



Quakertown Community School District

Enter to Learn, Leave to Serve

2021-22 FINAL DISTRICT GOALS REPORT

Dr. William Harner, Superintendent

May 24, 2022 DRAFT

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.

Executive Summary

The goals for 2021-22 and the next three years are guided by our Comprehensive Plan. QCSD's annual planning process traces a methodical path from Superintendent/District Goals to outcomes, using collaborative and individual action planning to develop and execute district and building-level strategies, track progress, and document evidence and artifacts to substantiate completion. Our organizational focus creates synergy of action and continuous improvement, while allowing district and building leaders the autonomy to customize strategies to meet the needs of all of our students. Most of all, we expect growth from everyone, everywhere, all the time!

Once Superintendent Goals are approved by the Board, each building and department develops Action Plans that include strategies to accomplish each goal. We begin this work for the next fiscal year in June at Summer Leadership. Building leaders work closely with their leadership teams over the summer to plan and coordinate. The Superintendent and Cabinet then meets with each principal in August to review and discuss their Action Plans and strategies prior to the start of the school year. Regular check-ins throughout the year support effective execution of the planned work, with a Mid-Year Goals Report to the Board in the winter, this Final Goals Report in May/June, and the Metrics report as soon as data are available.

This report includes a brief summary from each building and department on their action plan work on each goal during 2021-22, with many opportunities to drill down to presentations, planning documents, and other artifactual evidence. This year, despite lingering COVID challenges and high levels of pandemic fatigue among both staff and students, our leaders and staff members have brought an amazing intensity of commitment to the hard work that completion of these goals required. Having the time was the linchpin to our district's success. A key strategy to our success this year was the Morning Professional Development time, which provided time (our most precious resource!) for professional collaboration, learning, discussions, and adult SEL - taking care of our staff so they can take care of our students.

This report provides an end of year update on Action Plan progress only. Metrics data is presented separately for PBIS and student achievement in reading and math at each grade level. Data for metrics is only available after the end of year assessments, and will be presented as soon as it is available. A Board motion to approve the current percent complete will be on the June 9, 2022 agenda.

Thank you for your support throughout the year and for your thoughtful reading and review of this report. If you have any questions, please ask.

William E. Harner
Superintendent

2021-22 FINAL GOALS REPORT

Domain 1: *Culture for Learning*

Goal: Consistently reinforce a positive culture of service, respect, and support for ALL students, faculty, and staff.

1. Social and Emotional Learning: Complete readiness for implementation including needs assessment, identifying priorities, and reading PD plans.
2. PBIS: Refresh and reset tired 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 for Completion:

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

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

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

Goal 4: Percent complete of Action Plans.

Why is this work important? If an effective behavior management system (SWPBIS) and SEL instruction is effectively executed, then students and staff will foster positive relationships, improve wellness (Social Emotional Behavioral Wellness) and enhance academic competence. Academic competence is academic achievement, plus behaviors and cognitive conditions conducive to learning (e.g. motivation, attention, how one responds to instruction, behavior in the classroom, and work completion). 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.

Summary of Work:



1-1. Social and Emotional Learning: Complete readiness for implementation including needs assessment, identifying priorities, and reading PD plans.

Building	Summary of Action Plan Work
Neidig Mr. Godshalk LIM = Leader in Me MRA = Measurable Results Assessment CASEL = SEL Resource ODR = Office Discipline Referral SEL = Social Emotional Learning PBIS = Positive Behavioral Interventions and Supports	<p>Completed - 100%</p> <p>Neidig faculty and staff began the year reviewing Panorama and Leader in Me (LIM) Measurable Results Assessment (MRA) surveys. This feedback provided a data-based kickstart to the SEL/PBIS work at our school. Homeroom teachers used 'The First 8 Days' lessons from the LIM site (CASEL approved program) to immerse students in this work. We reviewed PD from OTL, and implemented a morning meeting /SEL block in every classroom. ODR data is reviewed with classes at bi-weekly grade-level leadership meetings. These leadership meetings also celebrate students' successes with grade-level SEL/PBIS goals. Particular grade levels used time on a non-instructional day to meet, plan, and align SEL work to match student needs. The Leadership and Culture Action Teams at Neidig have a focus on this domain and meet weekly to determine action steps for the building. During the second semester, the Neidig team accomplished a great deal of work related to our PBIS implementation. The team met for bi-weekly, hour long meetings to continue the work of merging PBIS and LIM.</p> <p>After carefully reviewing the Panorama and (MRA) results, the Neidig team had meaningful conversations about our school culture and climate. We had disappointing staff/survey participation in the Panorama SEL survey (7 submissions) but did have a high participation rate with the most recent Leader in Me MRA survey (34 submissions.)</p> <p>The Measurable Results Assessment (MRA) survey includes helpful data from students, parents, and the teaching staff, including a section specific to Staff Social/Emotional Teaching Readiness.</p> <p>Neidig 2021 - 2022 Action Plans</p>
Pfaff Dr. Bradley	<p>Completed - 100%</p> <p>Pfaff has prioritized SEL for students and staff. Students were surveyed and observations were made to determine that</p>



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<p>SEL = Social Emotional Learning</p> <p>SRSS = Student Risk Screening Scale</p> <p>BOY = Beginning of Year</p> <p>MOY = Middle of Year</p> <p>EOY = End of Year</p> <p>MTSS = Multi-Tiered System of Supports</p> <p>SY = School Year</p> <p>(SW)PBIS = (School Wide) Positive Behavioral Interventions and Supports</p>	<p>intermediate students would benefit from implementation of the 7 Habits of Happy Children program. Students work on individual reflection/goals, engage in in-depth discussion, and watch videos that connect to each habit. Additional lessons have been assigned that target the psychological flexibility of students to identify issues of acceptance, defusion, committed actions, values, and present moment awareness.</p> <p>Students are receiving weekly Tier 1 SEL Instruction through the Second Step Curriculum facilitated by school counselors. We are currently halfway through the curriculum and anticipate each grade level to complete the curriculum before the end of the school year.</p> <p>SSRS BOY and MOY data were used to determine students in need of advanced Tier 2 SEL support. In the fall, 26 students participated in psychoeducational small groups, and in the winter 42 students participated in psychoeducational small groups. Group topics included social skills, emotional regulation, assertiveness, and developing school success. This data was also used to identify students in need of ESAP services and individual supports.</p> <p>EOY SRSS data was used to identify students in need of advanced tiered support. Pfaff's EOY 21-22 school year universal screening data is reflective of nearly 80% of our student's needs being met by our Tier 1 programming which aligns with the MTSS framework.</p> <p>As the team moves forward in planning for MTSS implementation during the 22-23 SY, a framework for behavioral data-based decision making was created. This framework outlines data points, intervention strategies, and how progress will be monitored.</p> <p>SWPBIS Staff Presentation</p> <p>2021-2022 Action Plan Culture for Learning</p> <p>Pfaff MTSS Behavioral Health Literacy Framework</p> <p>SRSS 21-22 Internalizing Data</p> <p>SRSS 21-22 Externalizing Data</p> <p>SRSS Tracking Data</p>
<p>Quakertown Dr. Leshner</p>	<p>Completed - 100%</p> <p>A PBIS/SEL Task Force was created to spearhead much of the work at</p>



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<p>PBIS - Positive Behavioral Interventions and Supports</p> <p>SEL - Social Emotional Learning</p> <p>CASEL - SEL Resource</p>	<p>the building level. The task force meets for 1 week each month to plan, problem-solve, and react to the PBIS/SEL needs of the building. Teachers have completed a needs assessment for SEL and staff was provided with professional development on social emotional behavioral wellness and the CASEL 5 competencies. Staff have also self-reflected on their own social and emotional competencies. The goal behind this exercise was to help staff gain a deeper understanding of the lifelong process for developing competencies, and have insight into their own strengths and areas for improvement.</p> <p>We have a number of staff members who are piloting the Second Step Digital Program to improve our SEL/Morning Meetings. The teachers piloting this program will be sharing strengths and weaknesses of this program in addition to lessons learned at a future morning pd in late May.</p> <p>A heavy emphasis has been placed on strengthening the school climate and culture of the building in addition to the professional learning about SEL. The work has paid off! According to the Panorama teacher survey results from the Spring, QE has the strongest school climate data in the district (i.e., 80% of teachers have a favorable opinion of the climate of the building) and we also have the strongest data on professional learning about SEL in the district (i.e., 70% of teachers have a favorable opinion of the professional learning that takes place about SEL). The district average is 51% and 47%, respectively, in these categories.</p> <p>QE Action Plans 21-22</p>
<p>Richland Mrs. Zuerblis</p> <p>SEL - Social Emotional Learning</p> <p>CASEL - SEL Resource</p>	<p>Completed - 100%</p> <p>Richland's Culture Action Team has spearheaded our work in SEL. Leader In Me is a CASEL approved curriculum for SEL, and every classroom completes a lesson each week during a class meeting. In response to feedback from our leadership team on the need for a more consistent student experience in class meetings across all grade levels, the Culture Action Team created an SEL/Class Meeting Schedule in March that all classrooms K-5 reference for the content of their class meetings. Content is derived from our Leader In Me resources, with time allotted for teachers to respond to unique classroom community needs. Teacher feedback has been very</p>



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	<p>positive, and we have decided to continue this consistent focus for the 2022-2023 school year.</p> <p>Spring 2022 Panorama Survey data show teachers' perception of School Climate is a strength and significantly more favorable than the average in the district. As measured on our Measurable Results Assessment through Leader in Me in June 2021, staff rated Richland's culture, including staff empowerment and fulfillment, as effective to highly effective. We are currently administering the Measurable Results Assessment (MRA) to staff, students, and parents. The results will help us to develop our focus and action plan for 2022-2023.</p> <p>Richland Elementary 2021-2022 Action Plans</p>
<p>Trumbauersville Mr. Schmucker</p> <p>SEL = Social Emotional Learning</p> <p>PBIS = Positive Behavioral Interventions and Supports</p> <p>ODR = Office Discipline Referral</p>	<p>Completed - 95%</p> <p>Trumbauersville started the year with reviewing Panorama data and reflecting on our SEL focus from the previous year and the needs from the pandemic. We implemented school-wide Morning Meetings following the Responsive Classrooms approach. In addition we identified a 10 min SEL closure to the school day. In addition we established a focus group of teachers working toward the SEL goal and we have focused on Adult SEL with our PBIS Core Team.</p> <p>As the year continued, we continued with implementation of Morning Meetings and First Friday assemblies focused around needs that were highlighted in ODR data review. In addition, we continued to leverage ideas and resources for adult SEL and had a group of teachers pilot the use of Second Step digital access for Morning Meetings.</p> <p>TRUMBAUERSVILLE Action Plans - 2021-22</p>
<p>Sixth Grade Center Mr. Thompson</p> <p>SEL = Social Emotional Learning</p> <p>PBIS = Positive Behavioral Interventions and Supports</p>	<p>Completed - 100%</p> <p>The SGC team participated in and reviewed district, building, and contractor survey tools (and have plans to gather more data) to evaluate, understand, and plan for student SEL needs. This year, we incorporated dedicated beginning-of-the-day Morning Meeting and end-of-day Organizational period to provide social-emotional check-ins/check-outs, direct instruction on PBIS tenets/competencies, and student-student/student-staff relationship-building. We have</p>



