



**Quakertown Community School District**

*Enter to Learn, Leave to Serve*

# **2020-21 FINAL DISTRICT GOALS REPORT NARRATIVE ACTION PLAN SUMMARIES**

Dr. William Harner, Superintendent

June 10, 2021

## **QCSD MISSION STATEMENT:**

Our mission is to prepare all students with the knowledge, habits, and skills they need to graduate ready for college or career and for engaged citizenship, all at the best value to our community.

## **Domain 1: *Academic Achievement and Support***

**Goal:** Dr. Harner will use data to identify learning gaps resulting from the COVID-19 pandemic shutdown and will develop and implement action plans to remediate the identified learning gaps for all students.

As the district adjusts to different phases during pandemic/post-pandemic conditions, the administration will:

1. Develop a K-12 instructional model for 2020-21 that can adapt to various instructional environments (live, virtual, and hybrid), that requires attendance and academic accountability, and that provides options for parents.
2. Conduct benchmark testing at the beginning of the school year to identify learning gaps
3. Develop improvement plans for buildings identified for Targeted Support by PDE
4. Provide professional development opportunities that support teachers' transition to various instructional models - classroom, hybrid, and virtual.

### ***Measurement for Completion:***

*50% Completion of Action Plans*

*50% Attainment of Metrics for reading and math achievement/growth at each grade level compared to the beginning of the year benchmark (will not be available until summer 2021)*

### **Reporting Requirements:**

1. *Presentation of K-12 Instructional Model (August)*
2. *Presentation of Professional Development Plan (September)*
3. *Presentation of Beginning of the Year Benchmark Results (October)*
4. *Report on Professional Development participation (May)*
5. *Report on Action Plan Completion Results (June)*
6. *Report on End of Year Metrics Results (June)\**

## **Summary of Action Plan Work and Outcomes:**

**1-1** Develop a K-12 instructional model for 2020-21 that can adapt to various instructional environments (live, virtual, and hybrid), that requires attendance and academic accountability, and that provides options for parents.

Building	Summary of Action Plan Work
<a href="#">Neidig - Mr. Godshalk</a>	The Neidig ES renovation/construction project provided an exceptional opportunity to maximize instructional strategies and techniques with a 21st Century facility. All instructional spaces include an interactive television panel with an enhanced camera and



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	<p>microphone. The new panel, coupled with the teachers laptop(s) provided the entire instructional staff with the ability to present, connect, and facilitate meaningful learning opportunities for students in the live, hybrid, and virtual environments. (<a href="#">Photo of Mindy Adams</a>) Teacher goals included instructional strategies that utilized multiple teaching modalities. Teachers offered daily live Google Meets for learners who were often shifting between instructional environments. Supervisor feedback included feedback for all instructional environments, and teachers assisted with professional development at faculty meetings and Curriculum Day presentations. The building substitute facilitated daily virtual groups to address identified academic needs for virtual learners. Over the course of the school year, Neidig reduced the number of virtual learners from approximately one hundred (September) to approximately forty (May). Several students returned to Neidig from virtual charter schools.</p>
<a href="#">Pfaff - Dr. Bradley</a>	<p>The major focus of the work around instruction at Pfaff ES revolved around providing a high quality and robust learning experience in multiple modalities. The realities of COVID required new (and exciting) innovation and creativity to maintain student interest, intrigue and rigor. Teachers were able to identify professional goals that were geared to stretch them in their learning and presentation and students were challenged in the same way. Teachers were encouraged to provide synchronous and asynchronous learning experiences daily for virtual learners and maximize face-time with students. Recognizing the additional workload the new demands put on teachers, a lot of time and attention was put into the teacher's own self-care. Training was provided to foster SEL for teachers and their students from Pfaff team members, Guidance Department, and Dr. Jackson. SEL/PBIS lessons were provided daily. Teachers were able to work flexibly with students and families during quarantine and the school nurses did an excellent job of facilitating cooperation with our Health and Safety Plan.</p>
<a href="#">Quakertown - Dr. Zackon</a>	<p>Throughout the year, at every professional development opportunity, teachers were strategically recognized for living the QES Values that align to our district vision and mission statement. The recognition highlighted specific instructional strategies and / or new pedagogical approaches to successfully teach in both live and virtual instructional environments. Additionally, a system was put into place for teachers to recognize colleagues for successes. Concurrent instruction was a continued focus of professional development as was student and</p>



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	<p>adult SEL. As it relates to supporting struggling or at-risk students, we refined our Child Find process as a result of the need for coaches to be substitute teachers. Due to covid absences, we also had to pause at times on this process; however, we can report that all students with academic and / or behavioral concerns have been or continuing to be addressed through tiered interventions</p>
<a href="#">Richland - Mrs. Zuerblis</a>	<p>Richland's ES system of a six week intervention cycle followed by one to two weeks of assessing for progress and meeting to determine needs was very productive. We used benchmark data at the start of the year to determine what gaps existed and provided resources and coached teachers to deepen tier 1 classroom instruction. A similar process followed with mid-year data. We also identified students with greatest academic need and provided targeted tier 2 instruction in small groups throughout the year. This intervention cycle was also used to provide social and emotional instruction and guidance to individual and small groups of students in need throughout the school year.</p> <p>Teachers balanced teaching virtual and live learners and on-going professional development was shared at monthly faculty meetings. Communication with parents was on-going, as I consistently communicated that parents could change their student's learning environment based on what was best for their family. Many virtual learners came back to in-person learning by the end of the year.</p>
<a href="#">Trumbauersville - Mr. Schmucker</a>	<p>The major focus for the work for Goals 1-1 and 1-2 was ensuring quality instruction for all students in all areas. To do this, our action plan supported multiple modes of instruction and provided a quality learning experience to all students. Early in the year, our school was lauded by the community for being at the front of synchronous instruction for our fully virtual students. As we progressed though the year, I partnered with HR to leverage our quality building subs to support students and teachers with a Elementary Building Substitute/Content &amp; Instructional Technology Specialist. This person spanned the boundaries between our coaches and interventionists, small group instruction, our classroom teachers, and online digital instructional content. The use of formative data from benchmark testing and from general classroom assessments identified learning gaps and lead the way for adjusted student support.</p>
<a href="#">Sixth Grade Center -</a>	<p>In our focus on strengthening the culture for teaching and learning,</p>



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<a href="#">Mr. Thompson</a>	<p>the SGC utilized a variety of approaches and strategies during the 20-21 school year. The impact of the statewide closure, health and safety limitations, multiple instructional modalities, and other factors provided the opportunity for creative thinking and solutions to identify and work to meet the needs of students. During the year, we successfully transitioned to the LinkIt! assessment suite for triannual benchmarking in literacy and math and gathered data to target instruction and interventions at the classroom and building levels. Additionally, the middle-level implemented a block schedule to limit physical, and instructional, transitions during the shortened bell schedule and staff increased their agency and efficacy through professional learning opportunities and experience in a block and blended environment. The use of digital tools provided increased collaboration and learning opportunities among staff members at the SGC and SMS throughout the year.</p>
<a href="#">Strayer - Dr. Bubser</a>	<p>The focus in the areas of instruction was to provide tools and support so teachers could successfully deliver a blended model. In addition, to best serve the needs of all students within their shortened day and adhere to the requirements of the Health and Safety Plan, we created a block schedule at the middle level. We felt that this was the best model for our situation. This year, we moved from NWEA benchmark testing to LinkIt! testing and provided teachers training on the platform as well as support in data analysis. Teacher PD included Catlin Tucker and a variety of PD sessions throughout the year that many teachers used and applied to support their Professional Goals. All teachers received frequent feedback from administration and OTL in regard to their goals and virtual/hybrid/live instruction. A key factor at the middle level this year was the development of Department Meetings to increase teacher collaboration, share best practices, refine common assessments, and work toward improving teaching and learning. In a pandemic year it's not surprising that we saw an increase in struggling students, both in regard to SEL and also academics. We put systems in place to track our at-risk students, create specific "next steps" for them, and work creatively with students and families to engage students. Our teachers and instructional aides are true heroes and despite their feelings of uncertainty, they worked hard to meet the needs of their students.</p>
<a href="#">High School - Mr. Van't Hoenderdaal</a>	<p>Much work has been done to support teachers as the instructional environment changed frequently throughout the year. We shifted from a hybrid model, in which some students were in-person and virtual, while others were all virtual, which changed to only</p>





