



Quakertown Community School District

Enter to Learn, Leave to Serve

2019-20 MID-YEAR DISTRICT GOALS UPDATE

Dr. William Harner, Superintendent

January 13, 2020

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.

2019-2020 SUPERINTENDENT | DISTRICT GOALS

Approved June 13, 2019

Mid-Year Goals Status Report

January 13, 2020

Executive Summary:

Once District Goals are approved by the Board, each building and department develops Action Plans that include strategies to accomplish the goal. The chart in the Mid-Year Goal Status Report illustrates which building(s) and departments have primary responsibility for Action Plan development and execution (highlighted in green.) Below is a brief summary from each building and department on their action plan work on each goal so far this year. Overall, all buildings and departments have made substantial progress in executing the strategies they planned. This report provides an update on Action Plan progress only. We will have mid-year data for many of our metrics available within the next month, and will share a mid-year status report on metrics once available.

Domain 1: *Culture for Teaching and Learning*

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



Summary of Progress:

1-1a. Increasing ownership and effective use of student and building data

Building	Summary of Action Plan Work
Neidig - Mr. Godshalk	In Process: Neidig set a building goal based on foundational literacy skills. From that building goal, each grade level set a grade level literacy goal to support that building goal. The basis of the goals are the Dibels 8 data. The team created a data wall to track students' growth on identified subtests within the assessment as well as students' response to progress monitoring probes. We meet approximately every 6 weeks to review the data and determine next steps.
Pfaff - Dr. Bradley	In Process: Every teacher now has access to RELA DIBELS 8 data. Teachers are able to run reports and see benchmark scores and progress monitoring. This process is done in collaboration with the RELA coach. Recess collaboration time is provided in the building schedule so that teachers can work together to analyze data and plan. They do so at least weekly and often on a daily basis. Teachers proactively reach out to building coaches to support curriculum and data needs. Teachers work collaboratively with coaches and administrators to develop skill groups based on the students' needs. In addition to targeted interventions provided by instructional aides, we established upper grade level tutors to utilize the dual benefit of addressing skill deficits. Teachers work closely with the Instructional Coaches to plan WIN time and maintain flexible grouping and tiered assignments.
Quakertown - Dr. Zackon	In Process: QE teachers participated in beginning of year and middle of year goal setting meetings based on student and building level needs as recognized by areas of growth within our data. At faculty meetings and professional development opportunities, we have a standing agenda item for professional learning on the use of the LinkIt platform. In conjunction with members of OTL and building-level coaches this will be a continued targeted PD area. Additionally, all staff members participate in grade level and individual data meetings with a specific focus on the most recent student data and how we will use the information to inform future instructional decisions.



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Richland - Mrs. Zuerblis	In Process: We have created a structure of 6 week intervention cycles. A team of classroom teachers, support team members, interventionists, coaches, and principal reviews student assessment data, specifically in reading, to determine students with the greatest need. The team selects and implements appropriate interventions, and monitors student progress. Each 6 week intervention cycle is followed by instructional decisions meetings with each grade level team when we review student progress data to determine next steps. This protocol allows us to consistently use assessment data to effectively meet student needs.
Trumbauersville - Mr. Schmucker	In Process: As our school continues to strive to reinforce our positive culture for learning, our teachers are embracing their personal professional goals, teachers are collaborating with our building instructional coaches and intervention specialists to co-plan (at least once per six day cycle) and to adjust student flexible groups as needed. Our SWPBIS team leads monthly whole school assemblies and follow-up lessons focused on social/emotional growth.
Sixth Grade Center - Mr. Thompson	In Process: The SGC has made significant progress in our action plan. Selected highlights include: <ul style="list-style-type: none">-Continued implementation and refinement of data analyses (academic and behavioral) and team action planning to support individual struggling students the varied interventions-Systems for review of building-wide behavioral (ODR) data and targeting Tier I approaches and Tier II/III interventions aligned to our SWPBIS program.-Professional learning opportunities have been/are planned to continue to support teacher access to and analyses of student performance data to impact instructional decisions (e.g., revamped math support, integrated literacy approaches, TDA focus, etc.).-Teacher development of action plans based on individual classroom data to integrate trauma-informed approaches.
Strayer - Dr. Bubser	In Process: All teachers participated in goal setting meetings with supervisors, which included conversations about Panorama data, trauma-informed classrooms, curriculum, and SLO data. Teachers meet once every 5 days to talk about student concerns using data to create follow-up success plans. We created a Student Learning Center this year to better support students with their varying needs and provide social skills instruction, executive functioning,