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	<p>established different committees (SEL/PBIS) to do the work of analyzing relevant/current building data and needs and creating/selecting lessons from the Responsive Advisory Meeting resource and teacher-created resources. The core team and lesson-planning team met bi-monthly, in person, and collaborated in other ways to develop appropriate lessons the support student needs and develop SEL competencies. Here are brief informational slides shared with the middle-level parent group in November.</p> <p>SGC Culture for Learning (Domain 1) Action Plan</p>
<p>Strayer Dr. Bubser</p> <p>SEL = Social Emotional Learning</p> <p>PBIS = Positive Behavioral Interventions and Supports</p> <p>CASEL = SEL Resource</p> <p>NID = Non-instructional Day (Professional Development Day)</p> <p>MTSS = Multi-Tiered System of Supports</p> <p>PD = Professional Development</p>	<p>Completed - 100%</p> <p>Strayer built foundational support by establishing a SEL/PBIS core committee who fosters SEL awareness and helps to build common knowledge about SEL/PBIS core principles. They participated in PD from Kelly Cramer about the Casel 5 and then they led all teachers through completion of the Personal SEL Skills Self-Assessment and further discussion using reflection questions. Our student schedule this year was designed with time for a school-wide morning meeting to start each day. This time focuses on SEL using morning meeting lessons created by the PBIS Lesson Planning committee. At the 1/24 NID, staff worked on a Padlet to share practices used to integrate PBIS and SEL at the classroom level and extend our efforts beyond Morning Meeting. We have also intentionally planned for Adult SEL time.</p> <p>SEL/PBIS committees continued to meet regularly to look at data and targeted school-wide lessons to use during the morning meeting time. We used the Classroom Look-for document to provide feedback during walkthroughs, which includes “culture for learning.” We also started the MTSS planning with a decision to create a Tier 1 planning document to go along with this classroom look-for document for 22-23 implementation. We continued with our morning PD plan, including time for committees, department meetings, choice PD, building share-outs, student support meetings, and adult SEL - a structure that allowed for progress toward meeting district goals and aligned to the comprehensive plan. It was nice to see the Panorama SEL - Staff data show 60% favorable responses for Professional Learning!</p> <p>21-22 Strayer Culture for Learning Action Plan</p>

<p>High School Mr. van 't Hoenderdaal</p> <p>SEL = Social Emotional Learning</p> <p>PBIS = Positive Behavioral Interventions and Supports</p> <p>PLC = Professional Learning Community</p> <p>TAQ = The Academy at Quakertown</p> <p>QROCK = Name of High School PBIS program (Resilience, Ownership, Community, Kindness)</p>	<p>Completed - 90%</p> <p>At the start of the school year, the High School administrative team created the QCHS SEL Plan for professional development. As SEL is one of the main priorities this school year, our 30-minutes of professional development sessions focused on working through the Q1 SEL PLC Activities. Simultaneously, SEL was incorporated as a focus of our PBIS meetings, and we grew the PBIS/SEL team membership to include TAQ, office staff, and instructional aides in addition to admin, teachers, and students. The team met initially on 7/22, and monthly thereafter. In February we met with Ms. Cramer for a discussion of a needs assessment at the high school.</p> <p>This year, we have conducted a series of Focus Groups (Article) for parents, teachers, and students. These focus groups are intended for our further learning about the experiences of the stakeholders. A summary of our learning is shared with the staff, and with the PBIS/SEL team for development of initiatives that address established patterns.</p> <p>By combining our QROCK and SEL efforts under one umbrella we encouraged our teachers to provide us with their input on their priorities for our students. This effort led to the creation of a Classroom Look For document that will be used in administrative microslice walkthroughs. This will be continually updated with new priorities, and may be revised as data from the panorama survey comes available.</p> <p>Links to Action Plans and Evidence</p>

- 1-2. **PBIS: Refresh and reset tired framework including once per trimester completion of implementation guide; develop and execute individual building plans for progress on Tier 2.**

Building	Summary of Action Plan Work
<p>Neidig Mr. Godshalk</p>	<p>Completed - 100%</p> <p>Neidig's Leadership and Culture Action Teams drive much of this</p>



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<p>PBIS = Positive Behavioral Interventions and Supports</p> <p>SRSS = Student Risk Screening Scale</p> <p>SEL = Social Emotional Learning</p> <p>ODR = Office Discipline Referral</p> <p>SWIS = Database for collection and analysis of behavior data from ODRs</p>	<p>work. Lisa Politi has provided input into Neidig's work, and we continue to utilize her expertise with PBIS tier 1 and tier 2 work. Neidig has spent a large amount of time with our academic supports, and we are now immersed in the behavioral aspect of our tiered systems. Homeroom teachers completed the SRSS-IE screener. We are spending a significant amount of time refining our tiered responses related to behaviors this year, as that was an identified gap at Neidig at the start of the year. Bi-weekly PBIS meetings have increased our awareness of tier 2 plans. This ongoing work has increased the team's understanding of how our leadership initiative pairs well with PBIS.</p> <p>Teachers completed the SRSS-IE to better understand our students' needs. The Neidig team increased our use of the ODR forms, which had a positive impact on our SEL instruction. Lessons were directly aligned with demonstrated problem behaviors. Frequent and consistent grade level leadership meetings gave the teaching team an opportunity to provide feedback to students based on our SWIS data analysis.</p> <p>Neidig 2021 - 2022 Action Plans</p>
<p>Pfaff Dr. Bradley</p> <p>PBIS = Positive Behavioral Interventions and Supports</p> <p>ODR = Office Discipline Referral</p> <p>SWIS = Database for collection and analysis of behavior data from ODRs</p> <p>MOY = Middle of Year</p> <p>SRSS = Student Risk Screening Scale</p> <p>SEL = Social Emotional</p>	<p>Completed - 100%</p> <p>PBIS continues to undergird our practices for effectively changing student behavior and positively influencing our school culture at Pfaff. We have reviewed the PBIS Considerations for Tier 1 and used it to ensure that we are in position for complete execution of Tier 2. Since we have many new staff members at Pfaff, we have had to return to some of the basics of the program while moving forward with our Tier 2 progress simultaneously. So, the PBIS team held a refresher training for completing ODR's and using SWIS data for data-based decision making for professional and support staff in MOY. Implementation of data-based processes for interpreting data to guide school-wide decisions for reinforcement and celebrations, teaching and re-teaching, and problem-solving of context and system related issues is occurring monthly. The PBIS team is using ODR data through SWIS to identify students in need of advanced tiered support for both targeted and individual interventions and to plan monthly lesson targeting areas of need. Pfaff students have participated in school-wide activities that build partnerships with our school</p>



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<p>Learning</p> <p>Note that links to files with student data do not allow access.</p>	<p>community such as making holiday cards for the elderly, Change for Change, and Dimes for Drops.</p> <p>The PBIS/SEL Team continues to refine Tier 2 practices to better meet the needs of Pfaff students based on SRSS & SWIS data.</p> <p>21-22 SY Advanced Tier (T2 & T3)Interventions Data outlines the number of students receiving advanced tiered supports. The team was excited to implement a 2x10 mentoring program to target students identified as moderate to high risk with internalizing/externalizing behaviors. Over 25 staff members volunteered their time to be a mentor to our participating students. The team continues to seek new ways of meeting student needs through group-based and partnerships with external support.</p> <p>2021-2022 Action Plan TFI Walkthrough 22-23 PBIS Tier 1 & Tier 2 Action Plan PBIS Survey Results 21-22 SY Advanced Tier (T2 & T3)Interventions Data SRSS 21-22 Internalizing Data SRSS 21-22 Externalizing Data SRSS Tracking Data</p>
<p>Quakertown Dr. Leshner</p> <p>(SW)PBIS = (School Wide) Positive Behavioral Interventions and Supports</p> <p>SEL = Social Emotional Learning</p> <p>ODR = Office Discipline Referral</p> <p>SWIS = Database for collection and analysis of behavior data from ODRs</p> <p>MTSS = Multi-Tiered</p>	<p>Completed - 100%</p> <p>A PBIS/SEL Task Force was created to spearhead much of the work at the building level. On 11/16/21, the PBIS team met with Lisa Politi to review the 1st trimester implementation checklist and we learned that in all but 5 areas, we had achieved our established commitments. The remainder were in progress.</p> <p>We have met with Lisa Politi on multiple occasions for support in reviewing our strengths and weaknesses as a team and to support in kicking off our Check-In, Check-Out Tier 2 Interventions. As of 2/14, we have completed our first round of Check-In, Check-Out with 10/10 (100%) of our students meeting their 8 week goals.</p> <p>In March, we met with Lisa Politi again to review our progress on the Tier 1 and Tier 2 SWPBIS features, and in late March, the PBIS team brainstormed strategies to support areas of concern without our model.</p>



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<p>System of Supports</p> <p>SRSS = Student Risk Screening Scale</p> <p>BOY = Beginning of Year</p> <p>MOY = Middle of Year</p> <p>EOY = End of Year</p>	<p>The Core Team, including our learning support teachers, participated in both MTSS foundational training offered by the IU. We continue to share our S2SS screener data (BOY, MOY, and EOY) with staff and parents and problem solve as a Core Team to determine which Tier 2 interventions are most appropriate for our students.</p> <p>Finally, we met with Lisa Politi in mid-May to identify our next steps for MTSS at QE</p> <p>QE Action Plans 21-22</p>
<p>Richland Mrs. Zuerblis</p> <p>PBIS = Positive Behavioral Interventions and Supports</p> <p>SEL = Social Emotional Learning</p> <p>ODR = Office Discipline Referral</p> <p>SWIS = Database for collection and analysis of behavior data from ODRs</p> <p>SRSS = Student Risk Screening Scale</p>	<p>Completed - 100%</p> <p>Richland's PBIS/Leader In Me leadership team has achieved alignment with PBIS, SEL, and Leader in Me to strengthen our tier 1 supports and revised our teaching matrix with a focus on consistent language for staff and students. Our team consistently reviewed SWIS behavioral data each month and analyzed and shared the information regularly at faculty meetings. Lisa Politi attended our monthly meetings.</p> <p>After completing our tier 2 training with Lisa Politi, teachers completed the SRSS screener, and our team matched students in need to adults for Check in Check out interventions. This was an additional intervention to counselor formed groups based on social, emotional, and behavioral needs.</p> <p>Richland Elementary 2021-2022 Action Plans</p>
<p>Trumbauersville Mr. Schmucker</p> <p>CPR = Name of Trumbauersville's PBIS Program (Compassion, Perseverance, Respect)</p> <p>(SW)PBIS = (School Wide) Positive Behavioral</p>	<p>Completed - 100%</p> <p>Trumbauersville's CPR (SWPBIS) Core Team completed the Team Implementation Checklist. We continued with our Tier 1 implementation (working on tightening Tier 1 core instruction) and we worked toward school wide implementation of Tier 2 with standard morning meeting check in and check outs for students. We also conducted the SRSS-IE screener in the fall and the winter and analyzed the data to increase further Tier 2 supports through our child study team process.</p>



