Quakertown Community School District
2019-2020 SUPERINTENDENT | DISTRICT GOALS
Approved June 13, 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.

- **Domain 1:** *Culture for Teaching and Learning*

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

    1. **Increase student learning by:**

        a. **Increasing ownership and effective use of student and building data (year three)**
        b. **Fostering an 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 Tier 1 instruction through teacher goal setting, effective supervision, and coaching**
        e. **Developing and implementing an intervention period at the elementary level to address Tier 2 and 3 learning needs**

Measurement for Completion: *50% based on evidence supporting percent completion of Action Plans*
50% based on meeting targets identified in QCSD Metrics

What does this goal involve?

a. Each building has a data team process in which grade level teams or subject area teams (depending on the level) review data together to identify opportunities to adjust instruction to increase student learning. Depending on the level, this includes NWEA data, end of unit assessments, common course assessments, etc. Teachers use insights from the data to plan instruction. Elementary grade level teachers have common planning time for some of this work. Middle level teachers have collaboration/team time at least once in every six day cycle. Buildings also schedule data team meetings at other times.

b. Research shows that student perception is an accurate barometer of student experience in the classroom, and is at least as accurate as traditional observations. Our students (grades 3 and up) take the Panorama Student Surveys twice each year, once in the fall and once in the spring. Teachers log in and can view their individual feedback in a number of categories. The expectation is for each teacher to talk with his/her principal about the insights gleaned from the data, and to create a goal/action plan to improve some aspect of it. The data is for formative use only, meaning that only the teacher and principal have access to it, and that it

does not become part of the teacher's evaluation.

c. We will continue to identify areas that are appropriate for building level decision-making, and provide support and coaching for buildings to assume responsibility for these decisions. Empowering principals to have more local control over decision making is known to improve student achievement. The research by Marzano, et. al. has found that creating school cultures that have greater autonomy, along with empowered principals and teachers, have second-order effects of school improvement.   It unleashes creativity and problem solving at the local level and results in creation of high performing schools.

d. High-quality classroom instruction is the first level support for all students. In an effort to support teachers, we have redesigned our teacher goal process to focus on student growth through teacher professional development. The coaching model provides an opportunity for building principals to work collaboratively with teachers on goal setting and attainment throughout the year, focusing on both teacher and student growth.

e. What we have learned is that strategy (d) above does not allow enough time or support at the elementary level for teachers to be able to provide more intensive levels of support to individual students who need it. Recognizing that, we are adding an intervention period to the schedule at the elementary level, and utilizing a revised job description for intervention specialist to better support students who need more help and different strategies to learn.

Why is it important? What is our theory of action?

If we effectively implement the strategies listed, we will improve the quality of instruction and increase student learning. Continuous growth for everyone everywhere all the time!

Possible Questions for Board Discussion:

What does a data team meeting typically look like?
How do teachers use data to support their students?
Didn't the Panorama surveys used to be only viewed by teachers? Why did that change?
What are appropriate ways to hold teachers accountable for the individual growth of students?
How do we respond when there is a disconnect between what is best for students and the adult perspective?
What does a "tiered system of support with related interventions" mean and look like, and how will it help our schools and students?
Are there other questions about any of these strategies?

- **Domain 2**: *Culture of Service, Respect, and Diversity*

   o **Goal**: Develop and consistently reinforce a positive culture of service, respect, and diversity at the classroom, building, district, and community level.

1. **Student Discipline**
   a. **Complete development and implementation of PBIS Tier 2**
   b. **Offer opportunities for staff, parent and board education on student discipline, FERPA, discipline of students with IEPs, mental health, trauma informed care and related topics**
   c. **Increase the percentage of staff members trained in NCI (Non-violent Crisis Intervention)**

==Measurement for Completion:==   ==*50% based on evidence supporting percent completion of Action Plans*==
==*50% based on meeting targets identified in QCSD Metrics for (a.) Tier 1 or Tier 2 Benchmarks of Quality score and (b.) number of events offered, and (c.) NCI training*==

What does this involve?

a. PBIS stands for Positive Behavior Intervention Support, and it is the backbone of our student discipline system. PBIS has been a board goal since 2016. Each building has a PBIS team of teachers and staff that designed their PBIS expectations, meets regularly to review discipline data (most buildings use a database called SWIS) and tweak the PBIS building plan, identify students who need to move to a different tier and celebrate successes. Tier 1 can be described as instruction in behavior expectations and support for all students across all school settings. Tier 2 is more targeted instruction and intervention in behavior and expectations for groups of students experiencing challenges in Tier 1. Tier 2 is provided in addition to and aligned with Tier 1 instruction and supports. Tier 3 is the most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need. Tier 3 is provided in addition to and aligned with Tier 1 and 2 instruction and supports. Overall, our buildings have been very successful, and their student discipline data reflects this improvement.
b. Workshops with all stakeholders can include presentations from successful PBIS teams, district special education counsel on student discipline and case law regarding discipline of students with IEPs, Pattan/BCIU staff presenting on Least Restrictive Environment and partnerships with local agencies to provide training in trauma informed care.
c. Providing additional training for staff members who are not NCI trained/certified.

