

**Superintendent Goals/Action Step “Blue Print”: 2016-17: January 2017 Update, March 2017 Update,  
June 2017 Update**

Goal	Action Step	Specific Task	Completed by:
1	Effective Instructional & Intervention Processes	Work with EdTalk and DLT to implement revised W-T tool for collection of instructional and intervention data at the classroom level ... <b>Implement electronic W-T Tool.</b> <i>Accomplished by October 1.</i>	10/1/16
2	Board Relationships/District Governance	Work with the Board to establish list of workshop topics of interest to the board, to be completed by June ... <b>Workshop Topic List (Workshops completed).</b> <i>Accomplished through January.</i> <i>Accomplished through March – continue to set up experiences as directed by the Board.</i> <i>Accomplish through June 1, setting up experiences per Board Direction.</i>	10/1/16 (6/1/17)
2	School/Family Partnerships	Work with Mike Bromirski to develop monthly logs for principals to document communications concerns ... <b>Principal monthly communication logs.</b> <i>Principals have been logging concerns since the start of the year. Accomplished through December.</i> <i>Principals continue to log concerns as they’ve done since the start of the year.</i> <i>Principals logged concerns through the spring.</i>	10/1/16
2	District/HEA Partnership	Set up monthly meetings with HEA leadership to identify challenges and seek solutions ... <b>Monthly summary of items discussed.</b> <i>Meetings are set through the end of the school year. Initial meeting not held until 12/14/16.</i> <i>Scheduled February meeting was postponed at the request of HEA leadership. March meeting postponed due to snow day. Follow-up with HEA President is scheduled for Wednesday 3/22.</i> <i>Meetings were held in March, April, May. Mr. Bromirski and I actually met with the HEA President on 6/6 as well to address some questions heading into the 2017-18 school year. Such regular contact with the association leadership continues to promote a healthy focus on timely problem solving.</i>	10/1/16

1	Grade-based Benchmark Development	<p>Work with Mike Bromirski, Drue Feilmeier, and Tab Musser to establish work teams interested in researching cognitive and affective assessment tools that will yield the most pertinent information for developing grade-based target profiles and what those targets should be ... where students should be at the end of K, G3, G6, G9, and G12 ... <b>ID teams.</b></p> <p><i>Given challenges that have arisen in other areas, little work has been accomplished on this action thread.</i></p> <p><i>Focus before the end of the year – draft a profile of the College/Career Ready Graduate.</i></p> <p><i>As we progressed through the spring, it became evident that our collaborative and professional development time and energies needed to remain focused on successfully implementing the 1:1 devices in classrooms across the system, especially at the high school. Also, at the elementary and middle school levels, we needed to continue to devote time/energy to ELA and math instruction at the elementary level, schedule refinement at the middle level, and our School-Wide Positive Behavior Support (SWPBS) initiatives at both levels. Academic growth targets were identified for the K-6 buildings and our English Learner (EL) population across the system. This work will provide a foundation for us to move forward with this work in 2017-18 and years to come.</i></p>	11/1/16
2	School/Family Partnerships	<p>Work with EdTalk and Shannon Zimmerman to develop electronic pre/post survey (November/April) that focuses on the communications climate that exists at the classroom and school levels ... <b>Electronic survey tool.</b></p> <p><i>Survey is still under construction – anticipate administering the first time at the end of the first semester.</i></p> <p><i>The communications survey was developed and administered for the first time in February. Shannon Zimmerman is involved in the process of analyzing data.</i></p> <p><i>We received more than 900 responses on the initial administration of this new survey tool. We received much positive feedback as well as constructive comments intended to help us improve communication at the school and classroom levels. Our Ed Talk group met in May and is in the process of using survey feedback to refine expectations and messages we are providing to schools and staff for the so 17-18 school term.</i></p>	11/1/16