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	<p>accommodations, etc. After MP 1, teachers met with supervisors to discuss any student(s) who failed and their parent/student communication and plans for success in MP2. School counselors are meeting with these students to offer both emotional and academic support of their plans. The PBIS core team meets regularly and shares behavior data with staff through emails and faculty meeting presentations. Teachers share their feedback through Canvas Discussion Boards. PSSA, Keystone, PVAAS, and NWEA data for the building was shared during a faculty meeting and teachers will use additional faculty meeting and NID time to learn strategies for TDA improvement, curricular revisions, differentiation, and flexible student groupings. Beginning next week, teachers with PVAAS data will meet with supervisors to analyze teacher specific PVAAS data.</p>
High School - Mr. Van't Hoenderdaal	<p>In Process: One of our goals is to increase staff involvement in decision making, and allowing them to own their professional growth and development. We have rolled out LinkIt, and focus our department meetings around identifying needs by taking a look at all the available data. Teachers continue to work on their individual SLO's and reflect on the progress by submitting a reflection on their analysis of the student data. Our mid-year observation reviews with teachers will center around coaching teachers on their individual and departmental analyses in order to increase effectiveness, and center their reflection on classroom and instructional practice. At faculty meetings we share information on our behavioral and discipline referrals, as well as suggestions and strategies for improving the ways in which we can interact with students to change student behavior, and to actively teach our expectations, as well as skills that help students make appropriate decisions and choices. Each of our admin meetings starts with a review of our observations and a look at what we are seeing in the classroom. From time to time we share a summary of our findings with the staff to make them aware of what data we collect and what we look for when we observe classrooms. Through coaching sessions we continue to center the conversation around empowering staff to make their own data-driven decisions in the classroom, but also get involved in bringing their findings to the school community.</p>

1-1b. Fostering an improved culture for learning through building action plans focused on Panorama student perception survey data

Building	Summary of Action Plan Work
Neidig - Mr. Godshalk	In Process: Panorama data was reviewed at the opening faculty meeting. The area of 'Classroom Belonging' was identified as our biggest need. Teachers took steps at this meeting (made 2 phone calls, left notes around building for the Open House...) to connect with students and families to positively set up the year. This helped students feel more connected to the teacher and classroom.
Pfaff - Dr. Bradley	In Process: Professional Development has been geared toward instructing teachers on how to build strong student and classroom relationships and student belonging. Training specific to the building needs at Pfaff Elementary has been provided on mindfulness and trauma informed care and teachers have been given PBIS buckets of resources to support positive relationships. We have used our PBIS initiatives to encourage students to "make their mark everyday" and teachers have been providing cross grade-level incentives for positive student outcomes. Teachers have signed up to be mentors for students that have been identified as needing additional adult support. Our entire school is reading <i>The Leader in Me</i> book and have been exploring and embracing its underlying principles for successful habits in our school practices in general.
Quakertown - Dr. Zackon	In Process: Building-level Panorama data was presented, reviewed, and analyzed at the beginning of the school year. We recognized areas of strength and possible areas of growth (strength - classroom rigorous expectations and area of growth is classroom engagement). Individual teacher mid-year data will be analyzed when results are available for reflection and identification of areas of further improvement. The use of the Panorama "playbook" will be utilized to aid in the process. Teachers will be asked to reflect and identify a specific actionable step they took as a result of their data analysis and work with the Panorama "playbook."