Why is it important? What is our theory of action?

a. If we implement school-wide positive behavior supports in all buildings with fidelity, we will see improved behavior across all settings.
b. If we provide additional education on the obstacles our students face, we will increase understanding of our disciplinary philosophy and approach.

c. Preparing more staff members to utilize de-escalation strategies will improve their ability to intervene appropriately when disruptive situations occur.

Possible Questions for Board Discussion:

What is the Board's philosophy regarding student discipline?
What are the advantages and disadvantages of a proactive approach vs. a reactive approach to student discipline?
What does our discipline data actually show?
How can we address staff concerns about student behavior while also meeting the needs of our students who exhibit challenging behaviors?
How can we address parent concerns about student behavior while also meeting the needs of our students who exhibit challenging behaviors, and complying with FERPA?

2. **Community Service/Service Learning - In addition to the community service projects each building plans and runs each year:**

   a. **Develop programming and opportunities for participation in the MLK National Day of Service in January 2020.**
   b. **Partner with the YMCA to provide ESL classes for parents**

Measurement for Completion: 100% based on evidence supporting percent completion of Action Plans, with baseline data for a metric on the number of students engaged in community service projects collected

What does this involve?

   a. Teachers, especially at the high school, devoted significant time and effort in supporting students in organizing our successful MLK Day of Service in 2019. Similar work will be needed to plan for MLK Day of Service 2020.
   b. This project will provide an important community service to some of our families.

Why is it important? What is our 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.

Possible Questions for Board Discussion:

How can the school district support our students to be service-learning oriented?
Our schools do a lot of service projects - how can we support these projects as Board members?

- **Domain 3**: *Academic Program*

  o **Goal**: 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.

    1. **Curriculum Cycle Scheduled Work:**
       - **Year 1: 6-12 Social Studies, K-12 World Language**
       - **Year 2: 6-12 Science; K-12 Art; K-12 Music; K-12 Health & PE**
       - **Year 3 Implementation: 6-12 RELA; Digital Literacy; PLTW**
    2. **Parent/Family Engagement in Student Learning**
       - **Implementing system to provide parents with more information about curriculum, academic program, and methods to support their child's academic learning (Atlas)**

Measurement for Completion: *100% based on evidence supporting percent completion of Action Plans*

What does this involve?

1. The 6-year curriculum cycle was designed to provide an opportunity for thoughtful curriculum development, resource selection, implementation, and related revision. Year 1 provides all teachers an opportunity to look at the current curriculum and assess any need for change, as well as to work collaboratively to write standards-aligned curriculum when necessary. In year 2, teachers work with OTL to refine the new curriculum, select appropriate resources, receiving training and support on new resources, and prepare to implement the new curriculum. Year 3 implementation provides teachers with the first opportunity to teach the new curriculum/resources, and also time to adjust as necessary. In years 1, 2, and 3, teachers utilize non-instructional day time to come together and complete this important work.
2. In communicating with parents and families, one of the most frequently asked questions the OTL receives is related to the content of the curriculum their child is learning. In an effort to provide an easy to follow, transparent look at the district's curriculum and resources, we are utilizing a program called Atlas which will allow parents to view all areas of K-12 curriculum for the district, organized by content, grade level, applicable standards, and more. Our belief is that providing this information will also provide great opportunities for parents and students to talk about what they are learning and where they are headed next.

Why is it important? What is our theory of action?

1. 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.
2. If we provide comprehensive information to parents about curriculum and the academic program, we will increase the alignment between parent expectations and classroom learning, and better engage parents as partners in their child's education.

Possible Questions for Board Discussion:

How do teachers participate in each year of the curriculum cycle?
How important is teacher voice in curriculum writing and selection of materials?
In what ways does having a cycle support fiscally responsible budgeting?

- **Domain 4:** *Culture of Safety, Security and Wellness*

    o **Goal**: Be vigilant in ensuring the safety and security of all school buildings and the central office. Address student wellness as a component of ensuring safe and secure schools.