2	Parent/Community Interactions	<p>Work with Kathy Miller and Shannon Zimmerman to set and conduct meetings with as PTOs and PACs as can be scheduled ... <b>Summary of positives, concerns, and suggestions.</b></p> <p><i>All meetings conducted with PTOs and PACs – summary about 75% finished as the end of December.</i></p> <p><i>Summary of meeting feedback completed during the winter.</i></p>	12/1/16
1	Open Campus PA (OCPA)	<p>Work with EdTalk, Brendan Cregan, and Debbie Lugar to initiate the gradual take-back of HAVEN students into Edgenuity and other OCPA courses offered through the consortium – <b>Transition Plan to be initiated second semester for new, full-time cyber enrollees.</b></p> <p><i>Work on this action step has been ongoing through the fall. We will look to start making some of these placements during the second semester.</i></p> <p><i>We are still working through this process. Although we are well positioned to take students back and service with Edgenuity courses facilitated by our own teachers, we still need to identify and train in-house elective-area teachers to facilitate courses, and we need to vet Edgenuity elective courses we will accept for credit. I met with department leaders on 3/16/17 and we will complete the course vetting and initial identification of interested elective area teachers by the end of April.</i></p> <p><i>As of the end of May, we had worked through the process of identifying the Edgenuity and OCPA courses that will be available to HAVEN students for 2017-18, as well as details for communicating with HAVEN students over the summer to ensure a smooth transition of full-time cyber students into these courses.</i></p>	1/3/17
1	Grade-based Benchmark Development	<p>Work teams established will research/identify appropriate achievement (cognitive) and social-emotional (Affective) assessment tools ... <b>ID tools.</b></p> <p><i>See comment on page 1 – we will not complete this action by the target date.</i></p> <p><i>Work in this area during the remainder of the year will be focused on developing a profile of the College/Career Ready graduate, from which we can then work backwards on benchmarking by grade level and identification of tools needed to gather the benchmark data.</i></p> <p><i>See notes on Page 2 regarding our need to delay most work on this goal work until 2017=18.</i></p>	2/1/17

2	Student Experiences	<p>Work with Mike Bromirski, Tab Musser, and Shannon Zimmerman to develop electronic exit surveys for G6, G8, and G12 students ... <b>Electronic survey tool.</b></p> <p><i>This work will occur in January.</i></p> <p><i>Student survey drafts have been prepared for the elementary, middle, and high school levels and are under review. They will be finalized in late March/early April and will be administered later in the spring.</i></p> <p><i>Grade 4, 7, and select HHS teachers were asked to pilot the use of the surveys with students during the month of May – focus was placed on piloting the surveys in those grades/classes where students had ready access to 1:1 devices. District administration will analyze the feedback over the summer – at this point, we are re-thinking whether the surveys should be limited to only those students exiting their schools. Instead, we are considering the idea of using the survey with all secondary students and with upper elementary students (grade cut-off not yet determined). The school climate data to be gleaned is potentially too valuable to limit to only those students preparing to move to the next level of schooling.</i></p>	2/1/17
2	Parent/Community Interactions	<p>Work with Mike Bromirski, Drue Feilmeier, and DLs to enhance parental access to educational resources ... <b>Access information for resources.</b></p> <p><i>This work is ongoing – example: Black Knight Connections postings from November.</i></p> <p><i>Work continues in this area, but has been slowed due to Ms. Feilmeier’s limited availability and our need to reprioritize around her schedule, given all tasks we’ve set out to accomplish in the Comprehensive Plan that involve Ms. Feilmeier.</i></p> <p><i>This spring, we launched our Parent Resources page on the website at: <a href="https://www.hempfieldsd.org/parentresources">https://www.hempfieldsd.org/parentresources</a></i></p> <p><i>This site will continue to be built out over time. Initial resource information targeted includes links for 1:1 iPad resources, Math homework help, counseling services, Schoology support, what to do if folks have a concern, etc.</i></p>	2/1/17