in-person. This was supported through many informal walkthroughs and collaboration between administrators, teachers, and OTL. Particularly at the start of the year, as we embarked on the blended learning journey, we brought in an outside expert on blended learning, Catlin Tucker, followed by building-level PD for teachers. Much emphasis was given to allowing teachers to collaborate and plan together, as well as learn from each other. The bell schedule was reworked a few times, which supported teachers in their planning and collaboration time this year, and provided time for teachers to connect with their students who connected with us virtually this year. Finally, our TSI plan developed nicely, as it integrated with existing building goals. Though the TSI requirements were waived by the state this year, we were able to accomplish the action steps we set out for this year.

## 1-2 Conduct benchmark testing at the beginning of the school year to identify learning gaps.

Building	Summary of Action Plan Work
<a href="#">Neidig - Mr. Godshalk</a>	The LinkIt! and Dibels assessments provide essential data point check-ins for the Neidig faculty. These data points provide the full team with feedback related to our Wildly Important Goals. (WIGs.) Teachers use benchmark data to guide their lead measures, which are personal action steps directly related to their students' achievement scores. The Neidig faculty participated in various training sessions this school year to familiarize themselves with LinkIt! Platform.
<a href="#">Pfaff - Dr. Bradley</a>	At Pfaff, decisions are made using data and teachers make use of the data daily. As key partners in their child's education, a focus for teachers this year were to get the student's data in parents' hands. Thus, providing information and training as necessary for the use of LinkIt! to parents was important. Teachers also received training and support to maximize use of the Link It data tools.
<a href="#">Quakertown - Dr. Zackon</a>	Even though all "traditional" systems needed to be revised to reflect new Covid-19 safety measures, teachers at QE still utilized data to inform instruction through analysis of formative and summative assessment data. While the LinkIt platform was not new, using LinkIt benchmark tests was and QE teachers participated in structured learning to support professional development on the analysis of their individual classroom data. Additionally, our parent organization



	<p>(P.I.E.) was also given an opportunity to learning more about LinkIt data, the reports sent home, and how they could use the benchmark information to support their child's learning at home. A presentation was completed this Spring with the help of our OTL. Lastly, as the year progressed and the building returned to a more "normal" feel with less staff being out for extended periods of time, our student action plan process was honed, refined, and utilized to provide interventions necessary to support student success.</p>
<p><a href="#">Richland - Mrs. Zuerblis</a></p>	<p>Richland's system of a six week intervention cycle followed by one to two weeks of assessing for progress and meeting to determine needs was very productive. We used benchmark data at the start of the year to determine what gaps existed and provided resources and coached teachers to deepen tier 1 classroom instruction. A similar process followed with mid-year data. We also identified students with greatest academic need and provided targeted tier 2 instruction in small groups throughout the year. This intervention cycle was also used to provide social and emotional instruction and guidance to individual and small groups of students in need throughout the school year.</p> <p>Teachers balanced teaching virtual and live learners and on-going professional development was shared at monthly faculty meetings. Communication with parents was on-going, as I consistently communicated that parents could change their student's learning environment based on what was best for their family. Many virtual learners came back to in-person learning by the end of the year.</p>
<p><a href="#">Trumbauersville - Mr. Schmucker</a></p>	<p>The major focus for the work for Goals 1-1 and 1-2 was ensuring quality instruction for all students in all areas. To do this, our action plan supported multiple modes of instruction and provided a quality learning experience to all students. Early in the year, our school was lauded by the community for being at the front of synchronous instruction for our fully virtual students. As we progressed though the year, I partnered with HR to leverage our quality building subs to support students and teachers with a Elementary Building Substitute/Content &amp; Instructional Technology Specialist. This person spanned the boundaries between our coaches and interventionists, small group instruction, our classroom teachers, and online digital instructional content. The use of formative data from benchmark testing and from general classroom assessments identified learning gaps and lead the way for adjusted student support.</p>



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<a href="#">Sixth Grade Center - Mr. Thompson</a>	<p>In our focus on strengthening the culture for teaching and learning, the SGC utilized a variety of approaches and strategies during the 20-21 school year. The impact of the statewide closure, health and safety limitations, multiple instructional modalities, and other factors provided the opportunity for creative thinking and solutions to identify and work to meet the needs of students. During the year, we successfully transitioned to the LinkIt! assessment suite for triannual benchmarking in literacy and math and gathered data to target instruction and interventions at the classroom and building levels. Additionally, the middle-level implemented a block schedule to limit physical, and instructional, transitions during the shortened bell schedule and staff increased their agency and efficacy through professional learning opportunities and experience in a block and blended environment. The use of digital tools provided increased collaboration and learning opportunities among staff members at the SGC and SMS throughout the year.</p>
<a href="#">Strayer - Dr. Bubser</a>	<p>The focus in the areas of instruction was to provide tools and support so teachers could successfully deliver a blended model. In addition, to best serve the needs of all students within their shortened day and adhere to the requirements of the Health and Safety Plan, we created a block schedule at the middle level. We felt that this was the best model for our situation. This year, we moved from NWEA benchmark testing to LinkIt! testing and provided teachers training on the platform as well as support in data analysis. Teacher PD included Catlin Tucker and a variety of PD sessions throughout the year that many teachers used and applied to support their Professional Goals. All teachers received frequent feedback from administration and OTL in regard to their goals and virtual/hybrid/live instruction. A key factor at the middle level this year was the development of Department Meetings to increase teacher collaboration, share best practices, refine common assessments, and work toward improving teaching and learning. In a pandemic year it's not surprising that we saw an increase in struggling students, both in regard to SEL and also academics. We put systems in place to track our at-risk students, create specific "next steps" for them, and work creatively with students and families to engage students. Our teachers and instructional aides are true heroes and despite their feelings of uncertainty, they worked hard to meet the needs of their students.</p>
<a href="#">High School - Mr. Van't Hoenderdaal</a>	<p>Much work has been done to support teachers as the instructional environment changed frequently throughout the year. We shifted from a hybrid model, in which some students were in-person and</p>





