cont'd)

Strategies:

3. Utilizing Bright Bytes technology integration survey data, implement strategies to increase technology integration and the 4Cs
 - o **Theory of Action:** If we continue to increase student and teacher use of the 4 Cs (Creativity, Collaboration, Critical Thinking, and Communication), we are preparing students for the 21st century world in which they will live and work in the future.
 - o **Status and Percent Complete:** Completed (85%) – *final survey results pending*
 - o **Summary of Work:** Our BrightBytes surveys provide building leaders with data to support their building action plans on improvement of the 4Cs. Data from the Fall 2017 survey shows overall improvement across the district. The year-end data shows all elements in the proficient range district-wide but relatively flat compared to the fall.
 - o **Action Plans:**
Samples from Technology, Tohickon Valley and Richland Elementaries

2017-18 FINAL DISTRICT GOALS REPORT

Goal #5: **Safety and Security**

Be vigilant in ensuring the safety and security of all school buildings and the central office

Rationale: Aligns with belief in a physically and intellectually safe environment for all

Strategies:

1. Conduct Table-Top drill with district-wide staff members and revise crisis plan based on results/key takeaways
 - o **Theory of Action:** If we continually refine our critical incident planning and practice our skills, we will increase the safety of our buildings and district.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** District and building administrators have participated in a tabletop scenario meeting with Quakertown Borough, first responders, and representatives from all the police agencies that service our district. A second full scale drill was held in March in conjunction with the student remembrance/walkout for the victims of the Parkland shooting. Finally, we held a second tabletop drill with Quakertown Borough, first responders, and police representatives, planned and led by the Bucks County Emergency Operations Center in May. After each drill or incident, After Action Reviews were conducted and future action items identified and assigned.

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Goal #5: **Safety and Security** (cont'd)

Strategies:

2. Refresh A.L.I.C.E. training and conduct A.L.I.C.E. drills in each building
 - o **Theory of Action:** If we continually refine our critical incident planning and practice our skills, we will increase the safety of our buildings and district.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** All administrators participated in an A.L.I.C.E. training refresher in August, training was provided for per diem substitutes, and A.L.I.C.E. drills have been conducted in each building to practice various elements of the A.L.I.C.E. protocols. Officer Lee and high school staff also conducted voluntary "Counter" training for high school students during PRIDE.

2017-18 FINAL DISTRICT GOALS REPORT

Goal #5: Safety and Security (cont'd)

Strategies:

3. Data Security and Privacy - complete Phase II in obtaining the COSN Trusted Learning Environment Seal (year two of three year goal) by completing at least 8 of the 25 required steps/objectives
 - o **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 is safe and that the district values student privacy and data security.
 - o **Status and Percent Complete:** Completed (100%)
 - o **Summary of Work:** COSN defines 25 indicators that a district must meet in order to qualify to apply for the TLE Seal. In year two, our target was to complete at least 8 additional indicators, for a total of 16 after two years. We have met that target. Nineteen of the indicators have been completed to date, with the remaining 6 indicators to be completed in year three.
 - o Action Plans: Technology Department

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Goal #5: **Safety and Security** (cont'd)

Strategies:

4. Update all crisis planning documents
 - o **Theory of Action:** If we continually refine our critical incident planning and practice our skills, we will increase the safety of our buildings and district.
 - o **Status and Percent Complete:** Mostly Completed (90%, with continuous revisions ongoing)
 - o **Summary of Work:** This strategy included the updating of information for our critical incident binder and also the development of additional resources, including a quick reference flip chart and pre-school year preparation checklist, to continually refine and improve our preparation for a variety of kinds of critical incidents. In addition, the Critical Incident Committee previewed and recommended moving forward with an electronic critical incident application for 2018-19)

Artifacts:

Critical Incident Planning Resource Document Samples