Quakertown Community School District

2021-2022 SUPERINTENDENT | DISTRICT GOALS

June 5, 2021 Draft for Discussion

Board Approved:

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 Learning*

  Goal: Dr. Harner will consistently reinforce a positive culture of service, respect, and support for ALL students, faculty, and staff.

  Theory of Action: If an effective behavior management system (SWPBIS) and Social and Emotional Learning instruction are effectively executed, then students and staff will foster positive relationships, improve wellness, and enhance academic competence. If building leadership teams have the autonomy to utilize action research to target a specific improvement area, then we will be able to generate the energy and knowledge needed to support best practices.

  1. Social and Emotional Learning: Complete readiness for implementation including needs assessment, identifying priorities, and creating PD plans.
  2. PBIS: Refresh and reset tiered framework including once per trimester completion of implementation guide; develop and execute individual building plans for progress on Tier 2.
  3. Begin integration of SEL and PBIS into Academic Content including research, revision to curriculum templates and vision statements for academic content per curriculum cycle.
  4. Building Autonomy: Introduce Action Research to the administrative team and establish one or more pilot topics.

Measurement:

Goal 1: Percent complete of Action Plans and establishment of baseline survey data to establish growth targets for future years.

Goal 2: 50% percent complete of Action Plans and 50% meeting score targets on Tiered Fidelity Inventory

Goal 3: Percent complete of Action Plans and Reporting Requirements (Sample Revision)

Goal 4: Percent complete of Action Plans

Reporting Requirements:
1. *Sample curriculum revision reflecting SEL/PBIS integration (by June)*
2. *Action Plan completion report (June)*
3. *Metrics Report including baseline survey data for Goal 1 and TFI scores for each building for Goal 2 (June or as soon as available thereafter)*

- **Domain 2:** *Quality Instruction*

  Goal: Dr. Harner will use data to drive instructional decision making and will implement tiered systems of support.

  Theory of Action: If we collect and analyze data on student progress frequently and effectively, we will improve student learning. If an effective tiered system for instruction and behavior management is implemented K-12, then more students will receive differentiated instruction at their level and their academic competence will increase.

  1. Data-driven Culture: Prepare and implement common assessments for all core classes.
  2. Data-driven Culture: Provide professional development and prepare teachers to analyze data.
  3. Data-driven Culture: Communicate expectations for effective use of data.
  4. Tiered Systems of Support: Review and revise current tiered support systems to be ready to implement the revised systems in 22/23.

  Measurement: 50% Completion of Action Plans and 50% Attainment of student achievement metric targets (return to 2018-19 baseline) at each grade level

  Reporting Requirements:
  1. *Mid-Year Report on winter benchmark results (February)*
  2. *Presentation of revised Tiered Support Systems (by June)*
  3. *Action Plan completion report (June)*
  4. *Metrics Report including student achievement at each grade level (June or as soon as available thereafter)*

- **Domain 3:** *Historically Underperforming Students/Equity*

  Goal: Dr. Harner will consistently reinforce a positive culture of service, respect, and support for ALL students, faculty, and staff, will prepare students to work in a diverse world, and will focus on the academic performance of historically underperforming students.

Theory of Action: If we create a learning environment that embraces diversity, equity, and inclusion and it becomes an integral part of all systems and programs within our schools, students will prosper socially, emotionally, and academically.

1. Improve academic competence in ELA for students with disabilities by developing and executing specific strategies within Quality Instruction to improve performance of this subgroup.
2. Improve academic competence in ELA for Hispanic students by developing and executing specific strategies within Quality Instruction to improve performance of this subgroup.
3. Elevate diverse perspectives and ensure equitable access and support by developing common language and framework for commitment to equity, soliciting stakeholder input for PD topics, and auditing club offerings to identify new opportunities.