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	<p>virtual, while others were all virtual, which changed to only in-person. This was supported through many informal walkthroughs and collaboration between administrators, teachers, and OTL. Particularly at the start of the year, as we embarked on the blended learning journey, we brought in an outside expert on blended learning, Catlin Tucker, followed by building-level PD for teachers. Much emphasis was given to allowing teachers to collaborate and plan together, as well as learn from each other. The bell schedule was reworked a few times, which supported teachers in their planning and collaboration time this year, and provided time for teachers to connect with their students who connected with us virtually this year. Finally, our TSI plan developed nicely, as it integrated with existing building goals. Though the TSI requirements were waived by the state this year, we were able to accomplish the action steps we set out for this year.</p>
<p><a href="#"><u>Assistant Superintendent/Office of Teaching &amp; Learning - Dr. Hoffman</u></a></p>	<p>The Office for Teaching and Learning transitioned from NWEA benchmark assessments to LinkIt! Benchmark assessments during the 2020-2021 school year for a variety of factors that include: cost savings measures, a shorter (while equally valid) assessment experience for students, and the ability for students to test in either home or school environments. The benchmark testing was highly successful this year in terms of implementation with few reports of inaccessibility or technical challenges. Some of the challenges shared with the Office for Teaching and Learning involved students rushing through online assessments (which occurred with previous testing), parents helping students with benchmarks tests at home, and students being able to Google specific questions. In 2021-2022, QCSD will be deploying a lockdown browser via Chromebooks to address the latter concern. The concern about parent support and student capabilities in a virtual environment has some validity, however an analysis of Winter assessments and student mobility from Fall benchmark showed that these concerns were not widespread or significant. Additional highlights this year have been the implementation of the LinkIt! Parent Portal/Student Portal and a further integration with Canvas.</p> <p>Benchmark A Data was presented to the board of directors on 10/22 , mid-year data was presented on 2/11 , and we look forward to providing an updated report on Benchmark C Data when the end of year testing window closes in early June.</p>



## 1-3 Develop improvement plans for buildings identified for Targeted Support (TSI) by PDE.

Department	Summary of Action Plan Work and Status
<a href="#">Strayer - Dr. Bubser</a>	<p>The focus in the areas of instruction was to provide tools and support so teachers could successfully deliver a blended model. In addition, to best serve the needs of all students within their shortened day and adhere to the requirements of the Health and Safety Plan, we created a block schedule at the middle level. We felt that this was the best model for our situation. This year, we moved from NWEA benchmark testing to LinkIt! testing and provided teachers training on the platform as well as support in data analysis. Teacher PD included Catlin Tucker and a variety of PD sessions throughout the year that many teachers used and applied to support their Professional Goals. All teachers received frequent feedback from administration and OTL in regard to their goals and virtual/hybrid/live instruction. A key factor at the middle level this year was the development of Department Meetings to increase teacher collaboration, share best practices, refine common assessments, and work toward improving teaching and learning. In a pandemic year it's not surprising that we saw an increase in struggling students, both in regard to SEL and also academics. We put systems in place to track our at-risk students, create specific "next steps" for them, and work creatively with students and families to engage students. Our teachers and instructional aides are true heroes and despite their feelings of uncertainty, they worked hard to meet the needs of their students.</p>
<a href="#">High School - Mr. Van't Hoenderdaal</a>	<p>Much work has been done to support teachers as the instructional environment changed frequently throughout the year. We shifted from a hybrid model, in which some students were in-person and virtual, while others were all virtual, which changed to only in-person. This was supported through many informal walkthroughs and collaboration between administrators, teachers, and OTL. Particularly at the start of the year, as we embarked on the blended learning journey, we brought in an outside expert on blended learning, Catlin Tucker, followed by building-level PD for teachers. Much emphasis was given to allowing teachers to collaborate and plan together, as well as learn from each other. The bell schedule was reworked a few times, which supported teachers in their planning and collaboration time this year, and provided time for teachers to connect with their students who connected with us</p>

	<p>virtually this year. Finally, our TSI plan developed nicely, as it integrated with existing building goals. Though the TSI requirements were waived by the state this year, we were able to accomplish the action steps we set out for this year.</p>
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**1-4 Provide professional development opportunities that support teachers' transition to various instructional models - classroom, hybrid, and virtual.**

Building	Summary of Action Plan Work
<a href="#">Assistant Superintendent - Dr. Hoffman/Office of Teaching &amp; Learning</a>	<p>The Office for Teaching and Learning engaged in developing ongoing professional learning opportunities throughout the 2020-2021 school year dating back to the spring of 2020 focused on supporting teachers with professional learning experiences, resources, websites, one pagers, collaborative conversations, and individualized/personalized coaching. We have developed a variety of opportunities and resources that provide teachers access to new learning in differentiated formats to meet their own unique needs including over 75 asynchronous courses, live Google Meet sessions etc. We have also expanded our professional learning offerings to families at both the building and district level several times over the course of the year.</p>

**Domain 2: *Culture and Community Engagement***

**Goal:** Dr. Harner will continue to engage internal and external stakeholders to develop major recommendations to the Board, and to consistently reinforce a positive culture of service, respect, and support for ALL students, faculty, and staff.

1. Utilizing the input of students, teachers, parents, and administrators, complete the Comprehensive Plan process and present the plan for Board approval.
2. Complete a parent committee-led Community Elementary Redistricting process and make recommendations consistent with the District's financial situation to the Board by the end of January 2021.
3. Ensure all K-12 students have technology access, 1:1 Chromebook and iPads and connectivity to the Internet, which includes exchange and repair capabilities.
4. Complete implementation of PBIS Tier 2 in all buildings (except the High School, which is still in PBIS Tier 1).



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5. Develop and send a bi-annual newsletter to all residents.
6. Survey students, parents, faculty, and staff regarding instruction, instructional environments, culture, and safety. Use results to inform the Board and Administration decision making.

## **Measurement for Completion:**

*Goal 1: Percent complete of Action Plans and presentation of deliverables as listed*

*Goal 2: Percent complete of Action Plans and presentation of deliverables as listed*

*Goal 3: 50% percent complete of Action Plans and 50% maintaining access at 98% or more of students*

*Goal 4: 50% percent complete of Action Plans and 50% passing score on Tiered Fidelity Inventory*

*Goal 5: Percent complete of Action Plans and presentation of deliverables as listed*

*Goal 6: Percent complete of Action Plans and presentation of deliverables as listed*

## **Reporting Requirements:** *(Click link for Reports)*

1. *Presentation of Comprehensive Plan (May)*
2. *Presentation of Elementary Redistricting recommendations (February)*
3. *Sharing of resident newsletter #1 (November)*
4. *Report on Fall survey results (November)*
5. *Sharing of resident newsletter #2 (June)*
6. *Report on Spring survey results (June)*
7. *Report on Action Plan Completion Results (June)*
8. *Report on End of Year Metrics Results (June )*

## **Summary of Action Plan Work and Outcomes:**

**2-1 Utilizing the input of students, teachers, parents, and administrators, complete the Comprehensive Plan process and present the plan for Board approval.**

Building	Summary of Action Plan Work
<a href="#">Assistant Superintendent - Ms. Edwards</a>	Our Comprehensive Plan work continued throughout the pandemic, with the goal development sessions with the Board and administration, and the first Steering Committee meeting occurring in 2019-20. Our plan was originally due to PDE in November 2020. Deadlines for Phase 2 districts were pushed back one year last fall, changing our deadline for submission to November 30, 2021. Our planning timelines were adjusted accordingly. Action Team leaders worked this winter and spring to develop the detail behind the broad goal areas that the Board and Steering Committee had identified, and after sharing their work with their administrative colleagues and then the Steering Committee for feedback, they presented their work to the board in May. The Comprehensive Plan focuses on the

success of the whole student, incorporating additional strategic approaches to both academic and social and emotional supports, while continuing our work of the past few years at a deeper level. The elements of the plan will move the school district forward while integrating and connecting back to previous work.

