



**Quakertown Community School District**

*Enter to Learn, Leave to Serve*

# **2019-20 FINAL DISTRICT GOALS - NARRATIVE ACTION PLAN UPDATES**

Dr. William Harner, Superintendent

May 28, 2020

## **QCSD MISSION STATEMENT:**

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

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

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

**1. Increase student learning by:**

- a. Increasing ownership and effective use of student and building data (year three)
- b. Fostering an improved culture for learning through building action plans focused on Panorama student perception survey data
- c. Providing increased opportunities for autonomy at the building level
- d. Improving the quality of Tier 1 instruction through teacher goal setting, effective supervision, and coaching
- e. Developing and implementing an intervention period at the elementary level to address Tier 2 and 3 learning needs

***Measurement for Completion:***

*50% based on evidence supporting percent completion of Action Plans*

*50% based on meeting targets identified in QCSD Metrics*

**Summary of Progress:**

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

<b>Building</b>	<b>Summary of Action Plan Work</b>
Neidig - Mr. Godshalk	Complete: Neidig set a building goal based on foundational literacy skills. From that building goal, each grade level set a grade level literacy goal to support that building goal. The basis of the goals are the Dibels 8 data. The team created a data wall to track students' growth on identified subtests within the assessment as well as students' response to progress monitoring probes. We met approximately every 6 weeks to review the data and determine next steps. The meetings were focused on the teacher and grade level's instructional responses to student data. Additionally, Neidig teachers planned Leadership Day events for each grade level that focused on student data. This year's event was going to feature Neidig students presenting a student led portfolio conference to their families. The students were using their Leadership Notebook to facilitate the



	<p>conference. The Leadership Notebooks housed the relevant data to demonstrate growth and achievement with the grade level and building-wide literacy goal. This entire process significantly increased each professional's ownership of student and building data.</p>
Pfaff - Dr. Bradley	<p>Complete: Every teacher has access to RELA DIBELS 8 data. Teachers were able to run reports and see benchmark scores and progress monitoring. This process was done in collaboration with the RELA coach. Recess collaboration time was provided in the building schedule so that teachers could work together to analyze data and plan. They did so at least weekly and often on a daily basis. Teachers proactively reached out to building coaches to support curriculum and data needs. Teachers worked collaboratively with coaches and administrators to develop skill groups based on the students' needs. In addition to targeted interventions provided by instructional aides, we established upper grade level tutors to utilize the dual benefit of addressing skill deficits. Teachers worked closely with the Instructional Coaches to plan WIN time and maintain flexible grouping and tiered assignments. Instructional Coaches worked with small groups of students and did co-taught lessons with teachers also.</p>
Quakertown - Dr. Zackon	<p>QE teachers participated in the beginning of year and middle of the year goal setting meetings based on student and building level needs as recognized by areas of growth within our data. At faculty meetings and professional development opportunities, we have a standing agenda item for professional learning on the use of the LinkIt platform. In conjunction with members of OTL and building-level coaches this will be a continued targeted PD area. Additionally, all staff members participate in grade level and individual data meetings with a specific focus on the most recent student data and how we will use the information to inform future instructional decisions.</p> <p>Use of data to inform instructional decisions remained a focus at every level with a robust system. In addition to aforementioned, with the support of building level coaches, every teacher participated in subject and grade level data meetings. Data-informed decisions were specifically recognized to then make student and class informed decisions. It should also be noted that since the closure, we have continued to use data to strategically group students and make informed decisions for upcoming class placement decisions. Lastly, PBIS student ODR data was shared at monthly faculty and PBIS meetings. PBIS lessons were revised to reflect areas of necessary</p>