Measurement:

Goal 1: 50% Completion of Action Plans and 50% Attainment of student achievement metric targets (return to 2018-19 baseline) for this subgroup

Goal 2: 50% Completion of Action Plans and 50% Attainment of student achievement metric targets (return to 2018-19 baseline) for this subgroup

Goal 3: Completion of Action Plans and establishing baseline survey data to establish future year growth targets

Reporting Requirements:
1. *Action Plan completion report (June)*
2. *Metrics Report including student achievement at each grade level (June or as soon as available thereafter)*

- **Domain 4**: *Career Planning*

Goal: Dr. Harner will continue to increase rigor and college/career readiness at the high school, middle school, and elementary levels.

Theory of Action: If we create an educational environment within every classroom that prioritizes exposure to a diverse range of postsecondary options, real world applicability of content and skills, problem based learning, and the acquisition of soft skills, learning will become more meaningful and motivating to students and increase their marketability (Meeder, 2016)

1. Pathways (9-12): Develop and deliver a minimum of seven career readiness lessons;

develop tiered intervention system within Pathways framework to identify students lacking adult connections or post secondary direction.
2. K-8th Grade: Develop Career Readiness teams in each school that will meet at a minimum quarterly. Develop a K-12 district CR team to meet biannually. Create, implement, and evaluate a PD plan regarding CEW standards.

Measurement: Percent complete of Action Plans

Reporting Requirements:
   1. *Mid-year report on Pathways progress (January)*
   2. *Report on Action Plan Completion Results (June)*

● **Domain 5: *Financial Sustainability***

Goal: Dr. Harner will ensure operations are systematically and consistently managed through planning, data analysis, systems audits, and stewardship of school district financial and human resources.

Theory of Action: If we use financial data and analysis to support strategic long range budgeting, effectively use grant funding, plan for long term capital needs, and develop the skills and capacity of our support staff, we will ensure that our educational mission is appropriately funded in a sustainable manner.

1. Use Forecast5 monthly, projection, and trend reports to align data reported with goals and to develop the preliminary, proposed final and final budget.
2. Devise plans with the Office of Teaching and Learning to utilize grant funding to address learning loss, fill learning gaps, and provide resources for mental health issues that are necessary for student growth. Create a list of allowable capital costs for COVID funds.
3. Align procurement policies and district practices with State and Federal rules and create new resources and methods to improve procurement compliance and advance approval of bills before payment.
4. Collaborate with Safety Coordinator, Administration, Principals, and SROs to review findings of security assessments and plan funding and timelines for identified safety improvements.
5. Conduct needs assessment and provide funding for instructional aide training and implement results.
6. Conduct needs assessment and provide funding for technology training and implement results.

Measurement: Percent complete of Action Plans and Reporting Requirements as listed.
Goal 5: Completion of Action Plans and PD completion by 90% of targeted staff

Reporting Requirements:

1. *Present recommended uses of COVID grant funds (August)*
2. *Present budget forecast (October, January, March, May)*
3. *Present safety funding update and plan (November)*
4. *Present revised procurement manual (January)*
5. *Report on Action Plan Completion Results (June)*
6. *Report monthly on categories of interest from the Forecast5 Board Dashboard and Board Reports*

Reporting Calendar for 2021-22

Bold items are presented for Board approval

Board Meeting	Reports
Monthly	Include updates on various action plans as part of the Superintendent's Report, including reports from buildings
August 2021	COVID Grant Funding Recommendations
September 2021	Forecast5 Board Dashboard Report
October 2021	Presentation of Beginning of Year Benchmark Results Forecast5 Board Dashboard Report Budget Five Year Forecast
November 2021	Forecast5 Board Dashboard Report Safety Funding Update (Executive Session)
December 2021	Forecast5 Board Dashboard Report
January 2022	Mid-Year Report on Career Pathways Forecast5 Board Dashboard Report Budget Five Year Forecast Revised Procurement Manual (Read Only)
February 2022	Forecast5 Board Dashboard Report Report on Winter Benchmark Testing
March 2022	Forecast5 Board Dashboard Report Budget Five Year Forecast
April 2022	Forecast5 Board Dashboard Report
May 2022	Forecast5 Board Dashboard Report Budget Five Year Forecast
June 2022	Forecast5 Board Dashboard Report Sample curriculum revision reflecting SEL/PBIS integration Report on Action Plan Completion Results Report on End of Year Metrics Results (or as soon as available)