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Richland - Mrs. Zuerblis	In Process: Building Panorama Survey data was shared at the beginning of the year, and teachers selected strategies to implement that foster classroom belonging. This focus aligns with our Leader in Me philosophy, and it is embedded in weekly lessons that all students K-5 receive. Teachers regularly elicit student feedback and will select specific areas to strengthen when they administer the Panorama Survey mid year. Our focus is always on building relationships.
Trumbauersville - Mr. Schmucker	In Process: Classroom engagement and Rigorous classroom expectations are two areas of focus for us via the Panorama survey data. Our school staff continues to utilize the feedback from the student surveys in our on-going professional growth and development. Prior to the mid-year administration of the Panorama student surveys, teachers talked with the students about key ideas and terms to help to ensure the most accurate student feedback. The teachers' mid-year reflections are a key point of the mid-year check-in meetings with the building principal.
Sixth Grade Center - Mr. Thompson	In Process: The SGC has made appropriate progress on this action plan. Selected highlights include: -Teacher reflection on 18-19 BOY and EOY Panorama survey data and selection of individual focus areas in 19-20. -Global Panorama results led to the selection of a building-wide focus of: "Creating safe, supportive, respectful, and challenging learning environments for all students" (Danielson Cluster #2, Comp. 2a and 2b) and teacher professional learning opportunities about trauma-informed approaches, developing positive classroom cultures, and supportive relationships. This focus is also supported by our SWPBIS program (Sixth Grade Strong) and explicit instruction and modeling to students about safe, responsible, respectful and kind behavior in the school community.
Strayer - Dr. Bubser	In Process: All teachers discussed building and personal Panorama survey results during goal setting meetings. We set building goals to support the areas that we want to see improved favorable results (Classroom Teacher-Student Relationships, Classroom Belonging, and Classroom Engagement). We will discuss the fall Panorama results at a later faculty meeting as well as during mid-year goal progress meetings with teachers. All Strayer teachers and admin are participating in a Canvas Course to learn and apply knowledge and strategies for creating a trauma-sensitive classroom. In addition to



	participation in Dr. Jackson's sessions, I share resources (texts, articles, strategies) with staff frequently for additional professional learning (shared through Canvas resources, weekly emails, faculty meetings, etc.). Teachers also use the Responsive Advisory Meeting Book to lead lessons during resource periods. The lessons give us opportunities to help work toward building/district goals, student perception survey results, trauma-informed classes, and our PBIS mission: to create a positive learning environment by encouraging kindness through respectful, responsible, safe, and courageous behaviors. The main goal is to make connections and improve relationships.
High School - Mr. Van't Hoenderdaal	In Process: Teachers received and reviewed their individual Panorama results at the start of the school year, but we did not have a discussion as a community. We administered the fall panorama survey this year and are looking to compare results to those of last year. At the mid-year mark, teachers will write a reflection on their results in their coaching document, something that will be referenced and reviewed by the supervisors at the mid-year observation meetings. An overview of results and observed patterns will be shared this winter/early spring (when results are in and analyzed), and we will collaboratively make suggestions for changes in practice where needs are identified.

1-1c. Providing increased opportunities for autonomy at the building level

Department	Summary of Action Plan Work and Status
Assistant Superintendent - Ms. Edwards	In Process: We continue to focus our supervisory efforts on the development of our building leaders and on creating and consistently reinforcing a growth/developmental mindset. As opportunities occur, we are sharing responsibility for decision-making and providing appropriate professional development and support as staff members grow into new roles. Our work with the Consortium for Mental Health and Optimal Development has also focused on this evolution.
Office of Teaching and Learning - Dr. Hoffman	In Process: We have transitioned our Non-Instructional Days to be building run, allowing for greater focus on individual needs and autonomy and accountability at the building level. We are providing targeted support to groups that have been identified by building principals.



1-1d. Improving the quality of Tier 1 instruction through teacher goal setting, effective supervision, and coaching

Building	Summary of Action Plan Work
Neidig - Mr. Godshalk	In Process: Neidig has an in depth process for teacher goals. Each month, teachers meet with an accountability partner to discuss and document the actions they completed over the last month directly connected to their PD goal. At this meeting, teachers also select 1-3 actions they will commit to over the next month to demonstrate appropriate progress with their goal. Supervisor and coaching feedback is geared toward this PD goal.
Pfaff - Dr. Bradley	In Process: Implementation of Foundations program in K-2 classrooms has been a complement to tier 1 instruction. Teachers worked with Instructional Coaches and grade level peers to develop authentic, measurable goals for 2019-20. Instructional Coaches are co-teaching with teachers daily and co-planning instruction. Instructional Coaches have attended trainings inside and outside the district and have brought the training back to the teachers. For instance, the RELA Instructional Coach has been modeling TDAs, DIBELs 8, and Foundations lessons, and the Math Instructional Coach has led multiple initiatives in coding, use of ozobots, VR (virtual reality) field trips, and Eureka math lessons, etc. Instructional Coaches also assist with pacing, progress monitoring and assessment. Departmentalized grades work closely with the reading teachers to ensure that WIN time is used to provide enrichment and remediation opportunities for all students. In addition, administration meets with teacher teams during recess collaboration time to identify and support the needs of Tier 1 instruction and collaborates with the OTL as well.
Quakertown - Dr. Zackon	In Process: QE continues to utilize personal professional goal documents to reflect goal work. All building-level coaches have been working directly with teachers on their goals and process; often times participating in professional learning (i.e. BDA, QLR, etc.) opportunities with them. We plan to survey our staff for their feedback on the process so far and utilize the results to inform the continued work with professional goals. Additionally, there are a number of teachers that are utilizing Frontline for their goal work to aide in the process of using this platform next year. In an effort to lead by example, I share my professional goal and work with the QE teachers monthly, ask for their feedback, and implement appropriately. I am participating in a process