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	<p>improvement. Lastly, we completed our data presentation to our School Board.</p>
<p>Richland - Mrs. Zuerblis</p>	<p>Completed: We have had several 6 week rotations through our cycles of intervention, and the format offers a predictable schedule of targeted interventions for students and data meetings with teachers and support staff (coaches, interventionists, ELD, special ed.) to review student progress. Student interventions are taught during each grade level's WIN block and target reading and/or math based on a review of data and student needs. Meeting at the end of each rotation allows us to make timely team decisions to create student intervention groups for the next cycle. The process and teamwork are resulting in greater shared accountability. We have also strengthened our PBIS Tier 1 with teachers regularly providing social-emotional lessons from our Leader in Me framework. We are working to strengthen Tier 2 by integrating our intervention cycle to create a shared structure to address students' academic and behavioral needs. Our Richland team presented highlights of this plan at a Board Meeting in February.</p>
<p>Trumbauersville - Mr. Schmucker</p>	<p>Completed: As our school continues to strive to reinforce our positive culture for learning, our teachers embrace their personal professional goals, teachers are collaborating with our building instructional coaches and intervention specialists to co-plan (at least once per six day cycle) and to adjust student flexible groups as needed. This was especially evident in our kindergarten classrooms as the teachers used formative DIBELS data to adjust groups in co-taught settings between the two classrooms. Our SWPBIS team uses discipline data and leads monthly whole school assemblies and follow-up lessons focused on social/emotional growth in areas highlighted as areas of need in the data. .</p>
<p>Sixth Grade Center - Mr. Thompson</p>	<p>Completed: The SGC implemented this action plan throughout the school year. Selected highlights from the year (many which were presented to the board on May 14, 2020) include:</p> <ul style="list-style-type: none"><li>-Continued implementation and refinement of data analyses (academic and behavioral) and team action planning to support individual struggling students the varied interventions.</li><li>-Data analyses to support student programming and interventions in the revised Math IST program.</li></ul>



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	<ul style="list-style-type: none"><li>-Systems for review of building-wide behavioral (ODR) data and targeting Tier I approaches and Tier II/III interventions aligned to our SWPBIS program.</li><li>-Professional learning opportunities have been/are planned to continue to support teacher access to and analyses of student performance data to impact instructional decisions (e.g., revamped math support, integrated literacy approaches, TDA focus, etc.).</li><li>-Teacher development of action plans based on individual classroom data to integrate trauma-informed approaches.</li></ul>
Strayer - Dr. Bubser	<p>Completed: All teachers participated in goal setting meetings with supervisors, which included conversations about Panorama data, trauma-informed classrooms, curriculum, and SLO data. Teachers meet once every 5 days to talk about student concerns using data to create follow-up success plans. We created a Student Learning Center this year to better support students with their varying needs and provide social skills instruction, executive functioning, accommodations, etc. After MP 1, teachers met with supervisors to discuss any student(s) who failed and their parent/student communication and plans for success in MP2. School counselors are meeting with these students to offer both emotional and academic support of their plans. The PBIS core team meets regularly and shares behavior data with staff through emails and faculty meeting presentations. Teachers share their feedback through Canvas Discussion Boards. PSSA, Keystone, PVAAS, and NWEA data for the building was shared during a faculty meeting. During another faculty meeting, teachers learned strategies for TDA improvement, curricular revisions, differentiation, and flexible student groupings. Teachers with PVAAS data met with supervisors to analyze teacher specific PVAAS data. During a Non-instructional day, teachers received PD on LinkIt, which was well received, and we will plan to use fingertips reports next year. We shared our data presentation to the School Board on 5/14/20.</p>
High School - Mr. Van't Hoenderdaal	<p>Completed: One of our goals was to increase staff involvement in decision making, and allowing them to own their professional growth and development. We have rolled out LinkIt, and focus our department meetings around identifying needs by taking a look at all the available data. Teachers continue to work on their individual SLO's and reflect on the progress by submitting a reflection on their analysis of the student data. Our mid-year observation reviews with teachers centered around coaching teachers on their individual and</p>



departmental analyses in order to increase effectiveness, and center their reflection on classroom and instructional practice. Teachers reflected on their Panorama data and shared their thoughts with their supervisors at the mid-year meetings. At faculty meetings we shared information on our behavioral and discipline referrals, as well as suggestions and strategies for improving the ways in which we can interact with students to change student behavior, actively teach our expectations, and skills that help students make appropriate decisions and choices. Each of our admin meetings starts with a review of our observations and a look at what we are seeing in the classroom. We regularly shared a summary of our findings with the staff to make them aware of what data we collect and what we look for when we observe classrooms. Through coaching sessions we continue to center the conversation around empowering staff to make their own data-driven decisions in the classroom, but also get involved in bringing their findings to the school community. Our continued focus this year was individualizing our approach to leadership, taking into account the human factor. We expect, and continue to expect teachers to take this approach with students and learning, making it individualized and appropriate for each child.