2	District/HEA Partnership	<p>Meet with HEA Council of Reps to hear strengths, areas for improvement, suggestions ... <b>Summary of issues from Fall and Spring meetings.</b></p> <p><i>Will seek to schedule the first of two meetings for January - not able to schedule in December.</i></p> <p><i>We have yet to hold a meeting - I will attempt to set a meeting with the Rep Council when I meet with the HEA President on 3/22/17.</i></p> <p><i>I met with the HEA Rep Council on 3/22/17 for nearly 90 minutes. I followed up with the HEA president in April and May regarding how I had addressed the issues raised with our leadership team. Again, this type of dialogue continues to promote the development/maintenance of proactive, productive relationships with association leaders and members.</i></p>	12/1/16, 4/1/17
2	Parent/Community Interactions	<p>Work with Kathy Miller and Shannon Zimmerman to set and conduct fall and spring drop-in conversations by attendance zones ... <b>Summary of conversations.</b></p> <p><i>Fall drop-in meetings completed in each of 6 attendance zones. Spring meetings to be scheduled and conducted in February/March.</i></p> <p><i>Spring meetings have occurred in the East Petersburg, Landisville, and Rohrerstown attendance zones. Meetings are set for Centerville, Farmdale, and Mountville attendance zones and will be completed by April 6.</i></p> <p><i>All meetings were completed in the remaining attendance zones by April 6. Additional feedback acquired was added to my summary as appropriate. Overwhelmingly the people who attended the Superintendent Chats wished to share questions or concerns specific to their children. As necessary, I followed up with principals, department leaders, and other district leaders to respond to questions and address concerns raised. Across the 12 drop-in conversations I hosted, I spoke to 30 parents, staff, and community members. A typical turnout was 2-3 individuals. Twice I had 5 or more people stop in. On only two occasions did I have no visitors.</i></p>	4/1/17

1	Grade-based Benchmark Development	<p>Work teams established will then research/identify appropriate achievement (cognitive) and social-emotional (Affective) benchmarks to be achieved by the end of targeted grades ... <b>ID benchmark targets for each grade.</b></p> <p><i>As stated previously, accomplishment of actions around this focus area will take longer than originally anticipated.</i></p> <p><i>Work in this area during the remainder of the year will be focused on developing a profile of the College/Career Ready graduate, from which we can then work backwards on benchmarking and identification of tools needed to gather benchmark data.</i></p> <p><i>See notes on Page 2 regarding our need to delay most work on this goal until 2017=18.</i></p>	5/1/17
1	Open Campus PA (OCPA)	<p>Work with EdTalk, Brendan Cregan, and Debbie Lugar to establish enrollment targets for online courses in 2017-18 ... <b>Summary component: actual enrollment targets.</b></p> <p><i>Work on this action began in the fall.</i></p> <p><i>Work on 2017-18 course selection and enrollment process began in February and will proceed through the spring.</i></p> <p><i>Going into the 2017-18, we were able to offer a total of 24 OCPA courses that either are complete or will be completed by the end of July. The development of an MOU with the Hempfield and Penn Manor Education Associations that will permit us to explore pay per student options similar to what we do for summer school will allow us to offer some courses for students even though we do not have enough enrollees to warrant committing a teaching section in a staff member's schedule to a section of the course. This became more important with the departure of Manheim Township from the partnership moving forward. As Dr. Lugar shared with the board in May, enrollment numbers are increasing in our OCPA courses. As of June 2, 175 students have sought enrollment in OCPA courses for next year. When combined with PM, enrollments stand at 278.</i></p>	5/1/17

1	Open Campus PA (OCPA)	<p>Work with Mike Bromirski, Drue Feilmeier, Jeremy Paul, and Debbie Lugar to ensure the successful development of the following asynchronous OCPA courses: Ecology (.25-Nichisti), Botany (.25-Devenney), Meteorology (.25-Binder), Child Development (.5?-Brady and Midgett), Intro to Music Theory (.5-Gumble), Art Elective (.5-Lehman) ... <b>Completed OCPA courses.</b></p> <p><i>Courses are under development – teachers have been working on these since August.</i></p> <p><i>Work continues on the development of the courses listed. At total of 19 in-house, OCPA-developed courses were offered to HSD and consortium students for 2017-18. This includes the courses under development listed above.</i></p> <p><i>I met with each teacher developing the courses above during the months of April and May. Most courses will be completed by the end of the month of June and all courses will be ready by August 1. I am very proud of the work done by the teachers who took this work on as a side project in 2016-17.</i></p>	5/1/17
1	Open Campus PA (OCPA)	<p>Work with Mike Bromirski, Jeremy Paul, Brendan Cregan, and Debbie Lugar to recruit/train a pilot group of teachers to facilitate Edgenuity courses outside the contractual day ... <b>Summary component: list of trained teachers, any courses facilitated.</b></p> <p><i>Work on this will commence once we transition into the second semester.</i></p> <p><i>As mentioned above, I held a meeting on 3/16/17 with department leaders and district administrators. Recruitment of a pilot group of facilitators will be completed by the end of April.</i></p> <p><i>Twenty eight (28) HHS educators have expressed an interest as “early adopters” who’d like to learn how to facilitate Edgenuity courses. Dr. Lugar and I distributed a communication in mid-May to interested staff regarding training opportunities that have been set up over the summer.</i></p>	5/1/17