**2-2 Complete a parent committee-led Community Elementary Redistricting process and make recommendations consistent with the District’s financial situation to the Board by the end of January 2021.**

Department	Summary of Action Plan Work
<a href="#">Assistant Superintendent - Ms. Edwards</a>	Under Dr. Harner’s leadership, QCSD has a long history of successfully utilizing community committees to study issues or topics of community concern and to make recommendations to the board for action. This year’s Elementary Redistricting Committee was no exception. With a limited timeframe in which to complete the work, and with the inherent limitations of virtual vs. live meetings, the committee thoughtfully and thoroughly studied our current grade level configuration, K-6 building usage, and enrollment and presented its recommendations to the board in February. Subsequently, the committee’s recommendations have been adopted or are still in the process of being considered by the board for future action. Credit is due to the members of the committee and particularly the committee co-chairs for their diligent and thorough work and organized methodology.

**2-3 Ensure all K-12 students have technology access, 1:1 Chromebook and iPads and connectivity to the Internet, which includes exchange and repair capabilities.**

Department	Summary of Action Plan Work
<a href="#">Technology - Mr. Kuzo</a>	Create a sustainable plan to ensure all students in K-12 have up to date, grade appropriate devices that meet their curricular needs. Students will have the ability to request access to wireless hotspots as needed through a checkout process facilitated through the building libraries. Families will have the ability to opt-in to a low cost third party insurance program that will cover all damages to the student’s device. QCSD will create a refresh plan to ensure devices are rotated out on a fiscally responsible schedule. QCSD will create



support hours and availability to parents who are in need of support for virtual students before, during, and after school hours.

**2-4 Complete implementation of PBIS Tier 2 in all buildings (except the High School, which is still in PBIS Tier 1).**

Department	Summary of Action Plan Work
<a href="#">Neidig - Mr. Godshalk</a>	<p>Neidig continues to be a Leader in Me school, and uses the LIM process to set, monitor, and achieve goals. We married PBIS and LIM strategies to support students, ourselves, and families. Panorama surveys and LIM surveys provided valuable data to help with programmatic decisions. This year, our three Action Teams (Leadership, Culture, Academics) served as the primary decision making process for school-wide decisions. The work produced by the 2020 - 2021 Action Teams had a profound impact on the academic, social, and emotional culture of the building. The <b>Leadership Action Team</b> focused on the physical and mental health of students and adults. The <b>Culture Action Team</b> focused on supporting the physical environment within our new building. The <b>Academics Action Team</b> focused on meeting the building's Wildly Important Goals. Working independently and as a cohesive group, the LIM Action Teams influenced positivity during the COVID-19 pandemic. Expectations were high, and significant grace was extended during this challenging and different school year. It is difficult to capture the daily actions that helped support the social and emotional health of the full student and adult team. The 30 minute SEL time each morning provided the dedicated time for teachers to connect with students. The 2:00 - 3:45 time provided the teaching team with daily opportunities to connect with students and families during challenging times.</p>
<a href="#">Pfaff - Dr. Bradley</a>	<p>Our Pfaff team and school community have worked to adapt Tier 1 practices to accommodate the virtual and hybrid environment through lessons, acknowledgment, and discipline data collection. We worked to accomplish all tasks in both formal and informal meetings with a continued commitment to strong staff representation. We pursued involvement in PBIS training and conferences. We recently held welcome sessions for redistricted students. For Tier 1, we are currently meeting the TFI expectations at 83%. For Tier 2, we are currently meeting the TFI expectations at 62%.</p>



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<a href="#">Quakertown - Dr. Zackon</a>	<p>This past school year we scored 93% on Tier 1 TFI and 58% on Tier 2. We adapted our Tier 1 practices to the virtual and hybrid environment through lessons, acknowledgment, and discipline data collection. We worked to accomplish all tasks in both formal and informal meetings with a continued commitment to strong staff representation (seven individuals). Tier 2 is a recognized area of continued needed growth as 58% is not considered fidelity. This will be an area of focus for this coming school year, and there is a high degree of confidence we will reach this percent / level of fidelity.</p>
<a href="#">Richland - Mrs. Zuerblis</a>	<p>Leader in Me serves as our PBIS at Richland and provides our lens for building culture, leadership, and wellness. All classrooms hold morning meetings every day to reinforce social emotional learning practices and the 7 habits of Leader in Me. We have a strong tier 1 PBIS and recognize leadership in students and staff. This year we continued to work with Lisa Politti, behavior specialist, to put formal systems in place and strengthen our tier 2 PBIS practices. Through newsletters and virtual events, we involve families, elicit feedback, and share survey results. Our partnership with families is stronger than ever as we all worked together to make this a successful year for our students under extraordinary circumstances.</p> <p>Our adopted words for this year are courage and grace, and they served as reminders throughout the year. Our service projects led by students and staff are amazing examples of how we express gratitude, especially during tough times. I model appreciation and gratitude regularly and provide guidance and wellness initiatives to teachers throughout the year. It trickles down to their interactions with students.</p>
<a href="#">Trumbauersville - Mr. Schmucker</a>	<p>COVID-19 highlighted the need of schools to directly support Social Emotional Learning (SEL) in the greater school community. SEL is more regularly seen as a critical component of the overall plans to support school safety. The focus of these action plans supported SEL through PBIS programs, school community surveys, and SEL learning plans that are integrated into the general school day. Thankfully, our district and our school were primed to support this work. We continued with our established PBIS tier one program. While the logistics of implementation were challenging, we leveraged our tier 2 supports via our screener assessments, our child study team meetings, our special buddies focus, and our informal check in and check out processes. The combination of this, of sharing SEL updates with our school community and the consistent daily morning</p>



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	<p>meetings, and our school counselor's push-in lessons for all grade levels yielded positive SEL supports for both students and staff.</p>
<a href="#"><u>Sixth Grade Center - Mr. Thompson</u></a>	<p>Throughout the year, the SGC team worked to implement the district's Covid-19 Health and Safety Plan with fidelity, while identifying and supporting student mental health and wellness needs. These efforts were significant as the challenges were significant, but the team provided (and continues to provide) high-levels of care and support through the strategies listed below (and strategies used at the classroom and individual staff level). Staff agency and efficacy has increased through professional learning in these areas (trauma-informed care, ACT, etc.). This work will continue into the 21-22 school year, and beyond, as we continue to work to address needs created or exacerbated by the global pandemic. At present, we have not completed the TFI with the Bucks County IU. This will be completed following the PSSA testing window.</p> <p>To streamline support and processes, the efforts of the SWPBIS team and district SEL plan were integrated to provide Tier 1 supports for all students, based on needs and feedback provided from multiple sources. SWPBIS Tier 2 and 3 supports and interventions were utilized as part of our SAP and special education teams' processes, with continued implementation, refinement, and improvement in 21-22.</p>
<a href="#"><u>Strayer - Dr. Bubser</u></a>	<p>The Strayer community was committed to consistency reinforcing a positive culture, and survey data was important in planning for school experiences focused on supporting positive mental health. We connected our PBIS values with a "Be a Light" theme to remind us all to be safe, responsible, respectful, courageous and be a light to others. In addition, our participation in the inspirED leadership project provided another layer of SEL for our students and staff. All teachers received PD on ACT lessons and this, along with the trauma informed classroom focus from last year, gave teachers many strategies to apply in their classrooms to support the social-emotional needs of their students. We have established a solid structure in our Emotional Support program using this research based behavior analytic curriculum for social-emotional development. Our students with significant behavioral needs have shown improvement. I am proud of our student leaders who were determined to increase cultural awareness, respect for others, and</p>