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

Building	Summary of Action Plan Work
Neidig - Mr. Godshalk	Complete: Panorama data was reviewed at the opening faculty meeting. The area of 'Classroom Belonging' was identified as our biggest need. Teachers followed directed steps at this meeting to connect with students and families to positively set up the year. This information was reviewed throughout the year, and additional strategies were selected to further strengthen students' sense of belonging. This helped students feel more connected to the teacher and classroom. An emphasis was placed on individualized contacts (phone calls, meetings, conferences) with families, over generalized letters and emails. Neidig's Leader in Me work was a major aspect of



	<p>this goal area. The team increased student leadership jobs throughout the building, significantly increasing students' sense of belonging. This consistent work occurred through the teacher lighthouse team meetings, student lighthouse team meetings, leadership assemblies, and faculty meetings.</p>
Pfaff - Dr. Bradley	<p>Complete: Professional Development was geared toward instructing teachers on how to build strong student and classroom relationships and student belonging. Training specific to the building needs at Pfaff Elementary was provided on mindfulness and trauma informed care and teachers have been given PBIS buckets of resources to support positive relationships. We have used our PBIS initiatives to encourage students to "make their mark everyday" and teachers have been providing cross grade-level incentives for positive student outcomes. Teachers have signed up to be mentors for students that have been identified as needing additional adult support. Our school began the year reading <i>The Leader in Me</i> book and began exploring and embracing its underlying principles for successful habits in our school practices in general. We also spent time focusing on self-care and ensuring that the teachers were equipped and prepared to meet the social and emotional needs of students. Teachers then transferred their skills into the classroom and taught the children various strategies to self-regulate and respond appropriately to unexpected or undesirable situations. Our counselors provided research based lessons using the Second Step program for all students in grades K-5. We also partnered with our ESAP counselor to provide groups and on-going support to families. The <a href="#">results of the fall 2019 Panorama data</a> was favorable in indicating that our efforts were impactful. In fact, we realized growth in every area, which was evidence that our targeted efforts were making a positive impact on our school culture. We showcased our school's <a href="#">social emotional learning strategies in a board presentation in May 2020</a>.</p>
Quakertown - Dr. Zackon	<p>Building-level Panorama data was presented, reviewed, and analyzed at the beginning of the school year. We recognized areas of strength and possible areas of growth (strength - classroom rigorous expectations and area of growth is classroom engagement). Individual teacher mid-year data will be analyzed when results are available for reflection and identification of areas of further improvement. The use of the Panorama "playbook" will be utilized to aid in the process. Teachers will be asked to reflect and identify a <i>specific actionable step they took as a result of their data analysis and work with the Panorama "playbook."</i></p>



	<p>The aforementioned was completed. Teachers reflected on individual Panorama data results, analyzed areas for improvement, and identified specific actionable steps they could take to improve.</p>
Richland - Mrs. Zuerblis	<p>Completed: Teachers focused on strategies selected from the building survey in the beginning of the year with a focus on classroom belonging and strengthening relationships. To support this and to connect to social and emotional learning, every teacher taught lessons weekly through our Leader in Me framework and resources with a focus on relationships. We also matched students to staff members throughout the building as mentors.</p>
Trumbauersville - Mr. Schmucker	<p>Completed: Classroom engagement and Rigorous classroom expectations are two areas of focus for us via the Panorama survey data. Our school staff utilized the feedback from the student surveys in our professional growth and development. Prior to the mid-year administration of the Panorama student surveys, teachers talked with the students about key ideas and terms to help to ensure the most accurate student feedback. During the teachers' mid-year reflection meetings with the principal, they reviewed Panorama data and discussed how the results of the assessments could impact their teaching and learning.</p>
Sixth Grade Center - Mr. Thompson	<p>Completed: The SGC was on track to complete all areas of this action plan. The spring administration of the survey was not completed because of the closure and impacted teachers' abilities to receive and reflect upon EOY data.</p> <p>Selected highlights include:</p> <ul style="list-style-type: none"><li>-Teacher reflection on 18-19 BOY and EOY Panorama survey data and selection of individual focus areas in 19-20.</li><li>-Global Panorama results led to the selection of a building-wide focus of: "Creating safe, supportive, respectful, and challenging learning environments for all students" (Danielson Cluster #2, Comp. 2a and 2b) and teacher professional learning opportunities about trauma-informed approaches, developing positive classroom cultures, and supportive relationships. This focus is also supported by our SWPBIS program (Sixth Grade Strong) and explicit instruction and modeling to students about safe, responsible, respectful and kind behavior in the school community.</li></ul>