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<p>Interventions and Supports</p> <p>SRSS = Student Risk Screening Scale</p> <p>MTSS = Multi-Tiered System of Supports</p> <p>ODR = Office Discipline Referral</p>	<p>We partnered closely with Lisa Politi, BCIU, for our monthly meetings and our on-giong progress in this area. We completed our TFI Action plans and assessments for Tier 1 and Tier 2. In addition, we re-structured our Child Study Team process to more directly integrate with our PBIS work in a new MTSS format. ODR data was analyzed regularly to guide First Friday Assemblies and PBIS maintenance lessons.</p> <p>TRUMBAUERSVILLE Action Plans - 2021-22</p>
<p>Sixth Grade Center Mr. Thompson</p> <p>(SW)PBIS = (School Wide) Positive Behavioral Interventions and Supports</p> <p>TFI = Tiered Fidelity Inventory, the measurement tool for implementation of PBIS programs</p> <p>MTSS = Multi-Tiered System of Supports</p> <p>TACS - BCIU consultants</p>	<p>Completed - 100%</p> <p>The SGC continued to implement our “Sixth Grade Strong” SWPBIS program, and made adjustments to meet the needs of our students and implement processes with fidelity. Our PBIS staff core team meets frequently during our AM Learning and Collaboration time to learn, analyze data/feedback, and plan. We completed our Implementation Checklist process with Lisa Politi from the BCIU and acted upon identified needs/recommendations to achieve the Tier 1 fidelity measures on the TFI (73%) and made progress on the Tier 2 TFI fidelity measures (53%). Along with our colleagues at Strayer, we have developed an MTSS core team and are working with TACs from the BCIU on training and planning for 22-23.</p> <p>SGC Culture for Learning (Domain 1) Action Plan</p> <p>SGC PBIS Tier 1 Data Sources</p>
<p>Strayer Dr. Bubser</p> <p>PBIS = Positive Behavioral Interventions and Supports</p> <p>SEL = Social Emotional Learning</p> <p>TFI = Tiered Fidelity Inventory, the</p>	<p>Completed - 97%</p> <p>Strayer established a SEL/PBIS core committee that now has representation from teachers of various content areas, a student team, and parents. We also have committees for PBIS lesson planning, PBIS data analysis, and PBIS celebrations. Here is a presentation that the committee presented to the full faculty PBIS Core Team Share out 1.20. All of our committees have support from Lisa Politi who meets with us regularly. We completed the Strayer PBIS Trimester Implementation Checklist and use our Strayer TFI 21-22 Action Plan to guide our work. We have established our MTSS Core Team and have MTSS Foundation Training 2/15 and 3/1.</p>



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<p>measurement tool for implementation of PBIS programs</p> <p>MTSS = Multi-Tiered System of Supports</p>	<p>Our exploration of an early warning system (progress toward Tier 2) will overlap with the MTSS Foundation Training.</p> <p>Strayer PBIS committees continued to meet and work for the remainder of the year on our TFI action plan. We reset our framework and met with Lisa Politi each trimester completion. We scored an 83% on our TFI and had a successful onsite walkthrough. Our PBIS data team was a highlight this year as well as other areas as noted on the presentation shared with staff at the May faculty meeting (PBIS Annual Survey Results). We made progress toward our plans on Tier 2, and improved significantly on our Tier 2 TFI from last year's score. We completed the Tier 2 TFI Checklist and started action planning for 22-23 with Lisa Politi and Erin.</p> <p>21-22 Strayer Culture for Learning Action Plan 21-22 Strayer PBIS Data Sources 21-22 Strayer TFI Action Plan</p>
<p>High School Mr. van 't Hoenderdaal</p> <p>SEL = Social Emotional Learning</p> <p>PBIS = Positive Behavioral Interventions and Supports</p> <p>TAQ = The Academy at Quakertown</p> <p>QROCK = Name of High School PBIS program (Resilience, Ownership, Community, Kindness)</p> <p>BOQ = Benchmarks of Quality measurement tool for initial implementation of PBIS programs</p> <p>TFI = Tiered Fidelity Inventory, the</p>	<p>Completed - 100%</p> <p>Our PBIS/SEL team is in close contact with Lisa Politi at the IU. We have completed the first trimester PBIS Team Implementation Checklist and developed PBIS implementation goals to work toward implementation of PBIS Tier 2 (SHS BOQ Action Plan). 4 Q-Rock (PBIS) lessons were developed as well as an overview lesson. These centered around behavioral expectations for students and were delivered by our staff during our PRIDE periods during the first marking period. PBIS and SEL were integrated (QCHS Integration Plan) as one team, and members from TAQ, our office staff, and support staff were added to the team. A more clear discipline flow chart was created for attendance procedures, and a discipline consequences chart was developed to ensure more consistent expectations. We have significantly increased our rewards and ticket distribution, something that now includes the staff as well. Students and teachers continually recognize each other in the form of Q-Rock tickets (PBIS QRock Rollout) with a statement of something they appreciated about each other. Data patterns on student behaviors are communicated with our staff monthly.</p> <p>The TFI Tier 1 walkthrough was completed and a score of 73% was achieved. This meets the benchmark of 70%, an indication of implementation of the PBIS program with fidelity, something the</p>

measurement tool for implementation of PBIS programs

school will receive recognition for in the fall. This is the first year that the high school meets this benchmark for PBIS Tier 1.

[Links to Action Plans and Evidence](#)

1-3. Integration of SEL and PBIS into Academic Content: research, revision to curriculum templates, and vision statements for academic content per curriculum cycle.

Department	Summary of Action Plan Work and Status
Assistant Superintendent Dr. Hoffman SEL = Social Emotional Learning	Completed - 100% Content areas currently in years 1-2 of the curriculum cycle have researched SEL embedded practices and evaluated curriculum programs through this lens. Atlas Curriculum Hub Example - Middle School Mathematics

1-4. Building Autonomy: Introduction of Action Research to the administrative team and establish one or more pilot topics.

Department	Summary of Action Plan Work
Assistant Superintendent Dr. Hoffman and Ms. Edwards OTL = Office of Teaching and Learning	Completed - 100% Administrative team was presented with an overview of Action Research and provided with materials necessary to begin exploration of a potential topic. Working with the OTL office, buildings are beginning to identify areas for future study and will begin that work over the next few months in preparation for the 2022-2023 school year. Additional training to be provided at June 2022 summer leadership. Building Autonomy Comp Plan Goal Setting Template - Action Research

Domain 2: *Quality Instruction*

Goal: Use data to drive instructional decision making and implement tiered systems of support.

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

Measurement for Completion:

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

Why is this work important?

Access to high quality data will lead to greater levels of systemic data use and ultimately to improved student outcomes. Improved data capacity will ensure that there has been adequate staff training on how to analyze and interpret test results, setting aside time for instructional and administrative teams to meet and discuss data, and establishing procedures for accessing relevant data. A strong data culture that believes in continuous improvement and regularly puts that belief into practice. 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 academic competence will increase.

Summary of Work:

2-1. Prepare and implement common assessments for all core classes

Building	Summary of Action Plan Work
Assistant Superintendent Dr. Hoffman OTL = Office of Teaching and Learning ELA = English Language Arts	Completed- 100% OTL is working with teachers and content area teams to upload common assessments into LinkIt! for teacher use and data analysis. The following assessments are uploaded and ready for or in use: elementary mathematics mid and end of module assessments, elementary ELA common question sets, and some middle school ELA common assessments. OTL continues to work with teachers to upload assessments with the goal of completing 2 per course by the end of

the year.

[Goal 2.1 Common Assessments - OTL Action Plans - 2021-22](#)

2-2. Provide professional development and prepare teachers to analyze data

Building	Summary of Action Plan Work
<p>Neidig Mr. Godshalk</p> <p>DIBELS = Literacy Assessment</p> <p>PD = Professional Development</p> <p>WIG = Wildly Important Goal</p>	<p>Completed - 100%</p> <p>The Neidig data wall and Wildly Important Goal (WIG) process drives literacy assessment, instruction, and data analysis. This process also drives most teachers' professional goals. Teachers are reviewing DIBELS data regularly, administering progress monitoring probes, and responding to formative and summative data.</p> <p>Neidig's instructional coach and intervention specialists are heavily involved in meeting with teachers related to these goals. The Academic Action Team is focusing on the use of Leadership Notebooks at Neidig this year. All students have a Leadership Notebook, and all students are actively monitoring their achievement with Wildly Important Goals. The students' use of data is increasing the teachers' use of data.</p> <p>Teachers meet with an accountability partner every other week. During these morning PD meetings, teachers establish short term goals related to their PD goal and grade level WIG.</p> <p>Neidig 2021 - 2022 Action Plans</p>
<p>Pfaff Dr. Bradley</p> <p>PD = Professional Development</p> <p>DIBELS = Literacy Assessment</p> <p>LinkIt = QCSD Data</p>	<p>Completed - 100%</p> <p>Pfaff routinely uses data to inform instruction and practices. Teachers are provided collaboration time to individually and collectively analyze data. Coaches have provided in depth trainings to facilitate teachers' proficiency in using the tools available. We also have had trainings with Link-It representatives who worked directly with Pfaff staff to answer questions and help facilitate navigation of the resources.</p> <p>For example, some of the PD that has been provided thus far are: Link</p>