	<p>with an individual teacher, as a critical friend, where I share my professional goal work, ask for their input and ideas for improvement; all in an effort to model our expectations for staff members. Lastly, we have purposely video recorded a faculty meeting and will be analyzing with a group of teachers to focus on my professional goal and to garner ideas to improve the efficiency and effectiveness of our professional learning during faculty meeting times.</p>
Richland - Mrs. Zuerblis	<p>In Process: In the beginning of the year, each teacher sets a goal based on an instructional practice that enhances student achievement. Teachers reflect on their goals and evidence monthly with a partner. My supervision is rooted in coaching and in enhancing teacher effectiveness and student achievement. I accomplish this through a consistent cycle of professional development, classroom walkthroughs, and feedback conversations. Building and district are part of the coaching, professional development, and data review process to enhance teacher effectiveness in tier 1 classroom instruction.</p>
Trumbauersville - Mr. Schmucker	<p>In Process: Our school's two instructional coaches/ intervention specialists have been working in close partnership with all of the teachers and support staff on the identification and implementation of their personal professional development goals. As we started the 19-20 school year, we had a focus on literacy interventions in the primary grades and instructional coaching in the intermediate grades. As we transition at the middle of the year, student data and staff feedback has led us to a subtle shift that is focusing on some increased literacy intervention in grades 4 and 5 and continued coaching and support across all grade levels.</p>
Sixth Grade Center - Mr. Thompson	<p>In Process: The SGC is making appropriate progress in the action plan area. Selected highlights are:</p> <ul style="list-style-type: none">-All teachers are active participants in the personal professional goal-setting and have identified areas of practice to increase their knowledge/skills to support student learning and growth.-SGC administrators, district supervisors, and instructional coaches continue to provide all teachers with feedback and coaching on their professional practices related to planning, instruction, assessment, data analysis, etc., as well as goal-specific coaching to support student learning and growth. Feedback to teachers occurs in a variety of ways and as a result of a variety of "touch points," including: classroom observations, collaborative planning meetings, collaborative data/assessment item analyses, curricular audits, etc.



Strayer - Dr. Bubser	In Process: In addition to face-to-face meetings, teachers and supervisors communicate via personal professional goal docs. The template was revised this year to include resources to be used, actionable steps with timeline, baseline data, reflections throughout the year and after walkthroughs with identified next steps. We use an “instructional look-for document” during walkthroughs for consistency with feedback and to focus on our building/district goals. Teachers have been observed multiple times already this year with specific coaching feedback. Many teachers have chosen to use the trauma informed Canvas Course as a resource for their professional goal. This course has teachers reflecting on their learning through Canvas Discussion Board posts, 3-2-1 Reflections, Action Planning, and BDA coaching cycle.
High School - Mr. Van’t Hoenderdaal	In Process: As an administrative team, one of our big goals is visibility in the classroom. This has allowed us to see teachers very frequently, and allows for frequent informal conversations about our observations, in addition to the formal observations. We continue to document our formal feedback in our coaching document, which is informed not only by the formal observation time, but by the identification of observed patterns from frequent pop-ins. Our administrative team has been working with OTL to conduct walkthroughs. We are in the process of starting up our learning labs (peer observations). In collaboration with OTL a platform (system) has been set up for this, and we have identified observers, and teachers that open their classroom to be observed. We look forward to implementation of this at the start of the second semester.