1	Open Campus PA (OCPA)	<p>Refined vision for the future of OCPA.</p> <p><i>This work has been ongoing since the start of the school year.</i></p> <p><i>I have worked with the superintendents from PM and MT to chart a course for what we are calling OCPA 2.0. It is a three-pronged approach to integrating in-house developed OCPA courses with Edgenuity-based courses to meet the needs of full-time cyber students and brick &amp; mortar students who will experience increased access to digital content in 2017-18. The third prong of our approach will be to evolve our project to a point where we can begin to increase the number of students interested in truly blended schedules who can be enrolled in a combination of brick/mortar and online course work in 2018-19. I will present a formal update to the board in April or May.</i></p> <p><i>Debbie Lugar, Brendan Cregan, and I presented an OCPA update to the board at the May 9 meeting. As has been shared with the board, the partnership will be changing to include Hempfield and Penn Manor only, as Manheim Township has decided to step away. The vision continues to be as I've described in text immediately above this paragraph. At 175 students seeking OCPA courses as primary choices, we are looking at the highest OCPA enrollment numbers in the 5-year history of the program.</i></p>	5/1/17
2	School/Family Partnerships	<p>Work with Shannon Zimmerman to administer pre/post communications surveys in in November and April and share data with EdTalk/DLT for analysis and action planning ... <b><i>data sets and action plans.</i></b></p> <p><i>As mentioned earlier, survey still under development – target for initial administration this month.</i></p> <p><i>As indicated above, we administered the survey for the first time in February. Given that the survey could not be initiated in the first semester as originally planned, we may limit to a single administration for 2016-17 and then look to administer in the fall and again late in the spring next year.</i></p> <p><i>Survey data was used in April and May as Mike B, Jeremy, Drue, Tab, Shannon, and I have engaged in actions to update and plan the communication of evolved expectations for teachers and buildings with respect to how they are to use our communications tools (Schoology, Sapphire, etc.) to communicate with families. These expectations are under review by our leaders and will be communicated to staff as we end the year and through the summer. Although there will be some phasing needed for grades that have been last to receive 1:1 and related training, we will be implementing revised expectations for most grade levels to start the 2017-18 year.</i></p>	5/1/17