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	<p>service to others. Our NJHS students organized many events to support our mission. We established a Social Justice Alliance Club (SJA) and students more than ever felt that their voices are being heard. We held our first ever Chill Out Day, which was a day to remember, and perhaps an event that could become a tradition!</p>
<a href="#">High School - Mr. Van't Hoenderdaal</a>	<p>Community engagement is an area that has seen some of the greatest creativity. Communication with our families was increased at the start of the year, to ensure that all decisions from the Board and the administration were relayed to our community quickly. This allowed for all to be of the same understanding in the midst of constant change. Further, we learned throughout the year that a virtual model for some of our traditional community events proved to engage more people. For example, our back-to-school night and our career pathways session were very well attended this year. Though certainly we would have liked to have more in-person events to further build community, opportunities for community building were continuously explored. I am very proud of the progress we made in our PBIS implementation. We reported a 79% on our BOQ assessment, which is up from 45% last year. One of the greatest struggles with our PBIS program has been staff buy-in, and we appear to have found momentum with our implementation.</p>

## 2-5 Develop and send a bi-annual newsletter to all residents.

Department	Summary of Action Plan Work
<a href="#">Communications - Mr. Wechselblatt</a>	<p>The School Board wants to insure the entire QCSD community had access to information about the major issues involving the district and School Board. I kept track of the significant topics of community interest, researched and wrote about them, and created two newsletters. I found a printer to distribute the product and had it delivered to each Quakertown-area address.</p>

## 2-6 Survey students, parents, faculty, and staff regarding instruction, instructional environments, culture, and safety. Use results to inform the Board and Administration decision making.



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Department	Summary of Action Plan Work
<a href="#">Neidig - Mr. Godshalk</a>	<p>Neidig continues to be a Leader in Me school, and uses the LIM process to set, monitor, and achieve goals. We married PBIS and LIM strategies to support students, ourselves, and families. Panorama surveys and LIM surveys provided valuable data to help with programmatic decisions. This year, our three Action Teams (Leadership, Culture, Academics) served as the primary decision making process for school-wide decisions. The work produced by the 2020 - 2021 Action Teams had a profound impact on the academic, social, and emotional culture of the building. The <b>Leadership Action Team</b> focused on the physical and mental health of students and adults. The <b>Culture Action Team</b> focused on supporting the physical environment within our new building. The <b>Academics Action Team</b> focused on meeting the building's Wildly Important Goals. Working independently and as a cohesive group, the LIM Action Teams influenced positivity during the COVID-19 pandemic. Expectations were high, and significant grace was extended during this challenging and different school year. It is difficult to capture the daily actions that helped support the social and emotional health of the full student and adult team. The 30 minute SEL time each morning provided the dedicated time for teachers to connect with students. The 2:00 - 3:45 time provided the teaching team with daily opportunities to connect with students and families during challenging times. Specific surveys for Goal 2-6 are listed in the linked Action Plan.</p>
<a href="#">Pfaff - Dr. Bradley</a>	<p>Stakeholder feedback is a valuable resource that helps to provide direction and helps guide culture initiatives. Each year, teachers and staff are given the opportunity to anonymously provide input regarding administration. Feedback is solicited before and after faculty meetings. Teacher leaders act as a liaison to provide ongoing feedback regarding initiatives, school culture, and needs. We reviewed the data from the surveys taken mid-year to start planning for the 2021-2022 school year. A Panorama survey will be sent out soon to solicit more feedback. Specific surveys for Goal 2-6 are listed in the linked Action Plan.</p>
<a href="#">Quakertown - Dr. Zackon</a>	<p>Student, parents, and staff feedback on surveys was analyzed this past year for effectiveness in my leadership as well as ideas for further improvement. The back to school survey results reflected</p>





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	<p>strength in student engagement, public health measures, professional needs, staff relationships, and learning model. The area of need was “staff-school communication” with only 58% favorable. As a result, changes were made to communication systems; every week there was an email update and included in that update was also the weekly newsletter that was sent to parents. Systematic communication resulted after this survey. Additionally, teachers are asked to do the same task; reflect on their survey data and review the Panorama playbook to inform their classroom decision making. Survey, or feedback, is sought after. We request feedback from our parents at our monthly PIE meetings, feedback from teachers is requested at faculty meetings and goal meetings, and Aide feedback is requested at end of year meetings. There are a plethora of small changes and tweaks made as a result.</p>
<a href="#">Richland - Mrs. Zuerblis</a>	<p>Leader in Me serves as our PBIS at Richland and provides our lens for building culture, leadership, and wellness. All classrooms hold morning meetings every day to reinforce social emotional learning practices and the 7 habits of Leader in Me. We have a strong tier 1 PBIS and recognize leadership in students and staff. This year we continued to work with Lisa Politti, behavior specialist, to put formal systems in place and strengthen our tier 2 PBIS practices. Through newsletters and virtual events, we involve families, elicit feedback, and share survey results. Our partnership with families is stronger than ever as we all worked together to make this a successful year for our students under extraordinary circumstances.</p> <p>Our adopted words for this year are courage and grace, and they served as reminders throughout the year. Our service projects led by students and staff are amazing examples of how we express gratitude, especially during tough times. I model appreciation and gratitude regularly and provide guidance and wellness initiatives to teachers throughout the year. It trickles down to their interactions with students. Specific surveys for Goal 2-6 are listed in the linked Action Plan.</p>
<a href="#">Trumbauersville - Mr. Schmucker</a>	<p>COVID-19 highlighted the need of schools to directly support Social Emotional Learning (SEL) in the greater school community. SEL is more regularly seen as a critical component of the overall plans to support school safety. The focus of these action plans supported SEL through PBIS programs, school community surveys, and SEL learning plans that are integrated into the general school day. Thankfully, our district and our school were primed to support this work. We</p>



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	<p>continued with our established PBIS tier one program. While the logistics of implementation were challenging, we leveraged our tier 2 supports via our screener assessments, our child study team meetings, our special buddies focus, and our informal check in and check out processes. The combination of this, of sharing SEL updates with our school community and the consistent daily morning meetings, and our school counselor's push-in lessons for all grade levels yielded positive SEL supports for both students and staff. Specific surveys for Goal 2-6 are listed in the linked Action Plan.</p>
<a href="#"><u>Sixth Grade Center - Mr. Thompson</u></a>	<p>Throughout the year, the SGC team worked to implement the district's Covid-19 Health and Safety Plan with fidelity, while identifying and supporting student mental health and wellness needs. These efforts were significant as the challenges were significant, but the team provided (and continues to provide) high-levels of care and support through the strategies listed below (and strategies used at the classroom and individual staff level). Staff agency and efficacy has increased through professional learning in these areas (trauma-informed care, ACT, etc.). This work will continue into the 21-22 school year, and beyond, as we continue to work to address needs created or exacerbated by the global pandemic.</p> <p>To streamline support and processes, the efforts of the SWPBIS team and district SEL plan were integrated to provide Tier 1 supports for all students, based on needs and feedback provided from multiple sources. SWPBIS Tier 2 and 3 supports and interventions were utilized as part of our SAP and special education teams' processes, with continued implementation, refinement, and improvement in 21-22. Specific surveys for Goal 2-6 are listed in the linked Action Plan.</p>
<a href="#"><u>Strayer - Dr. Bubser</u></a>	<p>The Strayer community was committed to consistency reinforcing a positive culture, and survey data was important in planning for school experiences focused on supporting positive mental health. We connected our PBIS values with a "Be a Light" theme to remind us all to be safe, responsible, respectful, courageous and be a light to others. In addition, our participation in the inspirED leadership project provided another layer of SEL for our students and staff. All teachers received PD on ACT lessons and this, along with the trauma informed classroom focus from last year, gave teachers many strategies to apply in their classrooms to support the social-emotional needs of their students. We have established a</p>