1-1e. Developing and implementing an intervention period at the elementary level to address Tier 2 and 3 learning needs

Building	Summary of Action Plan Work
Neidig - Mr. Godshalk	In Process: WIN time is directly connected to each grade level’s literacy goal. Teachers, intervention specialists, coaches, and aides are involved in identifying tier 2 and 3 students who need targeted assistance with literacy skills.
Pfaff - Dr. Bradley	In Process: Each grade level is afforded 30 minutes of What I Need (WIN) time, which is designed to remediate and enrich literacy needs. Teachers work with Instructional Coaches to analyze data and create flexible groups to meet Tier 2 and Tier 3 learning needs. The progress monitoring data is useful for day-to-day instructional decisions and



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	<p>MTSS practices. Alongside the OTL, we have reviewed and categorized resources to ensure the most effective materials for remediation and enrichment. The leadership team works together that teachers and coaches are given the time necessary to provide the support by allocating our resources (both human and financial) as necessary to support the needs.</p>
Quakertown - Dr. Zackon	<p>In Process: WIN time has been recognized in grade 4 and grade 5 teacher professional goals. As a building, we participated in a SQLR; and identified specific strengths and areas of opportunity for our WIN time. We have a plan to introduce, train, and begin Tier 2, a MTSS model, at our next non-instructional day.</p>
Richland - Mrs. Zuerblis	<p>In Process: Every classroom has a designated WIN intervention period to address tier 2 and tier 3 learning needs, and our master schedule was created to allow interventionists to work with students. This is part of the structure of our 6 week intervention cycles, allowing us to review data, identify needs, and implement interventions during these designated WIN times.</p>
Trumbauersville - Mr. Schmucker	<p>In Process: Our school has been utilizing the WIN time to focus on targeted student literacy needs including Volume of Reading, content vocabulary, comprehension, fluency, etc. Our instructional coaches are team teaching and working with flexible small groups to support students as needed. In addition, we have organized the master schedule so that key special education supports also occur during this time, thus reducing the time when students receiving learning support are missing general instruction in the content areas.</p>

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

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

1. Student Discipline

- Complete development and implementation of PBIS Tier 2
- 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
- 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:

- Tier 1 or Tier 2 Benchmarks of Quality score and*
- Number of events offered, and (c.) NCI training*

Summary of Progress:

2-1a. Complete development and implementation of PBIS Tier 2

Building	Summary of Action Plan Work
Neidig - Mr. Godshalk	In Process: The team continues to align Leader in Me goals with PBIS goals. There is a great deal of overlap, and there are some significant differences. We are addressing Tier 2 needs, and this work is ongoing.
Pfaff - Dr. Bradley	In Process: The PBIS Tier 1 team meets regularly to maintain multiple PBIS initiatives that are active in the building. SWIS data is reviewed at faculty meetings with teachers. Pfaff has had two full day planning sessions with Lisa Politi this year. We are planning on using a universal screener for all grades. At this time, Grade 1 is trialing the universal screener using LinkIt. We are also developing Tier 2 interventions. In addition, we will be trialing the Tier 2 intervention of check-in/check-out with first grade after they have completed the screener. We are also in the process of updating the SWIS software to include check-in/check-out data.



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Quakertown - Dr. Zackon	In Process: The QE Tier 1 PBIS team meets monthly to refine our tier 1 program. QE matrix, lesson plans, building-wide celebrations, and student recognitions have all been revised and changed this year as a result of our PBIS tier 1 team efforts. This work also has informed our tier 2 development, which the team meets monthly with the support of Lisa Politi. We are set to introduce, roll out, and beginning piloting Tier 2 at our next NID.
Richland - Mrs. Zuerblis	In Process: We have worked to merge our Leader in Me philosophy into our School-wide PBIS. With a firm Tier 1 in place, we are planning for PBIS tier 2 protocol with Lisa Politti. We have developed a team with various representatives that meets regularly to develop a plan to share a roll out of a tier 2 intervention with staff by March.
Trumbauersville - Mr. Schmucker	In Process: Our school continues to fully implement Tier 1 and Tier 2 interventions. We have been meeting monthly with Lisa Politi to maintain and to build out our processes. Every teacher is part of a PBIS sub-committee and we have two teachers attending a PaTAAN PBIS coaches workshop in January. We have significantly increased the number of teachers and support staff members who are NCI certified.
Sixth Grade Center - Mr. Thompson	<p>In Process: The SGC currently is on-track with its PBIS Action Plan. The PBIS core team is working closely with the BCIU/PaPBS Network coach to be prepared for a Tiered Fidelity Check site visit in the spring. Selected highlights from this year are:</p> <ul style="list-style-type: none">-Explicit instruction for all students on the tenets of Sixth Grade Strong.-Professional learning for all teachers on trauma-informed approaches to provide Tier I supports for all students.-Continued implementation of Tier II/III supports for groups of students and individual students based on ODR and other data sources.
Strayer - Dr. Bubser	In Process: We have established a 19-20 PBIS Action Plan in which we have a core PBIS team who met multiple times during the summer as well as monthly during the school year. We used the 18-19 BOQ results to plan for this year's kick-off, refreshers, and sharing of resources. We have specifically planned for increased mental health supports for students. We continue to work on collecting PBIS data sources to prepare for the Tiered Fidelity Inventory (TFI) in March. As for Tier 2 progress, we have redesigned our approach to ISS and now include meetings with guidance,