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Warehouse	<p>It: Running Item Analysis and Student Summary Reports, Accessing the Data Locker Room and Learning Library, and Analyzing Common Mistakes. Using DIBELS: Looking at classroom data, sorting through specific tests, taught how to progress monitor, taught teachers how to access mClass intervention activities, trained teachers to use phonemic awareness curriculum like Heggerty</p> <p>In addition, Instructional Coaches/Interventionists also routinely send out progress monitor updates to show successes and areas to target.</p> <p>2021-2022 Action Plan K-5 Math Intervention Plan K-5 ELA Intervention Plan Pfaff Decision Tree Task Force 2021-2022 Pfaff Progress Task Force</p>
<p>Quakertown Dr. Leshner</p> <p>ELA = English Language Arts</p> <p>DIBELS = Literacy Assessment</p> <p>LinkIt = QCSD Data Warehouse</p>	<p>Completed - 100%</p> <p>Extensive work has been done with my Math Interventionist/ Instructional Coach, Reading Specialist, and ELA Interventionist/ Instructional Coach to prepare them for data meetings with QE teachers. Each teacher has completed a mid-year review on their math and ELA data benchmarks, DIBELS data, and Spring Math data (when applicable). Teachers are stronger in reviewing and planning around the following reports within LinkIt: Class Proficiency Overview, Individual Student Growth, Item Analysis, and the Class Diagnostic.</p> <p>We have built our own internal dashboard to identify where we stand in regards to district/board goals both academically and socially and emotionally.</p> <p>QE Action Plans 21-22</p>
<p>Richland Mrs. Zuerblis</p> <p>DIBELS = Literacy Assessment</p>	<p>Completed - 100%</p> <p>Richland's Academics Action Team, led by our instructional coaches, provided professional development to staff based on Covey's 4 Disciplines of Execution (4DX) and guided teachers through the process. Our school-wide data wall includes benchmark and progress monitoring data as measured on DIBELS. We have systems in place to regularly review data, determine tier 1 and tier 2 student needs, and</p>



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	<p>adjust instruction and intervention based on those needs. With an emphasis on using this visible scoreboard to track goals for progress and creating a cadence of accountability, we have achieved our building-wide and grade level goals of closing the gaps in reading achievement. Building instructional coaches/interventionists meet regularly with teachers to access and process reading and math data to inform instruction.</p> <p>Richland Elementary 2021-2022 Action Plans</p>
<p>Trumbauersville Mr. Schmucker</p> <p>(SW)PBIS = (School Wide) Positive Behavioral Interventions and Supports</p> <p>ODR = Office Discipline Referral</p> <p>DIBELS = Literacy Assessment</p> <p>PD = Professional Development</p> <p>SDI = Specially Designed Instruction</p>	<p>Completed - 100%</p> <p>Trumbauersville continues to progress in the area of professional development for data use. The Core PBIS team leverages the data subcommittee and the use of ODR data to drive monthly lessons and overall school focus for target areas. We have met with Lisa Politi and have received training on the continual use of SWPBIS data. In addition, our school instructional coaches meet regularly with teachers to progress monitor DIBELS and Amplify data and to provide ongoing PD related to the adjustment of small groups. Also, teachers received training in maintaining and analyzing Spring Math data as they support their students' progress and adjust the pacing of the lessons. Also, the special education teachers continually dive into progress monitoring data and receive regular PD via the monthly special education meetings as to how they can utilize their data and support goals and SDIs accordingly. Teachers have leveraged professional development opportunities via Frontline and LinkIt as they expanded their capacity to use data effectively to guide instruction.</p> <p>TRUMBAUERSVILLE Action Plans - 2021-22</p>
<p>Sixth Grade Center Mr. Thompson</p> <p>OTL = Office of Teaching and Learning</p> <p>DIBELS = Literacy Assessment</p>	<p>Completed - 100%</p> <p>The SGC team continued to learn and grow in their data analyses and responses. Similar to the elementary buildings, we successfully integrated an interventionist/instructional coach (Mr. Beil) who works collaboratively with members of the OTL to support teacher learning in this area during the content collaboration/learning time in the mornings, with an emphasis on supporting literacy and math teachers. All content areas learned/reviewed data processes</p>



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<p>MTSS = Multi-Tiered System of Supports</p> <p>IU = Intermediate Unit</p> <p>TACs = IU MTSS Consultants</p> <p>LinkIt = QCSD Data Warehouse</p>	<p>embedded in LinkIt! and created a common assessment to upload.</p> <p>During the current school year, we added new screening and benchmarking tools (DIBELS), along with interventions and progress monitoring tools (Rewards, Read Naturally) to support fluency and comprehension. In literacy and Math, teachers used LinkIt! benchmark assessments and curriculum-based common assessments to guide planning and instruction.</p> <p>Members of our core team continued to develop our MTSS processes, and worked collaboratively to improve our review and analyses practices with behavioral, attendance, academic, and other data to refine our child study action planning processes. In February and March, core team members partnered with Strayer core team members and IU TACs to learn and plan MTSS approaches. Professional learning opportunities were provided to all faculty members in March and May.</p> <p>SGC Domains 2, 3, and 4 Action Plan: 21-22</p>
<p>Strayer Dr. Bubser</p> <p>ELA = English Language Arts</p> <p>OTL = Office of Teaching and Learning</p> <p>PD = Professional Development</p> <p>WIN = “What I Need” Intervention Time</p> <p>MTSS = Multi-Tiered System of Supports</p> <p>LinkIt = QCSD Data Warehouse</p>	<p>Completed - 100%</p> <p>The addition of the Content Specialists supplemental positions in ELA, Math, Science, Social Studies, and Special Education have been helpful in our work to better prepare teachers to analyze data. We have monthly meetings for our Content Specialists with administration and OTL. This has helped provide structure for more effectively led department meetings that include data dives. Agendas and meeting notes are kept for all department meetings. Zach Garger works closely with the math teachers to provide PD, support, and feedback for analyzing LinkIt! Benchmark data and Spring Math data to make instructional decisions to effectively improve student learning. Math teachers most recently looked at Math 7, Math 8 and Algebra 1 Data and reflected using guided questions. We provided tutorials for examining the data (e.g, using diagnostic reports, item analysis). ELA teachers used the ELA MidYear Data 21 22- LinkIt! Benchmark Breakdown to reflect and plan. Discussions about the integrated ELA block are happening to ensure data informed decisions are driving interventions during the “WIN” time.</p> <p>Our Content Specialists continue to meet with admin and OTL to plan</p>



	<p>for department meetings and PD. Our Math teachers completed the Spring Screener and teachers continued to work through the Spring daily interventions. LinkIt! Data was embedded in the equity presentation and information was shared for pulling specific subgroup data. Our ELA teachers used a more data-driven approach for student groupings during the WIN time. In February/March, Strayer's core team worked with the SGC core team to learn and plan for MTSS.</p> <p>21-22 Strayer Quality Instruction Action Plan</p>
<p>High School Mr. van 't Hoenderdaal</p> <p>PD = Professional Development</p> <p>LinkIt = QCSD Data Warehouse</p> <p>PLC = Professional Learning Community</p> <p>OTL = Office of Teaching and Learning</p>	<p>Completed - 100%</p> <p>At the start of the school year, the high school staff received training on the use of LinkIt!. Our second marking period morning PD sessions centered around the use of data and asked our teachers to complete two data analysis cycles. This was supported by OTL through the creation of Protocols to be used in our department data discussion. At our February faculty meeting time was dedicated for our teachers to communicate their observations on the Navigator reports released in LinkIt! Each teacher who had a Navigator report (Math, English, Science) was provided with comparative analyses of beginning and middle of the year benchmark tests for the last two school years. The observations were shared with supervisors, and supervisors continued the dialogue of the observations to springboard into an evaluation of which needs to address to best serve our students. Teachers without Navigator reports used classroom-based assessments for this purpose.</p> <p>Our second parking period PLC centered around data analysis with the focus on further support of student learning. As part of the PLC, teachers completed two cycles of data review, developing and implementing strategies, and analyzing the impact of the changes they made.</p> <p>Our March department meetings were dedicated to support OTL's goal of having 2 common assessments in LinkIt! for each course. This work is largely completed and will be made accessible by merging the assessments into the LinkIt! Platform.</p> <p>Links to Action Plans and Evidence</p>

2-3 Communicate expectations for effective use of data

Building	Summary of Action Plan Work
<p>Neidig Mr. Godshalk</p> <p>LIM = Leader in Me</p>	<p>Completed - 100%</p> <p>The data wall process produces a cascading effect on improved teaching and learning. Teachers meet with accountability partners every other week to share their progress with their professional goal. Teachers attend regularly scheduled data meetings in the coaching room to review progress monitoring data, and principal newsletters share the building tracking charts related to our goals. These ongoing processes communicate the importance of data and data analysis at Neidig. The 4 Disciplines of Execution (LIM) provide the basis of this approach.</p> <p>Neidig 2021 - 2022 Action Plans</p>
<p>Pfaff Dr. Bradley</p>	<p>Completed - 100%</p> <p>At Pfaff, we have seen that the “data speaks.” So, we let the data do the talking in our meetings, and we hold each other accountable for our outcomes by encouraging and challenging one another to do whatever is needed to meet the needs of our students. To that end, we routinely hold grade level data meetings for all staff members. Time is allotted in our schedules for collaboration. Additionally, we share data concerns and celebrations with the Pfaff CORE team as well as specific parent meetings. Finally, teachers are encouraged to use the “Decision Tree” to develop and evaluate Student Action Plans.</p> <p>Pfaff Decision Tree 2021-2022 Action Plan</p>
<p>Quakertown Dr. Leshar</p> <p>ELA = English Language Arts</p>	<p>Completed - 100%</p> <p>The Instructional Coaches at QE have been consistently using the analyzing data protocol with teachers. Teachers have plans developed around grouping for math and ELA in their classrooms which is</p>



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	<p>evident in the breakout groups (with aide support) we see in classrooms on a consistent basis.</p> <p>QE Action Plans 21-22</p>
<p>Richland Mrs. Zuerblis</p> <p>4DX = 4 Dimensions of Execution</p>	<p>Completed - 100%</p> <p>Richland conducts scheduled data team meetings that include principal, instructional coaches, classroom teachers, ELD, and special education staff. As part of the 4DX model, teachers meet with accountability partners on a regular basis to review data being collected that contribute to the aligned academic goals. Guided by coaches, teachers use data to determine the effectiveness of their lead instructional measures and adjust accordingly. Classroom teachers have embraced a deeper dive of data to determine supports and monitor student growth and achievement as illustrated on our school-wide data wall.</p> <p>Richland Elementary 2021-2022 Action Plans</p>
<p>Trumbauersville Mr. Schmucker</p> <p>DIBELS = Literacy Assessment</p> <p>ODR = Office Discipline Referral</p> <p>CPR = Name of Trumbauersville's PBIS Program (Compassion, Perseverance, Respect)</p> <p>MTSS = Multi-Tiered System of Supports</p> <p>PBIS = Positive Behavioral Interventions and Supports</p>	<p>Completed - 100%</p> <p>Coaches and the school principal work to ensure that the teachers implement common assessments regularly and utilize the data for instructional adjustments. As was mentioned previously, our school instructional coaches have been meeting regularly with teachers on benchmark data and on formative uses of the DIBELS and Amplify and Spring Math data. There are communicated expectations for data-focused team structures and we have regularly scheduled grade-level data meetings to review all data and note grade-level needs. Our ODR Data Sub-committee for our CPR team, reviews data monthly and shares it with our school team. Also, our First Friday Sub-committee and our Lesson Planning Sub-committed use that data to drive the ongoing focus for our maintenance lessons. In addition, our school re-structured our Child Study Team process to create a new MTSS format that integrates the use of data across many areas: Academic, Social Emotional, Attendance, and PBIS.</p> <p>TRUMBAUERSVILLE Action Plans - 2021-22</p>