	<p>solid structure in our Emotional Support program using this research based behavior analytic curriculum for social-emotional development. Our students with significant behavioral needs have shown improvement. I am proud of our student leaders who were determined to increase cultural awareness, respect for others, and service to others. Our NJHS students organized many events to support our mission. We established a Social Justice Alliance Club (SJA) and students more than ever felt that their voices are being heard. We held our first ever Chill Out Day, which was a day to remember, and perhaps an event that could become a tradition!</p>
<p><a href="#">High School - Mr. Van't Hoenderdaal</a></p>	<p>Community engagement is an area that has seen some of the greatest creativity. Communication with our families was increased at the start of the year, to ensure that all decisions from the Board and the administration were relayed to our community quickly. This allowed for all to be of the same understanding in the midst of constant change. Further, we learned throughout the year that a virtual model for some of our traditional community events proved to engage more people. For example, our back-to-school night and our career pathways session were very well attended this year. Though certainly we would have liked to have more in-person events to further build community, opportunities for community building were continuously explored. I am very proud of the progress we made in our PBIS implementation. We reported a 79% on our BOQ assessment, which is up from 45% last year. One of the greatest struggles with our PBIS program has been staff buy-in, and we appear to have found momentum with our implementation.</p>

### Domain 3: *Academic Program*

**Goal:** Dr. Harner will continue to increase rigor and college/career readiness at the high school, middle school, and elementary levels while continuing to effectively address the needs of our at-risk students.

The Administration will:

- Complete Curriculum Cycle Planned Work:
  - Planning (Cycle Year 1): K-5 Math
  - Planning (Cycle Year 2): 6-12 Social Studies, K-12 World Language
  - Implementation (Cycle Year 3): 6-12 Science, K-12 Art, Music, Health & PE
- Implement the High School Career Pathways Phase I, and prepare for Phases II and III implementation.

**Measurement:** 100% based on completion of Action Plans

**Reporting Requirements:**

1. Presentation of Curriculum Plan (August)
2. Mid-year report on Curriculum Plan progress, including participants (January)
3. Mid-year report on Pathways Phase I progress (January)
4. Report on Action Plan Completion Results (June)

**Summary of Action Plan Work and Outcomes:**

**3.1 Curriculum Cycle Scheduled Work**

- Planning (Cycle Year 1): K-5 Math
- Planning (Cycle Year 2): 6-12 Social Studies, K-12 World Language
- Implementation (Cycle Year 3): 6-12 Science, K-12 Art, Music, Health & PE

Department	Summary of Action Plan Work
<a href="#">Assistant Superintendent/Office of Teaching &amp; Learning - Dr. Hoffman</a>	The Office for Teaching and Learning engaged with teachers in years 1-4 of the curriculum cycle in which there are varying degrees of needs. The Social Studies and World Language departments, who were engaged in year 2 of the curriculum cycle have completed surveys focused on appropriate teachers and student resources to be implemented in the 2021-2022 school year. All new resources have been approved by review through the Education Committee and then the School Board in its entirety. Curriculum has been added to Atlas which will be reviewed and then made public by August 16th 2021. The K-8 Mathematics department was engaged in a series of surveys and interviews by which final decisions about next steps were arrived at. Professional development and final resource reviews are being explored at the moment as the department moves into Year 2: Curriculum Redesign for the 2020-2021 school year. The curricular areas in years 3-4 are focused on 6-12 and K-5 ELA in which curriculum work was focused on revising the curriculum based on the first year of implementation.

**3.2 Implement the High School Career Pathways Phase I, and prepare for Phases II and III implementation.**

Department	Summary of Action Plan Work
<a href="#">High School - Mr. Van't Hoenderdaal</a>	Implementation of Phase 1 of our career pathways program is complete, and then some! There was some talk in the beginning of the year about

whether this is the year to push such a large initiative, and I am very happy that we made such incredible progress with the implementation of this goal. We have set up an internal and an external advisory committee that have developed the structure for the program. All students are placed in a Career Pathways/CCR advisory, aligned CCR expectations to state requirements as well as our curriculum, so that these requirements will be met by students more naturally moving forward. We have made significant gains even with our Phase 2 implementation, as outlined below, and we are well on our way to fully implement the program as scheduled. This one truly made me very proud this year!

#### **Domain 4: *Safety, Security, and Mental Health***

**Goal:** Dr. Harner will be vigilant in ensuring the safety and security of all school buildings and the central office. The Administration will utilize strategies for student, faculty, and staff wellness as a component of ensuring safe and secure schools.

*Mental health and awareness of COVID-19 produced issues amongst students, faculty, and staff, administrators and families will be significant throughout the 2020-2021 school year.*

1. Develop and implement Social Emotional Learning plans that support both students and staff.
2. Complete risk and vulnerability assessments on all school buildings that were not finished due to the Governor's stay-at-home order.
3. Develop and present for Board approval a Health and Safety plan addressing all required safety protocols for building occupation.
4. Develop a behavior reporting system that includes major or high frequency infractions for each building.
5. Utilize resources from the Consortium on Mental Health and Optimal Development to support 62% wellness for students and staff members

**Measurement:** *Percent complete of Action Plans and presentation of deliverables as listed.*

#### **Reporting Requirements:**

1. *Presentation of Social Emotional Learning plan (August)*
2. *Presentation of Health and Safety Plan (June, August)*
3. *Presentation of each Risk and Vulnerability report as completed (Executive Session)*
4. *Presentation of initial Behavior Report for Board feedback (October)*
5. *Presentation of Behavior Reports (monthly starting in December)*
6. *Report on Action Plan Completion Results (June)*





## Summary of Action Plan Work and Outcomes:

### 4-1. Develop and implement Social Emotional Learning plans that support both students and staff.

Department	Summary of Action Plan Work
<a href="#">Neidig - Mr. Godshalk</a>	Neidig continues to be a Leader in Me school, and uses the LIM process to set, monitor, and achieve goals. We married PBIS and LIM strategies to support students, ourselves, and families. Panorama surveys and LIM surveys provided valuable data to help with programmatic decisions. This year, our three Action Teams (Leadership, Culture, Academics) served as the primary decision making process for school-wide decisions. The work produced by the 2020 - 2021 Action Teams had a profound impact on the academic, social, and emotional culture of the building. The <b>Leadership Action Team</b> focused on the physical and mental health of students and adults. The <b>Culture Action Team</b> focused on supporting the physical environment within our new building. The <b>Academics Action Team</b> focused on meeting the building's Wildly Important Goals. Working independently and as a cohesive group, the LIM Action Teams influenced positivity during the COVID-19 pandemic. Expectations were high, and significant grace was extended during this challenging and different school year. It is difficult to capture the daily actions that helped support the social and emotional health of the full student and adult team. The 30 minute SEL time each morning provided the dedicated time for teachers to connect with students. The 2:00 - 3:45 time provided the teaching team with daily opportunities to connect with students and families during challenging times.
<a href="#">Pfaff - Dr. Bradley</a>	Our Pfaff team and school community have worked to adapt Tier 1 practices to accommodate the virtual and hybrid environment through lessons, acknowledgment, and discipline data collection. We worked to accomplish all tasks in both formal and informal meetings with a continued commitment to strong staff representation. We pursued involvement in PBIS training and conferences. We recently held welcome sessions for redistricted students. For Tier 1, we are currently meeting the TFI expectations at 83%. For Tier 2, we are currently meeting the TFI expectations at 62%.
<a href="#">Quakertown - Dr. Zackon</a>	Social emotional learning was at the forefront of our school day. Every class, and every student, had SEL built into the school day schedule as the first learning activity. This allowed for the action