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

        a. **Complete risk and vulnerability assessments on all school buildings**
        b. **Create an awareness campaign to increase student, parent and staff awareness of available student supports and services that includes increased signage and messaging district-wide. Involve Director of Communications, SROs, and building level staff.**
        c. **Complete year one requirements for ALICE Organizational Certification**
        d. **Review policies related to safety and security and revise to incorporate concepts from the Community Safety Committee's recommendations**
        e. **Develop and implement Action Plans to address at least 30% of the Community Safety Committee's recommendations not specifically listed above.**

==*Measurement for Completion:*   *100% based on evidence supporting percent completion of Action Plans*==

What does this involve?

These recommendations are "major" items from the Community Safety Committee's report to the Board.
   a. Officer Lee is trained and certified as a risk and vulnerability assessor, and over the course of the year will be able to conduct the assessments in many of our buildings. Additional support from the IU risk assessment professionals may be required to complete all buildings during the year.
   b. This was a prominent theme in the committee's work - we have many supports available to students and need a more deliberate approach to sharing that information within our school community.
   c. ALICE has created an organizational certification to ensure that districts using the ALICE name and protocol are meeting all necessary training and critical incident planning requirements. Qualifying for the certification is a three year process, so this goal is to complete all year one requirements.
   d. The CSC, and more recently, our SROs have identified a number of areas where policy language could be written or enhanced to support our school safety efforts
   e. The CSC made 42 separate recommendations. Action plans will be developed to implement at least 13 of those recommendations (in addition to the specific subgoals above) by the end of 2019-20, with any remaining recommendations to be addressed in 2020-21.

Why is it important? What is our theory of action?

The CSC's recommendations are well researched, and implementation will contribute to the prevention of school violence, will improve school safety, and will increase student, staff, and parent confidence in the safety of our schools.

2. **Student Wellness**
   a. **Create a parent committee to analyze school start times and costs and make recommendations to the Board by February 1, 2020.**
   b. **Develop and implement Health 2 curriculum and assess impact on student wellness.**
   c. **Increase mental health supports for students**

==*Measurement for Completion:* 100% based on evidence supporting percent completion of Action Plans==

What does this involve?

Student mental health and wellness is a critical component of safe and secure schools. School safety planning needs to encompass the social and emotional aspects of school safety.

a. Several school districts in the county are examining start times to determine if it is feasible to start high school at a later time. Obstacles are related to the timing of student attendance at Upper Bucks County Technical School, sports events and transportation costs - to name a few. A volunteer parent committee will examine the research and related issues and report its findings and recommendations to the Board.
b. Health 2 will be a new course at the high school to address our students' health and wellness, including in response to stress
c. An additional SAP (Student Assistance Program) counselor will be added at the elementary and middle levels.

Why is it important? What is our theory of action?

a. If we involve our parent community in a committee that examines the high school start time issue, the recommendations to the Board will have broad parent and community support for implementation.
b. If we provide additional education for our high school students in wellness and coping with stress, they will have the tools they need to be better prepared for life after high school.
c. Additional SAP counselors will be able to provide services to more students, and will allow guidance counselors to spend time on their non-crisis counseling roles.

Possible Questions for Board Discussion:

Are there other school safety items that should be addressed?
Does the Board support a school safety philosophy that includes both critical incident planning AND social and emotional needs of students?

- **Domain 5: *Operations and Finance***

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

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

     1. Complete requirements and apply for the PASBO Facilities of Excellence certification
     2. Create a Forecast5 Board Dashboard and standard monthly reports

==**Measurement for Completion:** 100% based on evidence supporting percent completion of Action Plans==

What does this involve?

1. Applying for the award is a year long project. It requires the facilities, finance, and purchasing departments to work together to analyze all aspects of the facilities operation. The goal is not necessarily to obtain the award, rather by going through the application a thorough analysis will be completed. To obtain the certificate 7 core competencies must be met: Facilities Maintenance and Management, Facilities Capital Improvement and Construction, Grounds Management, Housekeeping, Staff Management, Environmental and Safety, Benchmarking and Data Management.
2. The administration will work with the Finance Committee to determine what monthly reports they would like to see. The Dashboard will be created by the administration with the help of Forecast5. The data in the Districts Financial system will need to be updated on a timely basis to feed the Forecast5 dashboard. The dashboard will be posted on the website and in BoardDocs.

Why is it important (theory of action)?

1. By applying for the award, all aspects of the facilities operation will be analyzed. The results will be used to improve on the overall facilities operation which also includes finances and purchasing procedures.
2. 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.

Possible Questions for Board Discussion:

Are there particular reports the Board is interested in seeing each month?