	behavioral lessons, academic counseling, community service, and restorative practices. We have also initiated formal restorative conferences for major disciplinary infractions that significantly impacted relationships. We have even had effective restorative conferences among bus drivers and students to restore relationships.
High School - Mr. Van't Hoenderdaal	In Process: The high school continues to struggle with full implementation of PBIS. We are checking the boxes, but are looking for a "rebranding" of our Q-Rock (PBIS) program. Though our student group has increased significantly, the teacher team has not. We are making some big changes to the leadership and communication about PBIS this spring. At the January NID we will devote 3 hours on PBIS, which will be very open, honest, and collaborative. We expect teachers to share their thoughts, feelings, and desires about PBIS. Simultaneously, we have set up a visit to East Stroudsburg North, a high school that has successfully implemented PBIS. One representative from their PBIS leadership team will be joining us at our NID and present to the staff for a half hour on "Why should we do this as well". She will share about the steps they took towards success, and the difference it has made for them. In the afternoon, she will meet with our PBIS leadership team, joined by Lisa Politi as well. We moved to implementation of SWIS to give us better data as we embark on this journey. Since the start of the new calendar year, we now report discipline through SWIS only and are working out a few minor kinks, so that we will have accurate data to pull at the start of the second semester.

2-1b. 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

Department	Summary of Action Plan Work
Pupil Services - Mrs. Pelone	In Process: Partnered with Family Service to bring monthly training/family activities to elementary students and parents, topics to include: mental health, stress, healthy living etc. Melissa Groden spoke at a board meeting on vaping trends and Liz Bradbury spoke to parents in October about LGBTQ supports and concerns. Dr. Vierdre Jackson provided staff and parent trainings on trauma informed care.

2-1c. Increase the percentage of staff members trained in NCI (Non-violent Crisis Intervention)

Department	Summary of Action Plan Work
Pupil Services - Mrs. Pelone	In Process: Training dates were held this summer to include secretarial, custodial and kitchen staff. Trainers meet monthly to develop plans for training in each building.

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

- Develop programming and opportunities for participation in the MLK National Day of Service in January 2020.
- 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

Summary of Progress:

2-2a. Develop programming and opportunities for participation in the MLK National Day of Service in January 2020.

Building	Summary of Action Plan Work
Neidig - Mr. Godshalk	In Process: Faculty, staff, and students were encouraged to participate in this event. The Neidig Student Lighthouse Team (leadership team) is involved in coordinating Neidig's community service efforts.
Pfaff - Dr. Bradley	In Process: Dr. Bradley has promoted the QCSD MLK Day opportunities in the daily school-wide communication newsletter for teachers and encouraged them to include it in their weekly communications with families. This year, in celebration of MLK day, Pfaff students are going to participate in a Stuffed Animal Drive that will donate a stuffed animal (new with tags & up to 12") to a needy cause. In addition, on Friday, 1/17/20, the students will celebrate opportunities for peace in our school and community in a school-wide activity.