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	<p>steps below to become a daily reality. Teachers also had significant professional development around SEL. Every month there were 15 minute SEL PD sessions. A few QE teachers chose to have a professional goal this year around SEL, those who did shared what they were working on and learning with their work at faculty meetings. This time was of high value so much so that it was requested to be part of our school schedule next year. QE PBIS SWISS data reflects less minor and major discipline infractions; one could infer that the instruction had an impact on this and thus further contributing to a positive building culture.</p>
<a href="#">Richland - Mrs. Zuerblis</a>	<p>Leader in Me serves as our PBIS at Richland and provides our lens for building culture, leadership, and wellness. All classrooms hold morning meetings every day to reinforce social emotional learning practices and the 7 habits of Leader in Me. We have a strong tier 1 PBIS and recognize leadership in students and staff. This year we continued to work with Lisa Politti, behavior specialist, to put formal systems in place and strengthen our tier 2 PBIS practices. Through newsletters and virtual events, we involve families, elicit feedback, and share survey results. Our partnership with families is stronger than ever as we all worked together to make this a successful year for our students under extraordinary circumstances.</p> <p>Our adopted words for this year are courage and grace, and they served as reminders throughout the year. Our service projects led by students and staff are amazing examples of how we express gratitude, especially during tough times. I model appreciation and gratitude regularly and provide guidance and wellness initiatives to teachers throughout the year. It trickles down to their interactions with students.</p>
<a href="#">Trumbauersville - Mr. Schmucker</a>	<p>COVID-19 highlighted the need of schools to directly support Social Emotional Learning (SEL) in the greater school community. SEL is more regularly seen as a critical component of the overall plans to support school safety. The focus of these action plans supported SEL through PBIS programs, school community surveys, and SEL learning plans that are integrated into the general school day. Thankfully, our district and our school were primed to support this work. We continued with our established PBIS tier one program. While the logistics of implementation were challenging, we leveraged our tier 2 supports via our screener assessments, our child study team meetings, our special buddies focus, and our informal check in and check out</p>



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	<p>processes. The combination of this, of sharing SEL updates with our school community and the consistent daily morning meetings, and our school counselor's push-in lessons for all grade levels yielded positive SEL supports for both students and staff.</p>
<a href="#">Sixth Grade Center - Mr. Thompson</a>	<p>Throughout the year, the SGC team worked to implement the district's Covid-19 Health and Safety Plan with fidelity, while identifying and supporting student mental health and wellness needs. These efforts were significant as the challenges were significant, but the team provided (and continues to provide) high-levels of care and support through the strategies listed below (and strategies used at the classroom and individual staff level). Staff agency and efficacy has increased through professional learning in these areas (trauma-informed care, ACT, etc.). This work will continue into the 21-22 school year, and beyond, as we continue to work to address needs created or exacerbated by the global pandemic.</p> <p>To streamline support and processes, the efforts of the SWPBIS team and district SEL plan were integrated to provide Tier 1 supports for all students, based on needs and feedback provided from multiple sources. SWPBIS Tier 2 and 3 supports and interventions were utilized as part of our SAP and special education teams' processes, with continued implementation, refinement, and improvement in 21-22.</p>
<a href="#">Strayer - Dr. Bubser</a>	<p>The Strayer community was committed to consistency reinforcing a positive culture, and survey data was important in planning for school experiences focused on supporting positive mental health. We connected our PBIS values with a "Be a Light" theme to remind us all to be safe, responsible, respectful, courageous and be a light to others. In addition, our participation in the inspirED leadership project provided another layer of SEL for our students and staff. All teachers received PD on ACT lessons and this, along with the trauma informed classroom focus from last year, gave teachers many strategies to apply in their classrooms to support the social-emotional needs of their students. We have established a solid structure in our Emotional Support program using this research based behavior analytic curriculum for social-emotional development. Our students with significant behavioral needs have shown improvement. I am proud of our student leaders who were determined to increase cultural awareness, respect for others, and service to others. Our NJHS students organized many events to support our mission. We established a Social Justice Alliance Club (SJA) and students more</p>



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	<p>than ever felt that their voices are being heard. We held our first ever Chill Out Day, which was a day to remember, and perhaps an event that could become a tradition!</p>
<p><a href="#">High School - Mr. Van't Hoenderdaal</a></p>	<p>SEL and mental health has been a great focus this year. Much time has been spend on monitoring and responding to mental health needs, both for staff and students. We have made a conscious effort to provide as much support as possible as we balanced challenge and support for all. This has in turn led to greater understanding in teacher-student relationships and interactions as well. We implemented the SEL lessons at the start of the year, and our school psychologist shared monthly mental health presentations with our teachers at our faculty meetings. The physical safety presentations shifted to a virtual setting, and we utilized more video to provide this to our students. Our discipline referrals are way down this year, in part because we have seen a drop in unstructured environments, both in the classroom, and outside. Not having lunches this year cut back on a good bit of disciplinary issues we usually see during that time frame.</p>
<p><a href="#">Assistant Superintendent/ Office of Teaching &amp; Learning - Dr. Hoffman</a></p>	<p>As a result of the pandemic, efforts to address social emotional learning and the mental health needs of all members of our school community was prioritized. Emotional safety and wellbeing was at the forefront of our work. As a result, learning was grounded in connection, community, and relationships. Social emotional practices were embedded into daily instruction. For example, at the elementary level, daily morning meetings focused on SEL competencies and a portion of each monthly faculty meeting at all levels focused on mental health and wellness. Ongoing areas of focus embedded in our work this year included:</p> <ul style="list-style-type: none"><li>● Self Care for Educators</li><li>● Planning and Facilitating a Morning Meeting</li><li>● Planning and Facilitating a Daily Check In (6-12)</li><li>● Maintaining Student Heath and Wellness</li><li>● Embedding SEL Into Daily Instruction</li><li>● Developing and Maintaining Strong Family Partnerships</li><li>● Building and Maintaining Relationships</li></ul>
<p><a href="#">Pupil Services - Mrs. Pelone</a></p>	<p>As a result of the pandemic, efforts to address social emotional learning and the mental health needs of all members of our school community was prioritized. Emotional safety and wellbeing was at the forefront of our work. As a result, learning was grounded in connection, community, and relationships. Social emotional practices</p>

	<p>were embedded into daily instruction. For example, at the elementary level, daily morning meetings focused on SEL competencies and a portion of each monthly faculty meeting at all levels focused on mental health and wellness. Ongoing areas of focus embedded in our work this year included:</p> <ul style="list-style-type: none"> <li>● Self Care for Educators</li> <li>● Planning and Facilitating a Morning Meeting</li> <li>● Planning and Facilitating a Daily Check In (6-12)</li> <li>● Maintaining Student Health and Wellness</li> <li>● Embedding SEL Into Daily Instruction</li> <li>● Developing and Maintaining Strong Family Partnerships</li> <li>● Building and Maintaining Relationships</li> </ul>
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**4-2 Complete risk and vulnerability assessments on all school buildings that were not finished due to the Governor's stay-at-home order.**

Department	Summary of Action Plan Work
<a href="#">Assistant Superintendent - Ms. Edwards</a>	<p>A major focus of safety work in 2020-21 was the development and continuous refinement of the COVID Health and Safety Plan, which was successfully implemented throughout the year to provide live instruction to all students who wanted it. In addition to this major task, we were successful at completing Risk and Vulnerability Assessments in multiple buildings, including the after action analysis and actions. PBIS Eval was adopted as our replacement behavior reporting system. Finally, we used the professional development and resources from our participation in the UPenn Consortium on Mental Health and Optimal Development to provide professional development for our administrators, who then turned around the strategies and training in their individual buildings. Throughout the year we strove to take care of our leaders so they could take care of our teachers and staff so that they could take care of our students.</p>