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<p>Sixth Grade Center Mr. Thompson</p>	<p>Completed - 100%</p> <p>As mentioned previously, SGC teams worked collaboratively to improve their data analyses and responses. Norms and expectations have been established (and continue to be refined) around collaborative review of common assessment, benchmark, and child study data practices.</p> <p>SGC Domains 2, 3, and 4 Action Plan: 21-22</p>
<p>Strayer Dr. Bubser</p> <p>ELA = English Language Arts</p> <p>OTL = Office of Teaching and Learning</p> <p>PD = Professional Development</p> <p>LinkIt = QCSD Data Warehouse</p> <p>WIN time = “What I Need” Intervention Time</p> <p>NID = Non-Instructional (Professional Development) Day</p>	<p>Completed - 100%</p> <p>We built a master schedule that allows for a block period of ELA 7, Math 7, and Pre-Algebra. We provided structure and expectations for the extended time and emphasized data-informed decisions. Two resources were provided to teachers: Math Assessment, Intervention, and Double Block Plan for 6-8 and Math intervention and planning. Walkthroughs are collaborative with admin and OTL and we encourage our teachers to work with instructional coaches for job-embedded PD for the ELA and Math block.</p> <p>Zach Garger provided direction to our core content area teachers with an overview on effective use of data (e.g. logging into LinkIt!, using diagnostic reports, item analysis, and finding data if you don’t directly teach ELA, Math, or Science). This set the stage for a deeper dive in follow-up department meetings.</p> <p>We continued to work with ELA teachers by conducting walkthroughs during the WIN time and providing feedback and collaborative discussion about interventions and student progress. The 7th grade teachers worked with the 8th grade teachers at the May NID to prepare for the integrated block period. Our math teachers used Spring data to support interventions.</p> <p>21-22 Strayer Quality Instruction Action Plan</p>
<p>High School Mr. van ’t Hoenderdaal</p> <p>PLC = Professional Learning</p>	<p>Completed - 100%</p> <p>In addition to the PLC on the use of data, the high school uses the faculty and department meetings to facilitate continuous dialogue around data, and teachers discuss their observations, and next steps</p>

<p>Community</p> <p>OTL = Office of Teaching and Learning</p> <p>NID = Non-Instructional (Professional Development) Day</p> <p>LinkIt = QCSD Data Warehouse</p>	<p>with their supervisors. We use the OTL developed protocols for data analysis, and after an overview of LinkIt! In the beginning of the year we spent a big part of our January NID on a student work analysis with the purpose of improving our instructional practices, and during our May 17 NID the teachers reviewed and analyzed their LinkIt! Benchmark results to start setting goals for next school year.</p> <p>On an administrative level, we have initiated collaborative walkthroughs by utilizing the micro-slice protocol. This increased administrative focus on instructional practices and provides further common administrative expectations for staff. With the support of the OTL department we were able to use several protocols for data analysis in our professional development and planning sessions.</p> <p>Links to Action Plans and Evidence</p>
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2-4. Review and revise current tiered support systems to be ready to implement the revised systems in 22/23

Building	Summary of Action Plan Work
<p>Neidig Mr. Godshalk</p> <p>MTSS = Multi-Tiered System of Supports</p> <p>IU = Intermediate Unit</p>	<p>Completed - 100%</p> <p>The Neidig team participated in MTSS training to start the school year. Neidig has a Tiered Support Meeting process involving the requesting teacher and the support team. The overall student profile is reviewed, and action items are selected and assigned. The team meets again after a 30 day implementation period. The team is focusing on aligning instructional efforts between the support room and learning support rooms. While the frequency and intensity of the interventions may differ, we are making sure the instructional focus remains consistent for interventions. The Neidig team updated our tiered interventions related to behavior in preparation for the 2022 - 2023 school year.</p> <p>Several members of the Neidig team attended the IU MTSS training sessions during the second semester.</p> <p>Neidig 2021 - 2022 Action Plans</p>



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<p>Pfaff Dr. Bradley</p> <p>MTSS = Multi-Tiered System of Supports</p>	<p>Complete - 100%</p> <p>The Pfaff CORE team has been very effective at identifying and meeting the needs of students using the MTSS framework. Flexible grouping is consistently reviewed and adapted based on student needs. Teachers collaborate with Instructional Coaches/ Interventionists to plan and implement Student Action Plans. Data from last year confirm that the MTSS protocols that we currently have in place have been working well and we actively evaluate the efficacy of our current processes. The Tier 2 lesson plans are modified/revised weekly depending on student needs. The School Psychologist has been an active member of this Task Force 2 Team and is able to provide ongoing input and expertise</p> <p>2022-2023 Team meetings/schedules Pfaff Intervention Grid Pfaff MTSS Core Team Presentation MTSS Action Plan</p>
<p>Quakertown Dr. Leshner</p> <p>MTSS = Multi-Tiered System of Supports</p>	<p>Completed - 100%</p> <p>QE has a strong student action planning process in place. The Core team meets every two weeks to review action plans of students and teachers are invited to discuss students of concern with the team on an as needed basis. Students of concern have their action plans reviewed every 30 days and teachers are consistently using the Hawthorne strategies to support students.</p> <p>We have reflected on our next steps for MTSS purposes with Lisa Politi based on our performance on the Tier 1 and Tier 2 Fidelity checks. Some of these next steps include having more frequent meetings that are specific to Tier 1 and Tier 2 data, creating a manual to describe our philosophy and processes surrounding MTSS, and to be more explicit with parents on how they can make a recommendation for their child when it comes to interventions.</p> <p>QE Action Plans 21-22</p>
<p>Richland Mrs. Zuerblis</p>	<p>Completed - 100%</p> <p>Richland has actively learned about MTSS, and several members of</p>



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<p>MTSS = Multi-Tiered System of Supports</p> <p>BCIU = Bucks County Intermediate Unit</p>	<p>our leadership team including principal, counselor, instructional coaches, and special education teachers attended a two day training from BCIU staff. We have strengthened our protocols and systems for all 3 tiers. Tier 1, or effective classroom academic and social-emotional instruction, is reviewed regularly through data collection, coaching, and observation. Tier 2 academic interventions are determined through data collection and team meetings, and students are monitored for progress. Richland is more formally tracking tier 2 social/emotional and behavioral interventions in place this year. For individual student concerns, teachers participate in a Child Study process and meet with a team consisting of the principal, counselor, coaches, and support personnel. Applicable data and strategies are reviewed, and action plans are created for each student.</p> <p>Richland Elementary 2021-2022 Action Plans</p>
<p>Trumbauersville Mr. Schmucker</p> <p>MTSS = Multi-Tiered System of Supports</p> <p>SLD = Specific Learning Disability</p> <p>MDE = Multi-Disciplinary Evaluation</p> <p>PBIS = Positive Behavioral Interventions and Supports</p>	<p>Completed - 100%</p> <p>We have continued to focus on strengthening Tier 1 instruction and our school-wide Tier 2. In further preparation for MTSS implementation, we have a Core MTSS team and have completed the Response to Intervention (RTI) for SLD Determination Fidelity Tool. We leveraged a focus group that is working on our tiered system of supports. And we attended a MTSS training on 3/22 and 3/29.</p> <p>We worked as a school team to build a common language and understanding around MTSS. Also, we worked to increase the overlap of student support areas as our Instructional Coaches/Intervention Specialists collaborated with our Special Education teachers, School Counselor and School Psychologist to hone our interventions, progress monitoring, and referrals for MDEs. As a result of that work, we have re-structured our Child Study Team process to create a new MTSS format that integrates the use of data across many areas: Academic, Social Emotional, Attendance, and PBIS.</p> <p>TRUMBAUERSVILLE Action Plans - 2021-22</p>
<p>Sixth Grade Center Mr. Thompson</p>	<p>Completed - 100%</p> <p>Members of our core team continued to develop our MTSS processes,</p>



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<p>MTSS = Multi-Tiered System of Supports</p> <p>IU = Intermediate Unit</p> <p>TACs = IU MTSS Consultants</p> <p>IST = Instructional Support Teacher</p>	<p>and worked collaboratively to improve our review and analyses practices with behavioral, attendance, academic, and other data to refine our child study action planning processes. In February and March, core team members partnered with Strayer core team members and IU TACs to learn and plan MTSS approaches. Professional learning opportunities were provided to all faculty members in March and May.</p> <p>Focus areas were the improvement of Tier I instruction, use of common assessments, and collaborative data analyses, while we also initiated classwide interventions (Spring Math, Rewards) and targeted short-term interventions (IST Math, Read Naturally) for specific students whose performance data indicated specific needs.</p> <p>SGC Domains 2, 3, and 4 Action Plan: 21-22</p>
<p>Strayer Dr. Bubser</p> <p>MTSS = Multi-Tiered System of Supports</p> <p>PD = Professional Development</p> <p>ELA = English Language Arts</p> <p>NID = Non-Instructional (Professional Development) Day</p> <p>IST = Instructional Support Teacher</p>	<p>Completed - 100%</p> <p>We established our MTSS core team and started our MTSS Foundations Training (2/15 and 3/1 and 3/14). Following our core team training will be an overview PD session on the MTSS framework for teachers and staff. We are reviewing our current systems to identify areas for growth and plan to explore an Early Warning System and strengthen our data processes. We made schedule modifications to allow for student intervention (Math and ELA block). We scheduled for additional instructional support with IST time and plan to continue to refine using data to drive that intervention time. We use a Classroom Look-for Doc during walkthroughs to help strengthen our Tier 1 instructional practices.</p> <p>We completed our MTSS Foundations Training and established our core team. We also identified three key focus areas for implementation in 22-23. We provided teachers PD during the NID 5/17 MTSS Session. The session was well received and we will have follow-up discussions with teachers during their end-of-year meetings.</p> <p>21-22 Strayer Quality Instruction Action Plan</p>
<p>High School Mr. van 't Hoenderdaal</p>	<p>Completed - 92.9%</p>

<p>MTSS = Multi-Tiered System of Supports</p>	<p>High School administrators and the school psychologist participated in the MTSS Foundations Training in January. Through the training, we gained a better understanding of the needs for implementation. The team continues to meet to explore changes to our current PRIDE model (including observations at another school) to offer additional Tier 2 intervention opportunities. At the January faculty meeting, the staff was provided with an introduction to the MTSS umbrella, and data review protocols are currently being developed. Many of the systems for identification of at-risk students are already in place and the focus will be on our offerings of appropriate interventions.</p> <p>Our administrative staff is exploring ways in which we can maximize our staff to support tier 2 interventions for students. The QROCK team has written an action plan for establishment of a tier 2 team, and we are currently exploring meaningful changes to the structure of our PRIDE model to allow for tier 2 academic interventions.</p> <p>Links to Action Plans and Evidence</p>
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Domain 3: *Historically Underperforming Student/Equity*

Goal: 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.