2	SBAC – Business/Community	<p>Convene Superintendents' Business Advisory Council 3x during the 2016-17 school year ... <b><i>SBAC meeting minutes.</i></b></p> <p><b><i>First meeting of this group occurred in September – the 2nd meeting will be held at the end of January.</i></b></p> <p><b><i>We held the second meeting of this group in late January. After briefly discussing our current STEM initiatives, we toured the group around the HHS Tech &amp; Engineering department, Library facilities, and the Art department to share the unique opportunities we are able to afford our students. Feedback from the group was very positive – SBAC members seemed surprised and genuinely impressed with the options available to our students.</i></b></p> <p><b><i>We held the final SBAC meeting of the year at the end of April, focusing on ways that the district might partner with SBAC members and other local businesses to increase exposure to/awareness of the wide variety of business opportunities available to graduates our community and the Lancaster area in general. The owners of Wilco Electric, JK Mechanical, and Ben Franklin Plumbing (all MSSG partners) then met with our leadership team the last week of May to begin mapping out a grade-by-grade set of experiences we might offer students beginning in middle school that could culminate in scholarship and employment opportunities for students upon graduation. I am extremely excited for our students, given the direction we are exploring with respect to local business partnerships!</i></b></p>	5/1/17
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3	Effective Instruction/Data Collection	<p>Work with Mike Bromirski, Drue Feilmeier, and Tab Musser to ensure we enhance staff members' instructional proficiencies with specific emphasis on effective practices and the seamless integration of digital tools ... <b>PD Calendar and Session evaluation data.</b></p> <p><i>PD work is ongoing – during in-service days, early dismissal days, and during release time for 2nd and 6th grade teachers. Work to continue through the spring.</i></p> <p><i>On Friday 3/17/17, we completed our spring PD day with K-12 staff. Please see the 3/17 board news update for a list of experiences in which our staff participated during the day. Initial feedback was positive – we continue to work hard to differentiate professional development experiences to meet our professionals where they are, address their needs, and engage them in learning experiences that address our goals and aims as reflected in the district comprehensive plan.</i></p> <p><i>As Mr. Bromirski's goal documentation will show,, we have remained faithful throughout the year to our professional development goals that were driven out the PD Committee's work during the year. Faculty members continue to provide us with feedback regarding their perceived needs (84% rate of return on this spring's survey) and the PD calendar for 2017-18 is already framed out – focal points for next year include 1:1 training for grades K &amp; 3, SAMR model/effective tech integration into instructional practices for all teachers, and continuing to strengthen understanding and implementation of best practices as outlined in Goals 1 &amp; 2 of the Comprehensive Plan.</i></p>	5/1/17
3	Effective Instruction/Data Collection	<p>Work with Randy Smith and Tab Musser to ensure that staff complete the mandated Act 126 and Act 71 training required for 2016-17 ... <b>HR training completion records for all employees.</b></p> <p><i>Most of this work was accomplished early in the fall during professional development time.</i></p> <p><i>This work is on track to be completed prior to the end of the school year.</i></p> <p><i>As of 6/5/17, 96.4% percent of all district staff members who must complete the requisite trainings have done so. The small number of remaining employees who must complete elements of the online training have been contacted by HR and their principals and plans are in place for them to complete missing elements by 6/8.</i></p>	5/1/17

3	Superintendent Development	<p>Explore PD possibilities: Mindfulness for Educators (Harvard – November), DALI Conference (Feb), NSBA (Mar) ... <b>Summary of learning, action steps implemented.</b></p> <p><i>I have made arrangements to attend the DALI event in February, and NSBA in March.</i></p> <p><i>I attended the District Administrative Leadership Institute (DALI) at the end of February and was able to bring back ideas related to math instruction and interventions, leading/managing change processes, and career path exploration and development with members of our leadership team. I will be attending the National School Board Association (NSBA) conference with Mr. Forry, Mr. Keener, and Mr. Merris from 3/24/17-3/27/17.</i></p> <p><i>I attended PSBA at the end of March and have shared with the leadership team information intended to help improve our practices. One specific session I attended that I will be following up on with Shannon Zimmerman is the Communications Dashboard developed/used by East Penn School District in the Lehigh Valley. As we continue to work on Goal 3 of the Comprehensive Plan, I'd like to explore this concept as a means of continuing to improve our communication with stakeholders and telling the "Hempfield Story." (<a href="https://www.eastpennsd.org/dashboard/">https://www.eastpennsd.org/dashboard/</a>)</i></p>	5/1/17
1	Effective Instructional & Intervention Processes	<p>DLT members to use W-T Tool to collect data regarding classroom practices and to produce a summary of progress pertaining to evolving teacher practices ... <b>Summary of progress: Instruction.</b></p> <p><i>Data analysis will occur later in the spring.</i></p> <p><i>Nothing new here – data are being collected and will be analyzed by our team later this spring.</i></p> <p><i>Mr. Bromirski and our educational leaders developed/ implemented a refined walk-through (WT) tool in the fall and have created an instructional dashboard that is used to collect and analyze WT data. As of 6/2/17, our leaders have performed and logged over 1300 classroom walk-throughs in the district dashboard. This data will be used this summer to summarize progress for the current school year and establish instructional targets and areas of focus related to CP Goal #1 for the 2017-18 school year.</i></p>	6/1/17