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Quakertown - Dr. Zackon	In Process: All QE students and staff were informed and encouraged to participate in our MLK Day; additionally, while it has not come to fruition, yet, QE partnered with the Pearl S. Buck House to implement their Welcome Workplace Learning for Educators. This initiative will provide our staff further skills to increase their cultural competency to be an even higher inclusive organization.
Richland - Mrs. Zuerblis	In Process: Staff are encouraged to participate in MLK events, and this will be my second year as chaperone for this day of Service. Richland staff and students also host monthly community service projects such as collecting for Toys for Tots, creating cards for nursing home residents, and creating thank you bags for law enforcement.
Trumbauersville - Mr. Schmucker	In Process: In addition to promoting our school's participation in the MLK Day of Service, our school has written letters to veterans, has collected Toys for Tots and has recently received this letter of recognition from Senator Mensch for our Thanksgiving Cans of Compassion food drive. Also, as part of our SWPBIS Trimester 1 celebration, our students created compassion baskets to share our appreciation for 13 local community organizations. (Some of the organizations included the Trumbauersville Fire Department, the Quakertown Police Department, the public library, Help Restored, Code Blue, etc.) It has been touching to see how the kindness of our school has been so well received around the community!
Sixth Grade Center - Mr. Thompson	<p>In Process: For a third year, the SGC is partnering with The Giving Tree for the "MLK, Jr. Sock Roll Challenge" drive to provide clothing and food for local homeless populations. Additionally, staff and students are invited to participate in other district/community-wide events.</p> <p>During other times this school year, staff and students have/will serve the community through: The Feed My Starving Children program at Del-Val Univ., Thanksgiving food drive for Heaven's Bounty Food Pantry, LLF Pennies for Patients, ACS Coin Wars, and other emergent opportunities to be initiated by student leaders.</p>
Strayer - Dr. Bubser	In Process: We have increased opportunities for community service/service learning this year. We started a Peer Pal program (aka Best Buddies) and we have seen positive results! We also started a Community Service Club in addition to our existing NJHS, Leadership Team, and GSA - all of who have a variety of service learning initiatives throughout the year. We have planned a MLK Day of Service event to

	be held at Strayer that is called “MLK Day Storytime” in which Strayer will host storytime for elementary students to hear stories told by guest speakers, MS, and HS students. Students/staff participating can text @Strayer to 81010 to receive important updates and reminders.
High School - Mr. Van’t Hoenderdaal	In Process: MLK day has been planned, we will have over 200 participants working in various locations. Transportation, breakfast, keynote speaker have been arranged. Strayer has been added as a site, and community representation from one of the elementary schools was on the committee this year. See google doc for plan. Full folder - here .

2-2b. Partner with the YMCA to provide ESL classes for parents

Department	Summary of Action Plan Work
Operations - Mr. Schoch	In Process: The Business Office met with individuals who run our after hour ESL classes out of our schools. The meeting was to better understand the program. We met with the YMCA to discuss a partnership (to run the classes under the YMCA umbrella). The YMCA agreed and provided a COI to cover the program.

Domain 3: *Academic Program*

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 a 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

Summary of Progress:

3.1 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

Department	Summary of Action Plan Work
Office of Teaching and Learning - Dr. Hoffman	In Process: All curriculum work is on pace and expected to be completed by the end of the year. The next NID is 1/27 and some groups will be meeting at this time for progress checks on work completion.

3.2 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)

Department	Summary of Action Plan Work
Office of Teaching and Learning - Dr. Hoffman	In Process: The OTL website has been updated with new parents letters for elementary core subjects. Additionally, we are in the process of inputting information into Atlas which will provide parents with a detailed look at pacing, curriculum, etc. for all content areas K-12.

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

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*

Summary of Progress:

4-1a. Complete risk and vulnerability assessments on all school buildings

Department	Summary of Action Plan Work
Assistant Superintendent - Ms. Edwards	In Process: We have completed risk and vulnerability assessments at Richland Elementary and the Sixth Grade Center, and Quakertown Elementary is under way. Officer Lee will also be able to complete Strayer Middle School this year. Due to the time intensive nature of the formal RVA process, we will contract with the BCIU to complete the High School, Pfaff, and Trumbauersville this spring. We developed an analysis tool we use to meet with a stakeholder group after each report is issued to discuss the findings and assign action items. This process builds confidence in the safety of our buildings and ensures that the information identified in the assessments turn into action.

4-1b. 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.

Department	Summary of Action Plan Work
Pupil Services - Mrs. Pelone	In Process: A Services tab has been added to the top of the website so that students, teachers and parents can easily navigate to resources they may need. PPS and Communications Directors have worked together to digitally promote services, training and supports for students.