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, social stakeholder input for PD topics, and auditing club offerings to identify new opportunities.

Measurement for Completion:

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.

Why is this work important?

If we improve the school climate by elevating diverse perspectives, increasing opportunities for involvement, and initiating programs and partnerships to ensure equitable access and support for all students, then students will have improved academic achievement, stronger relationships and sense of belonging (as evidenced by improved survey results), and students from diverse backgrounds will have a voice and will be represented in all courses and activities. Staff will have increased understanding of diverse perspectives as well as how to meet the needs of all students. Staff will also have increased opportunities for choice in professional development.

Summary of Work:

3-1. Improve academic competence in ELA for students with disabilities by developing and executing specific strategies within Quality Instruction to improve performance of this subgroup

Building	Summary of Action Plan Work
<p>Neidig Mr. Godshalk</p> <p>IEP = Individualized Education Plan</p>	<p>Complete - 100%</p> <p>The use of Leadership Notebooks provides a focus on literacy development for all students. The overall goal of using Leadership Notebooks is to put students in control of their own learning. Students with disabilities are included in this goal setting process. Although goals are differentiated, achievement expectations are set for them, and students work with teachers to monitor goal achievement. There is a focus during data wall meetings on the academic growth of students with IEPs.</p> <p>Learning Support teachers learned about the PAST assessment during their Science of Reading work, and incorporated this diagnostic tool into their routines. This provided specific and actionable information related to the phonological awareness of students on their caseload. This information helped the Learning Support teachers and the regular education teachers provide targeted instruction.</p> <p>Neidig 2021 - 2022 Action Plans</p>



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<p>Pfaff Dr. Bradley</p> <p>ELD = English Language Development</p>	<p>Complete - 100%</p> <p>At Pfaff, the focus has been on providing quality direct instruction in both tier 1 and tier 2 practices. Support staff are strategically scheduled to foster small group learning experiences and differentiated, tiered assignments are encouraged. Teachers work collaboratively with Instructional Coaches/Interventionists and special education teachers to co-teach and/or work with small groups and ongoing progress monitoring is used to evaluate efficacy. We will continue to be a focus for the remainder of the year based on our analysis of the middle of the year data.</p> <p>The ELD and special education teachers reviewed multiple data points to identify areas of need. Research has been completed and plans are being made to start the following school year with applicable professional development opportunities: BRAINSTORM SHEET.</p>
<p>Quakertown Dr. Leshner</p> <p>LETRS = Training in the Science of Reading</p> <p>ELA = English Language Arts</p> <p>IEP = Individualized Education Plan</p>	<p>Completed - 100%</p> <p>Our Reading Specialist and ELA Instructional Coach meet with each of our grade levels on a bi-weekly basis to discuss data, grouping strategies, and to review strategies within LETRS training that would benefit some of our most struggling learners. Currently, Grades 3 and 4 have surpassed our ELA goals for students with IEPs from the 2018-2019 school year.</p> <p>QE Action Plans 21-22</p>
<p>Richland Mrs. Zuerblis</p> <p>IEP = Individualized Education Plan</p>	<p>Completed - 100%</p> <p>Benchmark and progress monitoring data are tracked on our data wall for all students. Coaches/interventionists and teachers in each grade level meet regularly with special education teachers to work together to review data and instructional strategies to support students with IEPs. Teachers have a belief in shared ownership of data and responsibility for all students. Many classroom teachers track their action in individual professional goals for improving the reading performance of students with IEPs and meet special education</p>



	<p>teachers as their accountability partners.</p> <p>Richland Elementary 2021-2022 Action Plans</p>
<p>Trumbauersville Mr. Schmucker</p> <p>ELA = English Language Arts</p> <p>LETRS = Training in the Science of Reading</p> <p>NWF = Nonsense Word Fluency</p> <p>CLS = Correct Letter Sounds</p> <p>WRC = Words Recorded Correctly</p> <p>WIN = “What I Need” Intervention Time</p> <p>MTSS = Multi-Tiered System of Supports</p> <p>IEP = Individualized Education Plan</p>	<p>Completed - 100%</p> <p>Our school’s coaches and intervention specialists have focused significantly on ELA progress for students. They established a focus for each grade level to start the year (K-Phonemic Awareness; 1- NWF/CLS; 2- NFWWRC; 3- Sight Words; 4 & 5- Fluency) and adjusted from there. They established regular meetings with our special education teachers to review student data and to support quality literacy instruction. Our special education teachers - along with others from across the district - took part in the LETRS training and are working to increase effective reading instruction for students with special needs. We used the Literacy Intervention Plan K-12 to guide supports and we aligned WIN time with the ELA classrooms in the departmentalized grades and with Learning Support services. Our Instructional Coaches/Intervention Specialists worked extensively with teachers to review data and to analyze the students’ response to the interventions utilized. And our restructured MTSS plan works to make sure our instruction is continually responsive to the student progress data - even after students have been identified and have qualified for an IEP.</p> <p>TRUMBAUERSVILLE Action Plans - 2021-22</p>
<p>Sixth Grade Center Mr. Thompson</p> <p>ELA = English Language Arts</p> <p>IEP = Individualized Education Plan</p>	<p>Completed - 100%</p> <p>The SGC was in the second year of full implementation of an integrated ELA block and we worked to refine practices to provide high-quality tier I instruction. Students with IEPs and literacy needs received interventions/specially designed instruction that is specific to their needs and we implemented new elements of the Intervention Plan (Language Live, Rewards, Read Naturally), along with content literacy integration in Science and Social Studies to support fluency improvements.</p>



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	SGC Domains 2, 3, and 4 Action Plan: 21-22
<p>Strayer Dr. Bubser</p> <p>ELA = English Language Arts</p> <p>WIN = “What I Need” Intervention Time</p> <p>MTSS = Multi-Tiered System of Supports</p> <p>OTL = Office of Teaching and Learning</p>	<p>Completed - 100%</p> <p>With the use of the Intervention Plan K-12, we have reworked the ELA block to organize a “WIN” period. Students with disabilities receive what they need, which could include strategic or intensive support. Students in replacement ELA classes also have block periods, and teachers have received training in Read 180 and System 44 to most effectively deliver instruction. In addition, our schedule was designed to allow for common prep time with co-teachers. Our special education teachers have found it helpful to meet more regularly as a group as well as time with the content area department colleagues. After our MTSS Foundations Training, we discussed a building focus to strengthen our Tier 1 core instruction using Universal Design for Learning.</p> <p>Our Equity Team provided an Equity Share-out Presentation 5.11.22 for teachers. They shared strategies for quality instruction to improve performance of sub groups. Walkthroughs with OTL continued during the WIN time and during the Math block using the classroom look for document and data driven approaches. Special education teachers who had the Read 180/System 44 training also participated in coaching sessions as a follow-up to the initial training. They will continue with the coaching sessions in the fall.</p> <p>21-22 Strayer Quality Instruction Action Plan</p>
<p>High School Mr. van 't Hoenderdaal</p> <p>SEL = Social Emotional Learning</p>	<p>Completed - 100%</p> <p>High school teachers were encouraged to include the use of data or strategies for supporting students with disabilities in their professional goals for this school year. We have started the development of a plan for creating a mentoring program at the high school. Initial meetings were held last summer, and are ongoing. The high school is further developing a plan for more frequent learning labs (peer observations for teachers) as an opportunity for our teachers to review best practices to improve academic performance. This was started last school year, and continues this year. At our January liaison and our January faculty meeting, we announced that we are creating classroom look-fors that align with these goals and</p>

	<p>will incorporate SEL, responsive teaching, and differentiated instruction strategies into daily lessons. The initial Classroom Look Fors were created on the basis of the faculty's input. This document will be updated in accordance with district and building goals, and priorities from data review (Panorama).</p> <p>Links to Action Plans and Evidence</p>
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3-2. Improve academic competence in ELA for Hispanic students by developing and executing specific strategies within Quality Instruction to improve performance of this subgroup.

Building	Summary of Action Plan Work
<p style="text-align: center;">Neidig Mr. Godshalk</p> <p>PD = Professional Development</p> <p>ELD = English Language Development</p>	<p>Completed - 95%</p> <p>We are using faculty meeting time to conduct PD on this goal. The Academics' team participated in a group activity about this goal, and generated a list of activities and actions for the team to work through in the second semester. Neidig's ELD teacher has been helpful with the team's learning. Additionally, Neidig's title 1 reading specialist is pursuing her ELD certification, and working collaboratively with the ELD teacher. Their Accountability partner work is helping the entire team with an awareness of this goal and our instructional practices. We added an additional layer to certain grade level's data analysis meetings to address this goal.</p> <p>Due to redistricting, Neidig's ELD population experienced significant growth during the 2021 - 2022 school year. Many of the students in the program are Hispanic, and the ELD teacher connected with the families to assist them with participating in their children's education in school and at home. These connections were one aspect of improving academic proficiency.</p> <p>Neidig 2021 - 2022 Action Plans</p>
<p style="text-align: center;">Pfaff Dr. Bradley</p>	<p>Completed - 100%</p> <p>Our ELD teacher has provided a plethora of trainings regarding supporting EL students and meeting their needs. This has fostered</p>



<p>ELD = English Language Development</p> <p>EL = English Language Learner</p> <p>MTSS = Multi Tiered System of Supports</p>	<p>ongoing collaboration with the EL teacher to better understand the students as learners as well as their culture. We are working to identify specific strategies to address specific needs that have surfaced from the data. The ELD teacher and Task Force 3 will work together with teachers to implement strategies.</p> <p>The ELD and special education teachers reviewed multiple data points to identify areas of need. Research has been completed and plans are being made to start the following school year with applicable professional development opportunities: BRAINSTORM SHEET.</p> <p>Reconsideration of the MTSS process to better include the needs of ELD students. ELD teacher completed research and met with the school psychologist to begin a more comprehensive process. The ELD will begin the next school year with a plan for communicating this process to the classroom teachers.</p>
<p>Quakertown Dr. Leshner</p> <p>ELD = English Language Development</p> <p>EL = English Language Learner</p> <p>BOY = Beginning of Year</p> <p>MOY = Middle of Year</p> <p>EOY = End of Year</p> <p>DIBELS = Literacy Assessment</p>	<p>Completed - 100%</p> <p>QE has run a 3-part series on culturally responsive teaching to learn how to better understand and support our Hispanic population (Part 1, Part 2, and Part 3). Teachers also have regularly scheduled collaboration time with our ELD teacher to brainstorm strategies around supporting pockets of our EL population. As of 2/16/22, 100% of our EL students have shown growth in their DIBELS scores from BOY to MOY. As of 5/19/22, we are waiting on completion of the EOY DIBELS to determine year end growth.</p> <p>QE Action Plans 21-22</p>
<p>Richland Mrs. Zuerblis</p> <p>ELD = English Language Development</p>	<p>Completed - 100%</p> <p>Led by our ELD teacher, we have dedicated AM PD time to focus on providing professional development on effective strategies to use with our Hispanic students. Our ELD teacher has also created</p>