1	Effective Instructional & Intervention Processes	<p>Work with EdTalk to monitor progress during year regarding implementation of academic &amp; behavioral interventions at the elementary level, and behavioral interventions (SWPB Interventions and Supports) at the secondary level ... <b>Summary of progress: Interventions.</b></p> <p><i>This work has been ongoing since the start of the school year.</i></p> <p><i>This work continues in our buildings at the elementary and secondary levels.</i></p> <p><i>Conversations have been ongoing between district and building leaders this spring regarding implementation of SWPB interventions and supports and adjustments that will may be necessary for next year. The revised middle school schedule to be employed in 2017-18 will create new and powerful opportunities for providing both academic and behavioral interventions and support that were not possible in the old schedule.</i></p>	6/1/17
1	Open Campus PA (OCPA)	<p>Work with Mike, Jeremy, department leaders, and Debbie Lugar to identify and train teachers interested in using Edgenuity components in their brick/mortar classes ... <b>Summary component: list of teachers who will incorporate 2<sup>nd</sup> semester, (possible demos late in the second semester).</b></p> <p><i>We will identify “early adopters” interested in training once we transition to the second semester in late January.</i></p> <p><i>We plan to identify teachers interested in learning how to embed elements of Edgenuity online courses in their brick/mortar classes as we proceed through April and May. Our time table needed to be adjusted somewhat, given other tech training needs we’ve had to prioritize as we prepare the high school for iPad implementation.</i></p> <p><i>As was mentioned above, we have identified nearly 30 teachers who are interested in being trained as Edgenuity course facilitators. Part of their interest in being trained is rooted in their desire to explore how they might be able to incorporate elements of the Edgenuity courses in their classrooms. We have set up training opportunities for these “early adopters” through the summer and will continue to offer training experiences in the fall for others who may be a bit slower to consider these possibilities.</i></p>	2/1/17 (6/1/17)

1	Open Campus PA (OCPA)	<p>Work with CAT and HEA association leadership to start exploring what a redefined HHS schedule might look like beyond the 2017-18 school year ... <b>Summary of thinking/discussions held.</b></p> <p><i>Discussions will begin during the second semester.</i></p> <p><i>These conversations will start in April and May – our focus remains on making sure the high school leaders and staff are well prepared to integrate iPads into instruction effectively in the coming year.</i></p> <p><i>These conversations have not yet taken place. I will incorporate them into my goal work for 2017-18</i></p>	6/1/17
2	School/Family Partnerships	<p>Work with Mike to analyze data from principals' communication logs &amp; develop action plans to improve communication based on data ... <b>Summary of data/action steps initiated.</b></p> <p><i>This work will occur in May.</i></p> <p><i>Nothing new to add here.</i></p> <p><i>Communication log and survey data was used in April and May as Mike B, Jeremy, Drue, Tab, Shannon, and I have engaged in actions to update and plan the communication of evolved expectations for teachers and buildings with respect to how they are to use our communications tools (Schoology, Sapphire, etc.) to communicate with families. These expectations are under review by our leaders and will be communicated to staff as we end the year and through the summer.</i></p>	6/1/17
2	Student Experiences	<p>Work with Mike, Tab, and Shannon to administer exit surveys and summarize findings ... <b>Data sets and summary of findings.</b></p> <p><i>This will occur in May.</i></p> <p><i>Nothing new to add here.</i></p> <p><i>As was shared on Page 4, Grade 4, 7, and select HHS teachers were asked to pilot the use of the surveys with students during the month of May – focus was placed on piloting the surveys in those grades/classes where students had ready access to 1:1 devices. District administration will analyze the feedback over the summer to determine how the surveys might be improved for broad implementation last year. This baseline information will be shared with and analyzed by district leaders so we can begin to identify priority areas of attention related to the way students perceive their schooling experiences.</i></p>	6/1/17