**4-3 Develop and present for Board approval a Health and Safety plan addressing all required safety protocols for building occupation.**

Department	Summary of Action Plan Work
Assistant Superintendent -	A major focus of safety work in 2020-21 was the development and



Ms. Edwards	continuous refinement of the COVID Health and Safety Plan, which was successfully implemented throughout the year to provide live instruction to all students who wanted it. In addition to this major task, we were successful at completing Risk and Vulnerability Assessments in multiple buildings, including the after action analysis and actions. PBIS Eval was adopted as our replacement behavior reporting system. Finally, we used the professional development and resources from our participation in the UPenn Consortium on Mental Health and Optimal Development to provide professional development for our administrators, who then turned around the strategies and training in their individual buildings. Throughout the year we strove to take care of our leaders so they could take care of our teachers and staff so that they could take care of our students.
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**4-4 Develop a behavior reporting system that includes major or high frequency infractions for each building.**

Department	Summary of Action Plan Work
Assistant Superintendent - Ms. Edwards	A major focus of safety work in 2020-21 was the development and continuous refinement of the COVID Health and Safety Plan, which was successfully implemented throughout the year to provide live instruction to all students who wanted it. In addition to this major task, we were successful at completing Risk and Vulnerability Assessments in multiple buildings, including the after action analysis and actions. PBIS Eval was adopted as our replacement behavior reporting system. Finally, we used the professional development and resources from our participation in the UPenn Consortium on Mental Health and Optimal Development to provide professional development for our administrators, who then turned around the strategies and training in their individual buildings. Throughout the year we strove to take care of our leaders so they could take care of our teachers and staff so that they could take care of our students.

**4-5 Utilize resources from the Consortium on Mental Health and Optimal Development to support wellness for students and staff members**

Department	Summary of Action Plan Work
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Assistant Superintendent - Ms. Edwards	Working with the University of Pennsylvania and The Consortium for Mental Health and Optimal Wellness, this goal focused on leveraging best practices and strategies within our classrooms. Ms. Edwards, Dr. Hoffman, and Mrs. Pelone attended monthly meetings with district leaders across the region to be trained on a variety of topics. These topics were then incorporated into administrative trainings to be used with staff and students. As an example, after providing turn-around training to administrative staff on self care and wellness activities, principal of Strayer Dr. Bubser utilized the SEL strategy of a Chill Out Day with her students to promote optimal wellness.
Assistant Superintendent/ Office of Teaching & Learning - Dr. Hoffman	
Pupil Services - Mrs. Pelone	

## Domain 5: *Operations and Finance*

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

1. Forecast, requisition and provide required PPE for resources opening schools, subject to fiscal and supply chain constraints, and subject to Board approval.
2. Prepare the Board to negotiate the QCEA contract.
3. Prepare the Board for the review of the transportation services contract and requests for proposal process.
4. Present a five-year budget forecast highlighting major items.
5. Present a five-year facilities capital maintenance plan.
6. Track and report on changes resulting in expenditure savings, including personnel, contracted services, and changes resulting from systems audits.
7. Maintain the Forecast5 Board Dashboard and Board Reports and highlight categories of interest each month.

**Measurement:** *Percent complete of Action Plans and presentation of deliverables as listed.*

### Reporting Requirements:

1. *Present analysis of PPE needs and resources (August)*
2. *Hold Board information sessions on QCEA contract negotiations (by January)*
3. *Hold Board information session on the transportation contract and proposal process (by January)*
4. *Present budget forecast (October, January, March, May)*
5. *Present five-year facilities capital maintenance plan (November)*
6. *Report monthly on changes resulting in expenditure savings (beginning in October)*
7. *Report monthly on categories of interest from the Forecast5 Board Dashboard and Board Reports*

## Summary of Action Plan Work and Outcomes:

**5-1 Forecast, requisition and provide required PPE for resources opening schools, subject to fiscal and supply chain constraints, and subject to Board approval.**

Department	Summary of Action Plan Work
<a href="#">Operations - Mr. Schoch</a>	<p>This was a major topic during the summer task force meetings. Most of this work was done over the summer and into the first month or two of the school year in order for the District to safely reopen the schools to a live environment. A process was put in place through GoogleDocs for staff to submit for refills throughout the year. In addition, at least once a month the business office reaches out to the nurses to determine if there are more supplies/PPE required.</p> <p>Most of the PPE and other supplies were procured using various grants.</p>

**5-2 Prepare the Board to negotiate the QCEA contract.**

Department	Summary of Action Plan Work
<a href="#">Operations - Mr. Schoch</a>	<p>This process started back in October in executive session where the negotiations team was convened (Mr. Jackson, Mrs. Weed, Mr. Ochmanowicz). The Board was prepped in November during executive session and then again in December where parameters for bargaining were discussed and set. From there multiple meetings took place with QCEA and updates for the Board in executive sessions.</p>

**5-3 Prepare the Board for the review of the transportation services contract and requests for proposal process.**

Department	Summary of Action Plan Work
<a href="#">Operations - Mr. Schoch</a>	<p>This process started at the beginning of the school year. The goal was originally designed to take the year to prepare for an RFP process in the following year. However, when Levy opted out of their contract in August, the goal transitioned to include not only preparing for but completing an RFP process.</p>

**5-4 Present a five-year budget forecast highlighting major items.**

Department	Summary of Action Plan Work
<a href="#">Operations - Mr. Schoch</a>	<p>The business office uses the PFM budgeting tool to project five years out. The model is updated in December following the close out of the prior year financials. The model is then updated on a monthly basis and presented during finance committee meetings. The model is also attached to the Board meetings as an informational topic.</p> <p>The business office updates the model to reflect various scenarios including taxing rates from 0% to 3.5%.</p>

**5-5 Present a five-year facilities capital maintenance plan.**

Department	Summary of Action Plan Work
<a href="#">Operations - Mr. Schoch</a>	<p>Each summer the facilities director meets with various departments and building Principals to review upcoming capital needs. This includes safety meetings with the Act 44 coordinator and building principals through the risk and vulnerability assessments. A meeting is then held with the district's engineering firm to put together and update the long range plan. The plan is incorporated into the budgeting model and becomes part of the annual budget process. The Board approves the plan early in the school year so that there is time to put together specifications, bidding packets, etc. for projects to begin in June with completion prior to the next school year beginning.</p>

**5-6 Track and report on changes resulting in expenditure savings, including personnel, contracted services, and changes resulting from systems audits.**

Department	Summary of Action Plan Work
<a href="#">Operations - Mr. Schoch</a>	<p>The business office continues to look for ways to save on expenditures and to bring in additional revenues. The list is compiled at the beginning of the year and again at the end of the year. The list comprises items that would be considered material in nature and not minor savings or revenues. The list is prepared and presented as an informational item on each board agenda.</p>

**5-7 Maintain the Forecast5 Board Dashboard and Board Reports and highlight**

Department	Summary of Action Plan Work
<a href="#">Operations - Mr. Schoch</a>	<p>The Business office met with Forecast5 for training last year. An initial dashboard was created to highlight the prior year audited financial as well as a current year budget dashboard. Additional training was completed and current year data was included in the dashboard which is updated each month. It not only includes the current data by month but also an end of year projection for expenditures and revenues.</p>