<p>PD = Professional Development</p>	<p>activities such as this Nearpod lesson, as flipped PD to complete prior to faculty meetings where we follow up with take-aways and discussion. Many classroom teachers have created professional goals for improving the reading performance of Hispanic students and have selected our ELD teacher as their accountability partner. Teachers have a belief in shared ownership of data and responsibility for all students.</p> <p>Richland Elementary 2021-2022 Action Plans</p>
<p>Trumbauersville Mr. Schmucker</p> <p>ELD = English Language Development</p> <p>EL = English Language Learner</p> <p>PD = Professional Development</p> <p>WIN = “What I Need” Intervention Time</p> <p>ELA = English Language Arts</p>	<p>Completed - 100%</p> <p>Our ELD teacher worked with staff to provide PD and supports for working with our Hispanic students. For Hispanic students who are ELs, we provided resources/training for collaboration between the general education teacher and ELD teacher. In addition, the ELD teacher has promoted further positive school connections by leveraging Hispanic students in leadership roles around the school. Also, our school is using the Literacy Intervention Plan K-12 to guide supports, and we aligned WIN time with the ELA classrooms. Through on-going collaboration, our Instructional Coaches, Intervention Specialists and our ELD teacher worked to ensure that students received double instruction in ELA and ELD supports during the WIN time. In a prideful display of the power of our work, one of our ELD students was the SERTOMA essay winner for our school!</p> <p>TRUMBAUERSVILLE Action Plans - 2021-22</p>
<p>Sixth Grade Center Mr. Thompson</p> <p>ELA = English Language Arts</p> <p>EL = English Language Learner</p> <p>ELD = English Language Development</p>	<p>Completed - 100%</p> <p>As noted above, the SGC was in the second year of full implementation of an integrated ELA block and we worked to refine practices to provide high-quality tier I instruction. All ELs participated in ELA blocks that were co-taught by an ELA teacher and our ELD teacher, or receive literacy instruction from a special education teacher, and we are implementing new elements of the Intervention Plan (Language Live, Rewards, Read Naturally), along with content literacy integration in Science and Social Studies to support fluency improvements.</p>



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	SGC Domains 2, 3, and 4 Action Plan: 21-22
<p>Strayer Dr. Bubser</p> <p>ELD = English Language Development</p> <p>EL = English Language Learner</p> <p>ELA = English Language Arts</p> <p>PD = Professional Development</p>	<p>100% Complete</p> <p>Our ELD Teacher, Mrs. Smith provided PD for teachers at faculty meetings (Multilingual Learners and ELD presentation) and continues to be an invaluable resource to Strayer. She teaches our beginner ELs in ELA, but our developing ELs are receiving ELA in a co-taught setting with Mrs. Smith and the general education ELA teacher. We have held sessions with Mrs. Smith during the morning PD time for teachers of ELD students so she can provide support, answer questions, etc. Beginner ELs have additional support in Social Studies and we are planning for how to provide that support in Science classes next year.</p> <p>Our Equity Team provided an Equity Share-out Presentation 5.11.22 for teachers. They shared strategies for quality instruction to improve performance of sub groups. Mrs. Smith (ELD Teacher) continues to provide PD for teachers and serves as a resource for teachers. Here are the Nearpod slides from the ELD presentation at the April Faculty Meeting. Mrs. Smith also shared this folder of strategies for oral language development.</p> <p>21-22 Strayer Quality Instruction Action Plan</p>
<p>High School Mr. van 't Hoenderdaal</p> <p>NID = Non-Instructional (Professional Development) Day</p> <p>ELD = English Language Development</p> <p>EL = English Language Learner</p>	<p>Completed - 93.4%</p> <p>During our January NID one of our ELD teachers presented her ELD presentation. The ELD teachers continue to work with teachers (and supervisors) to ensure implementation of differentiated practices and accommodations for EL's. A list of strategies to support teachers and students was shared with the faculty twice this year. Further, our focus groups include the voices of our EL's in an effort to better capture their needs.</p> <p>Parent focus groups were held, and their input was shared with the faculty at our department meetings. The ELD teachers, and administration held informational meetings for our hispanic families in collaboration with the 6GC twice this year.</p> <p>Links to Action Plans and Evidence</p>

- 3-3. Elevate diverse perspectives and ensure equitable access and support by developing common language and framework for commitment to equity, social stakeholder input for PD topics, and auditing club offerings to identify new opportunities.

Building	Summary of Action Plan Work
<p>Neidig Mr. Godshalk</p> <p>ELD = English Language Development</p>	<p>Completed - 100%</p> <p>This year's Student Lighthouse Team was expanded to include diverse perspectives and backgrounds. Neidig's librarian has a professional goal related to this goal and is sharing her work with teachers. Her work includes selecting and reading literature that honors and celebrates diverse perspectives. Our ELD teacher is involved in class and school celebrations to include diverse perspectives. The Culture and Leadership Action Teams worked on this goal during their bi-weekly meetings.</p> <p>Neidig 2021 - 2022 Action Plans</p>
<p>Pfaff Dr. Bradley</p> <p>PD = Professional Development</p>	<p>Completed - 100%</p> <p>Pfaff has been providing PD related to diverse perspectives. We have also done lessons with the students as this has been our main focus from the start of the year until present due to current school needs. Our work included developing a school-wide week's worth of lessons around compassion and racism. We also have focused on celebrations that highlight more of our students. We also planned and held a very successful Harmony Day in May. In addition, our staff is reading the book <i>All Students Must Thrive</i>, which delves into cultural proficiency and culturally responsive teaching. This created productive discussion opportunities.</p> <p>For next year, we are currently planning a collection (calendar and resources) of all cultural and historical holidays to be presented and/or celebrated either school-wide or classroom based.</p> <p>All Students Must Thrive Folder PLT Presentation Race/Racism (for staff)</p>



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	<p>SEL/Compassion/Kindness Week Lessons K-1 SEL/Compassion Lessons 2-3 SEL/Compassion/Racism Lessons 4-5 Harmony Day Schedule Harmony Day Slides 2022</p>
Quakertown Dr. Leshner	<p>Completed - 100%</p> <p>An Equity Task was created to spearhead much of the work at the building level. A staff survey was designed by the Equity Task Force and was sent out to better understand the future professional development needs for QE. Multicultural/diverse celebration books have already been showcased by our library secretary and they are being checked out by students and teachers on a more frequent basis. Funding has also been shifted in QE's budget to allow for the purchase of books that contain diverse authors and/or characters. We will be having a Unity Week in early June to shine a light on the contributions of people from every background.</p> <p>QE Action Plans 21-22</p>
Richland Mrs. Zuerblis ELD = English Language Development	<p>Completed - 100%</p> <p>Richland's mission and vision includes celebrating "a school where differences strengthen our love of learning." We held an International Week as a culmination to a yearlong effort to learn about and embrace diverse cultures. We are proud of the family involvement that is at the forefront of much of our learning. Richland has many opportunities for student leadership and involvement, including student-created clubs. In each area, we aim for equitable representation. Our ELD teacher has created a series of student podcasts with students, and that has now evolved to a school-wide club. We also invite students and parents to share about their cultures and are adding books to our school library.</p> <p>Richland Elementary 2021-2022 Action Plans</p>
Trumbauersville Mr. Schmucker	<p>Completed - 100%</p> <p>We worked to provide professional learning related to diversity and</p>



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<p>ELD = English Language Development</p>	<p>equity. The instructional coaches and the ELD teacher increased the quantity of books that relate to diverse stories and include diverse perspectives. Our art teacher focused on this area and elevated diversity in the artists we included in the curriculum. This is being done to increase the exposure of various artists to include and help make connections with our ever changing population in QCSD. In addition, our school partnered with the Peace Center for our students in grades 4 and 5 to participate in workshops focused on understanding diverse perspectives. As mentioned previously, one of our ELD students was the SERTOMA essay winner for our school with a moving essay about her mother!</p> <p>TRUMBAUERSVILLE Action Plans - 2021-22</p>
<p>Sixth Grade Center Mr. Thompson</p> <p>ELA = English Language Arts</p> <p>NID = Non-Instructional (Professional Development) Day</p>	<p>Completed - 100%</p> <p>The SGC established an equity committee of teachers that met during our AM Learning and Collaboration time with the focus of identifying and addressing needs. Our content teams (especially ELA) continued to work to review their resources and texts to promote diverse representation. During the January NID, staff participated in a presentation by CHOP's Gender Clinic to learn how to support Trans and Gender Expansive students.</p> <p>Similar to Strayer, our students created a new club (Social Justice Alliance) that provided feedback to staff on equity issues and that promotes equity activities in the school (along with our Student Council).</p> <p>SGC Domains 2, 3, and 4 Action Plan: 21-22</p>
<p>Strayer Dr. Bubser</p> <p>PD = Professional Development</p> <p>NID = Non-Instructional (Professional Development) Day</p>	<p>Completed - 100%</p> <p>Strayer established an Equity Committee and conducted a <u>Needs Assessment</u>. As a result of the feedback, we had Samantha King from CHOP provide PD to middle school teachers (<u>NID- Gender Discussions</u>). Our Equity Committee began the year brainstorming ways to showcase the diversity within our school. We diversified morning announcements and student voices, which has been a big success. The committee has recently focused on creating morning meeting lessons on the topic of "words matter" and how racial slurs</p>



<p>ELA = English Language Arts</p> <p>OTL = Office of Teaching and Learning</p>	<p>can impact a school community.</p> <p>ELA teachers are working with Rachel Girman and choosing texts using the OTL approved rubric. Teachers are currently vetting books to diversify learning experiences in literature.</p> <p>Strayer's equity team continued to meet and work on goals. They provided staff with share-outs about their work and created morning meeting lessons. The equity committee meeting notes can be found here.</p> <p>21-22 Strayer Quality Instruction Action Plan</p>
<p>High School Mr. van 't Hoenderdaal</p>	<p>Completed - 100%</p> <p>The focus groups have been a safe place for us to solicit input from students, parents, and staff to create professional development opportunities on topics of interest, including those related to improving relationships, increasing student engagement, and fostering a strong sense of belonging, diversity, equity, and inclusion.</p> <p>The high school held "Spark Talks", linked to diversity, equity and inclusion, as well as Career Talks presented by speakers from diverse backgrounds. These talks are available for all parents and students to attend, and many are available for online viewing as well.</p> <p>In the fall we held our first ever Panther clubs and activities fair and collected feedback from students as well. The fair was well-received and led to a significant increase in signups for our after school activities. This year we also started a new E-sports club that reaches a group of students who otherwise may not have connected with us in after school activities.</p> <p>We have re-enlisted the support of our student ambassadors who will support our incoming freshman class beginning with the high school visitation day on June 13.</p> <p>Links to Action Plans and Evidence</p>

Domain 4: *Career Planning*

Goal: Continue to increase rigor and college/career readiness at the high school, middle school, and elementary levels.

