



SUPERINTENDENT GOALS 2023-2024

Goal 1:

The superintendent will develop and implement a comprehensive Entry Plan to ensure an effective, efficient, and seamless transition in district leadership. The Plan will be designed to empower the Superintendent in his role transition, foster effective communication and trusting relationships with stakeholders, and establish a clear understanding of the district's strengths, challenges, and opportunities. Execution of the Plan will demonstrate the superintendent's ability and skill to assess the district's context through a process of strategically:

- 1) Stakeholder Engagement/Relationship Building,
- 2) Data Analysis/Needs Assessment, and
- 3) Communication, Monitoring, and Adaptations of the Entry Plan.

Feedback and data from the process will be applied to identify and execute actions that require immediacy vs. long-term development and implementation consistent with the District's Mission and Vision.

Key Performance Indicators:

1. Stakeholder Engagement/Relationship Building

- Engaged key stakeholders, (board members, administrators, teachers, students, parents, and community leaders), by way of listening sessions, forums, and surveys for the purpose of capturing representative perspectives, concerns, and expectations on the district's current context cultivating trust and collaborative partnerships.
- Conducted meetings to gather feedback on current operational practices/procedures to identify areas in need of improvement.
- Fostered relationships with key community organizations, local businesses, and other external entities to enhance support for educational initiatives.

2. Data Analysis/ Needs Assessment

- Choose, assimilate, and analyze select district data, performance metrics, and educational outcomes to identify strengths, weaknesses, opportunities, and threats.



- Conducted a needs assessment that included an analysis of select data to prioritize areas for improvement and resource allocation. This would also be the impetus for identifying and offering pertinent professional development opportunities for district staff to enhance their skills aligned with the district's strategic goals, nurturing a positive and collaborative work culture through team-building activities, and recognizing and acknowledging the contributions of staff members.

3. Communication, Monitoring, and Adaptations of the Entry Plan

- Presented a Communication Plan that emphasized transparency by keeping stakeholders well-informed and engaged on the progress of current and proposed initiatives contained in the Entry Plan.
- Regularly monitored and adapted the Entry Plan by requesting feedback from stakeholders to ensure its ongoing relevance and effectiveness.

Goal 2:

The superintendent, with the cooperation and support of the assistant superintendent, will lead an inclusive and collaborative process to develop a 'Portrait of a Graduate' Framework that will define the core competencies, skills, and attributes Quakertown Community School District graduates should acquire and possess, consistent with the district's Mission and Vision.

Key Performance Indicators:

1. Alignment with Mission and Vision
 - Performed a quantitative assessment of the alignment between the defined core competencies, skills, and attributes in the 'Portrait of a Graduate' Framework and the district's Mission and Vision statements.
2. Implementation Readiness Assessment:
 - Gauged the readiness of the district to implement the 'Portrait of a Graduate' Framework by assessing the completeness and effectiveness of the accompanying implementation plan.
3. Long-Term Impact Assessment:
 - Developed a plan for assessing the long-term impact of the 'Portrait of a Graduate' Framework on alumni.



Goal 3:

The Superintendent with the support of the assistant superintendent, will lead the development of a Multi-Tiered System of Support (MTSS) Framework designed to provide equitable access to high-quality educational learning opportunities for ALL students, through the delivery of early interventions and personalized support, ensuring improved academic achievement, social-emotional development, and overall well-being.

Key Performance Indicators:

1. Equitable Access Index:

- Developed a rubric for assessing the degree of equitable access to high-quality educational opportunities for all students within the Multi-Tiered System of Support (MTSS) Framework.

2. Academic Achievement Growth:

- Measured the improvement in overall academic achievement across the student body, comparing outcomes before and after the implementation of the MTSS Framework.

3. Inclusivity and Diversity Metrics:

- Tracked the inclusivity and effectiveness of the MTSS Framework by assessing participation rates and success among diverse student populations, including those with varying learning abilities, cultural backgrounds, and socioeconomic statuses.