4-1c. Complete year one requirements for ALICE Organizational Certification

Department	Summary of Action Plan Work
Assistant Superintendent - Ms. Edwards	In Process: The district has enrolled in the certification program and training requirements and policy changes are scheduled for this spring. Earning the certification is a three year process.

4-1d. Review policies related to safety and security and revise to incorporate concepts from the Community Safety Committee's recommendations

Department	Summary of Action Plan Work
Assistant Superintendent - Ms. Edwards	In Process: A list of topics that are recommended for more specific policy development has been developed based on recommendations from the CSC and our SROs. The S3 committee at the IU is collecting a library of policy samples to guide our policy development. The first group of draft policies will be available for review by the Board Policy Committee later this year.

4-1e. Develop and implement Action Plans to address at least 30% of the Community Safety Committee's recommendations not specifically listed above.

Department	Summary of Action Plan Work
Assistant Superintendent - Ms. Edwards	In Process: A number of recommendations have been addressed, including each building creating a student safety advisory committee, adding HELP team support to debrief/AAR with students as well as adults,

and changes in safety practices and protocols.

2. Student Wellness

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

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

Summary of Progress:

4.2a. Create a parent committee to analyze school start times and costs and make recommendations to the Board by February 1, 2020.

Department	Summary of Action Plan Work
Assistant Superintendent - Ms. Edwards	In Process: The School Start Times Committee was created this fall and has met multiple times, reviewed relevant research, attended information meetings, and created a stakeholder survey that will go out shortly. The committee will be making a brief presentation to the Board at the January 23rd board meeting about their work to date and expected next steps. Their intention is to make a recommendation for the 2021-22 school year..

4.2b. Develop and implement Health 2 curriculum and assess impact on student wellness.

Department	Summary of Action Plan Work
Office of Teaching and Learning - Dr. Hoffman	In Process: The new Health curriculum has been written and is in place for this year. Data will be collected at the end of the semester to see if any changes need to be made for the second half of the year. We will also be using end of course surveys to aid in gathering information regarding the impact on student wellness.

4.2c. Increase mental health supports for students

Department	Summary of Action Plan Work
Pupil Services - Mrs. Pelone	In Process: Hired two additional SAP counselors to increase supports at the elementary and HS levels. Referrals to SAP have increased. PPS purchased

	curriculum for school counselors to use during whole class lessons at the MS and elementary levels.
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Domain 5: *Operations and Finance*

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

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

Summary of Progress:

5.1 Complete requirements and apply for the PASBO Facilities of Excellence certification

Department	Summary of Action Plan Work
Operations - Mr. Schoch	<p>In Process: The Business Office met with Rob Christine to review the application and other requirements of the award. Subsequent meetings took place with various departments and district consultants including (business office, human resources, SSC, ECS, and DEI). Rob Christine worked through the application, completing a first draft. Rob Christine and Zach Schoch met to review the first draft, recommendations were made. Rob Christine and Zach Schoch met again to review the final packet and to discuss the findings of application (areas of strength and weakness). The results will guide department goals for 202/21.</p> <p>Rob Christine submitted a complete packet and we are awaiting notification from PASBO.</p>

5.2 Create a Forecast5 Board Dashboard and standard monthly reports

Department	Summary of Action Plan Work
Operations - Mr. Schoch	In Process: Zach Schoch met with the Board Finance Committee at the beginning of the school year to discuss expectations for the goal. The



Committee was largely happy with the reports provided in the 2018/2019 school year with regard to finances but asked for a more convenient way to access reports. The Committee asked for two addition reports:

- A month report on the financial status of the NES renovation and addition project.
- Periodic benchmarking reports using Forecast5, comparing QCSD to Bucks and other surrounding districts.

The NES report was created and has been shared on a monthly basis at either Finance or Facilities.

Updated Forecast5 reports will be shared (when data is available) on the following:

- Budget to Actual (QCSD)
- QCSD Revenue Projections (Local, State, Other)
- Per Pupil Spending (Bucks)
- Staffing Ratios (Bucks)
- Salary Comparison (Bucks)
- Debt Ratios (Bucks)
- Assessed Value Comparison (Bucks)

Nancianne Edwards created a Google Drive for the Board. A sub folder for Finance was created and all budgeting/financial documents will be shared on a monthly basis in the folder for easy accessibility for the Board. The reports will also continue to be shared on the reports page of the District website for community access.