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 Career Readiness to meet biannually. Create, implement, and evaluate a PD plan regarding CEW standards

Measurement for Completion: *Percent complete of Action Plans*

Why is this work important?

Collaborative partnerships between industry professionals and the school district will better prepare students for the world of work and/or post secondary learning by creating meaningful and relevant career exploration opportunities for students, enhancing instructional practices and providing authentic learning experiences both within and outside of the classroom. Opportunities to cultivate industry connections and more deeply explore areas of student interest will encourage greater student ownership in the learning process and foster deeper student engagement and motivation in the classroom.

Summary of Work:

4-1. Develop and deliver a minimum of seven career readiness lessons

Building	Summary of Action Plan Work
High School Mr. van 't Hoenderdaal PD = Professional Development PDE = Pennsylvania Department of Education CCR = College and Career Readiness	100% Completed Our pathways team has developed monthly career readiness lessons (9 lessons). Our faculty had an opportunity to participate in the Educator in the Workplace PD (Nov 2 Agenda) . Further, we have implemented a tracking system that allows teachers to indicate whether they have a meaningful connection with students. This results in an overview of students and how many meaningful connections they have with adults in the building, and we are able to identify students who have none or very few of those interactions daily.

	<p>In addition to this, the faculty has had many opportunities to collaboratively discuss ways in which we can make learning more meaningful for students, using our current curriculum. We have created a system in which students will more naturally meet the PDE CCR requirements by embedding it in our lessons rather than seeing it as a separate program or endeavor. Our next step is to create additional opportunities for field studies and internships that will allow students to meet both the pathways requirements as well as components of the Act 158 graduation requirements at the same time.</p> <p>Links to Action Plans and Evidence</p>
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- 4-2. K-8th Grade - Develop Career Readiness teams in each school that will meet at a minimum quarterly. Develop a K-12 District Career Readiness team to meet biannually. Create, implement, and evaluate a PD plan regarding CEW standards**

Building	Summary of Action Plan Work
<p>Neidig Mr. Godshalk</p> <p>PD = Professional Development</p> <p>CEW = Career Education and Work</p>	<p>Completed - 100%</p> <p>Neidig's Culture Action Team is leading the work with this goal. The full school team watched an inspiring career awareness video to kick off this work. Our opening faculty meeting included PD on the topic of Career Readiness. Current students are writing letters to a former Neidig student about his current career. He also came to Neidig to meet with all students, and we structured the assembly and the questions for him to highlight some of the CEW standards. One Neidig teacher also prepared a school video to introduce him to the school and discuss career options. This provided a real life experience for students related to career awareness.</p> <p>Neidig 2021 - 2022 Action Plans</p>
<p>Pfaff Dr. Bradley</p>	<p>Completed - 100%</p> <p>At Pfaff, we established a Career Readiness Team (Task Force 4) that</p>



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	<p>meets regularly to discuss career readiness for all students. We plan bi-monthly visits from community members to discuss their careers with our students. Our goal is to build interest and intrigue in students so that they can see the correlation between their learning experiences (even in elementary school) and their future careers. We started with the fire department's visit in the fall. Our upcoming visit is a local dentist which will be videoed by the high school team and featured "In the Q." Former Pfaff students also came to present their career path of becoming a dental hygienist. Additionally, we have begun a series called "Career Conversations" in which we find interested parents from Pfaff who would like to share more about their careers with our school community. We videotape the interview and share it on the Pfaff Youtube channel.</p> <p>The most recent assembly we coordinated was with one of our Kindergarten mothers. She works for Lakeside and has used a therapy dog in her various roles. She held an assembly for us and shared about her career and life with a service dog. Lastly, we helped coordinate and set up for the visit from the high school team to share about the vocational technical school program.</p> <p>Career Conversations Interview Visit from the Dentist</p>
<p>Quakertown Dr. Leshner</p> <p>CCR = College and Career Readiness</p>	<p>Completed - 100%</p> <p>Staff at QE was surveyed to better understand their knowledge when it comes to CCR. Time has also been spent considering academic skills (and a continuum of those skills) that students will need to be successful in a career and college. These skills include note taking, organization, studying, collaboration, group communication, homework, and research. The goal behind the work at QE is to create a continuum of these skills from primary to high school so that expectations are known at each level.</p> <p>QE Action Plans 21-22</p>
<p>Richland Mrs. Zuerblis</p> <p>SEL = Social Emotional Learning</p>	<p>Completed - 100%</p> <p>Richland staff have reviewed Career Readiness Standards with a particular focus on equity and SEL. Teachers in grades 3-5 have embedded lessons within the curriculum that are part of students'</p>



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	<p>Career and Education Work Portfolios.</p> <p>Richland Elementary 2021-2022 Action Plans</p>
<p>Trumbauersville Mr. Schmucker</p> <p>TPO = Teacher Parent Organization</p>	<p>Completed - 100%</p> <p>At Trumbauersville we worked across grade levels to highlight career awareness. We had multiple career visitors and we had a school-wide career day to highlight various career options for our students. Also, we reviewed the Career Readiness standards and the teachers in grades 3-5 are completing the lessons related to the Career and Education Work Portfolios. We discussed the Upper Bucks Tech School and the post secondary options for our students at TPO meetings, we have community members and students from the Upper Bucks Tech School present to students about careers and post secondary plans and we had a career day spirit day and worked to shift the balance of stereotypes when teaching and learning about careers in the elementary school experience.</p> <p>TRUMBAUERSVILLE Action Plans - 2021-22</p>
<p>Sixth Grade Center Mr. Thompson</p> <p>CEWP = Career Education and Work Portfolio</p>	<p>Completed - 100%</p> <p>The SGC created a Career Readiness Committee that met at least once a month (15 times, total) during our AM Learning and Collaboration time. Our focus was identifying explicit career connections in our curricula, along with aligning learning experiences linked to the CEWP tasks.</p> <p>SGC Domains 2, 3, and 4 Action Plan: 21-22</p>
<p>Strayer Dr. Bubser</p> <p>CEW = Career Education and Work</p> <p>CR = Career Readiness</p>	<p>Completed - 100%</p> <p>Strayer has established a Career Readiness Committee that meets regularly. The group began the year focused on learning about the PA CEW standards. In surveying the faculty, it was clear that many members of the faculty had only a surface-level understanding of the CEW standards and were eager to learn more about how to incorporate them into their daily lessons. We heard from the HS team about their Pathways program so we have a better understanding of next steps for our students and support our efforts</p>

	<p>to build connections. The CR committee explored the Junior Achievement Virtual Job Fair, which will allow students to learn about career clusters. Two teachers are going to pilot the Virtual Job Fair (JA Inspire Virtual) in their classes and then share out with faculty. We are looking to revise our CEW portfolio artifacts and will assess if the virtual job fair would provide a meaningful experience for our students.</p> <p>The Career Readiness Committee continued to meet and work toward goals. They worked collaboratively with High School Career Pathways teachers with an ongoing focus for aligning work at the middle level. Students worked on their Career Education and Work Portfolio requirements and we have only a handful of students who need to finish.</p> <p>21-22 Strayer Quality Instruction Action Plan</p>
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Domain 5: *Financial Sustainability*

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

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 for Completion:

Goals 1-5: Percent complete of Action Plans and Reporting Requirements as listed

Goal 5: Completion of Action Plans and PD completion by 90% of targeted staff

Summary of Work:



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- 5.1 Use Forecast5 monthly, projection, and trend reports to align data reported with goals and to develop the preliminary, proposed final, and final budget

Department	Summary of Action Plan Work
Operations Mrs. Young	Completed: 100% The Forecast5 dashboard and reports are current and will continue to be reported monthly. We have utilized Forecast5 throughout the projection and budget process. July , August , September , October , November , December , January , February , March , April (May 31st board meeting), May (June 9th board meeting)

- 5.2 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

Department	Summary of Action Plan Work
Operations Mrs. Young	Completed - 100% We have continuously met with OTL staff to discuss use of federal funds and keep updated. ESSER funding plans were developed and approved by the board. 20-21 COVID Spending 21-22 COVID Spending 22-23 Projected COVID Spending

- 5.3 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

Department	Summary of Action Plan Work
Operations Mrs. Young	Completed - 100% Procurement policies and district practices have been updated and

are in alignment with State and Federal guidelines. Monitoring continues with all invoices and purchase orders to ensure compliance. Process for advance approval of bills is being developed.

Purchasing Manual-Draft

5.4 Collaborate with Safety Coordinator, Administration, Principals, and SROs to review findings of security assessments and plan funding and timelines for identified safety improvements.

Department	Summary of Action Plan Work
Facilities Mr. Christine	<p>Completed - 100%</p> <p>We have been meeting at each building and reviewing the Risk and Vulnerability Assessment results. During these meetings, we discuss all findings and create a timeline and cost of repairs/improvements to address the findings. So far, improvements have been funded using a portion of the capital projects allocation.</p> <p>Links to Action Plans and Evidence</p>

5.5 Conduct needs assessment and provide funding for instructional aide training and implement results

Department	Summary of Action Plan Work
Human Resources Ms. Philips	<p>Completed - 100%</p> <p>A support staff needs assessment survey was sent to staff and we received 52 responses. We have had two Verbal De-escalation NCI training sessions with a total of 29 support staff participants. We conducted a Support Staff Professional Development day on Monday, April 18, 2022 with a total of 23 participants. A total of 89 Instructional Aides have completed a training session on classroom management. We added funds to the 22/23 budget to provide additional training in areas such as time management, interpersonal and professional skills, and communication skills.</p> <p>Link to Action Plan and Supporting Evidence</p>

5.6 Conduct needs assessment and provide funding for technology training and implement results

Department	Summary of Action Plan Work
<p>Director of Technology Joe Kuzo</p> <p>Human Resources Ms. Philips</p>	<p>Completed - 100%</p> <p>A support staff needs assessment survey was sent to staff and we received 52 responses. We conducted a Support Staff Professional Development day on Monday, April 18, 2022 with a total of 23 participants who received training on Google Classroom. We added funds to the 22/23 budget to provide additional training in technical skills including Microsoft products.</p> <p>Survey was sent out to assess staff needs in the area of technology. Shell coursework created and training content is ready to be added. Focus areas will be Canvas, PowerSchool, Google Workplace, and general technology.</p> <p>Training was conducted on April 18th for all support staff on the entire Google Workplace environment with a hands on half day training.</p> <p>Links to Action Plans and Evidence</p>