2	Parent/Community Interactions	<p>Work with Shannon and DLT members to produce and air 2-minute videos at least monthly ... <b>2-Minute videos.</b></p> <p><i>We have been producing and posting a minimum of one 2-minute video per month since August.</i></p> <p><i>We continue to produce and air 2-Minute Videos each month. We will film and air our next video this week, in preparation for state testing that will occur in April and May.</i></p> <p><i>During the course of the 2016-17 school year, we produced and aired 2-minute videos monthly. As recently as the 6/5/17 SPAC meeting, we continue to receive feedback that the use of this communication strategy is helpful and well received by most in the community. A total of 9 videos aired between September and May and address topics including: District Volunteers, Homework, Black Knight Connections Event, the Hempfield Foundation, Support Services for Families, Inclement Weather Practices, the 2017-18 Calendar, Standardized Testing, and School Meal Accounts.</i></p>	6/1/17
3	Leadership Development	<p>Provide training to DLT members in the following areas: extreme ownership, decision-making, fierce conversations, building capacity in others, leading change ... <b>Team Learning Notebook: archive of resources used – monthly meetings, electronic push-outs, etc.</b></p> <p><i>Training in these areas is ongoing during monthly DLT meetings.</i></p> <p><i>Our PD efforts continue. We are currently working our way through training related to decision-making, using Heath &amp; Heath's WRAP model outlined in the book Decisive as a basis for our work.</i></p> <p><i>This work has been ongoing and will conclude for the 2016-17 year during our DLT retreat (to be held in space offered by our MSSG partner Mennonite Homes at Woodcrest Villa). We will debrief leadership lessons learned throughout the year and explore how to best address team areas for growth and obstacles that impede our progress as leaders (identified during a reflective exercise in April) as we map our work as a team for 2017-18.</i></p>	6/1/17

3	Superintendent Development	<p>Complete 2016-17 PDE Superintendent Academy requirements for Year 1 ... <b><i>Electronic collection of work completed (iPad).</i></b></p> <p><i>I attended the September two-day workshop. I missed the December workshop and am meeting with the program director 1/6/17 to discuss future participation.</i></p> <p><i>Given that the spring meetings I was to attend last week were postponed due to weather and rescheduled on dates I am not available, and given other priorities I need to meet here in the district and at home, I informed the program director of my intention to withdraw from the Academy. I may explore participating if it offered again the future. (There was no cost to the district for my participation other than time would need to commit to continuing the experience.)</i></p> <p><b><i>As indicated in the text above, I removed myself from this commitment earlier in the year.</i></b></p>	6/1/17
3	Superintendent Development	<p>Identify and work with CAT to define and implement a framework for evaluating the Academic Return on Investment (A-ROI) associated with district programs ... <b><i>Summary of learning, action steps implemented.</i></b></p> <p><i>This work will occur this spring.</i></p> <p><i>We have begun to explore this process at the district office level, using resources discussed in the District Management Council's resource "Using Money Wisely."</i></p> <p><b><i>This work is ongoing. I am pleased with the work that Sheryl Pursel as done developing new accounting tools and reports that will help us analyze and evaluate cost associated with district programs differently moving forward, such that we will be able to more readily/easily compare programmatic costs with benefits realized by students participating in these programs (e.g. OCPA, School-to-Work, etc.)</i></b></p>	6/1/17

2	Parent/Community Interactions	<p>Work with DLT to maintain visibility in district buildings and at district events ... <b><i>Log of events attended.</i></b></p> <p><i>I maintain a calendar for school visits throughout the year (minimum 3/building) and have attended a variety of events during and after school. I have read in classrooms and recently conducted two rock/mineral lessons for the LPC 2nd grade.</i></p> <p><i>I continue to be a visible presence in our buildings and at our events. In addition to being in at least 1-2 buildings weekly as part of my visitation schedule, I was at MES on 3/13/17 to read to a chapter of The Lemonade Wars as part of their school-wide book study. I MCed the senior preview performance of The Little Mermaid on 3/2/17 and attended the performance with family on 3/3/17. I was able to get to the District 3 semifinal and final basketball games in Hershey as well as the 2<sup>nd</sup> and quarterfinal round games of the PIAA championship tournament.</i></p> <p><i>This is a priority and I believe continues to be an area of strength. I was able to get to at least one athletic contest for each of our spring sports, hosted the Senior Preview performance of Dance Theater, participated in the annual HS Art Walk, participated in the opening ceremony for the HHS MiniTHON, spoke at the EPES Educational Excellence Award Ceremony and HHS Senior Awards Program, attended part of the CMS Culture Day, participated in the year-end LEC Celebration Luncheon, just to name a few of the events at which I was present.</i></p>	6/1/27
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