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	<p>-Staff members' professional learning continued during the closure through Canvas courses, ACT, and other virtual opportunities.</p>
Strayer - Dr. Bubser	<p>Completed: All teachers discussed building and personal Panorama survey results during goal setting meetings. We set building goals to support the areas that we want to see improved favorable results (Classroom Teacher-Student Relationships, Classroom Belonging, and Classroom Engagement). We discussed during mid-year goal progress meetings with teachers. All Strayer teachers and admin have participated in a Canvas Course to learn and apply knowledge and strategies for creating a trauma-sensitive classroom. In addition to participation in Dr. Jackson's sessions, I share resources (texts, articles, strategies) with staff frequently for additional professional learning (shared through Canvas resources, weekly emails, faculty meetings, etc.). Teachers also use the Responsive Advisory Meeting Book to lead lessons during resource periods. The lessons give us opportunities to help work toward building/district goals, student perception survey results, trauma-informed classes, and our PBIS mission: to create a positive learning environment by encouraging kindness through respectful, responsible, safe, and courageous behaviors. The main goal is to make connections and improve relationships. Our mid-year Panorama data increased in all areas and our SAP data showed decreased numbers of referrals for self-harm, suicidal thoughts, hospitalizations, and tobacco use. Teachers continued PD during the shutdown in regard to mental health (ACT, trauma-informed strategies for virtual learning, etc.)</p>
High School - Mr. Van't Hoenderdaal	<p>Completed: Teachers received and reviewed their individual Panorama results at the start of the school year, but we did not have a discussion as a community at that time. We administered the fall panorama survey and had teachers reflect on their results and compare them to those of last year. At the mid-year mark, teachers wrote a reflection on their results in their coaching document, which was referenced and reviewed by the supervisors at the mid-year observation meetings. An overview of results and observed patterns was discussed at the admin team level, and made suggestions for changes in practice where needs are identified. In part due to the COVID closure we have not been able to share an overview with the whole staff. One of the largest decisions made based on the results of the Panorama survey results was incorporation of trauma informed practices throughout the year. We continue to offer PD on this throughout the closure.</p>

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

Department	Summary of Action Plan Work and Status
Assistant Superintendent - Ms. Edwards	Complete: We continue to focus our supervisory efforts on the development of our building leaders and on creating and consistently reinforcing a growth/ developmental mindset. As opportunities occur, we are sharing responsibility for decision-making and providing appropriate professional development and support as staff members grow into new roles. Our work with the Consortium for Mental Health and Optimal Development has also focused on this evolution, and on development of an Action Research tool to use at the building and classroom levels to allow for more innovation.
Office of Teaching and Learning - Dr. Hoffman	Complete: We transitioned our Non-Instructional Days to be building run, allowing for greater focus on individual needs and autonomy and accountability at the building level. We continue to provide targeted support to groups that have been identified by building principals. Building coaches supported the new teachers through NTA for the first time this year, allowing for greater connection in each building between new teachers and veteran staff. Additionally, during the shut down, the OTL worked with individual building principals to support personalized PD to meet the needs of each unique building in a continued effort to allow for autonomy at the building level.

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

Building	Summary of Action Plan Work
Neidig - Mr. Godshalk	Complete: Neidig had an in depth process for teacher goals. Each month, teachers met with an accountability partner to discuss and document the actions they completed over the last month directly connected to their PD goal. At this meeting, teachers also selected 1-3 actions they committed to over the next month to demonstrate appropriate progress with their goal. Supervisor and coaching feedback was geared toward this PD goal. The addition of Stacey Diccico as Neidig's instructional coach had a profound impact on quality of instruction at Neidig. Mrs. DiCicco and the principal met regularly to discuss building-wide celebrations and



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	<p>instructional needs. This resulted in ongoing professional development opportunities for everyone in the building.</p>
<p>Pfaff - Dr. Bradley</p>	<p>Complete: Implementation of Foundations program in K-2 classrooms has been a complement to tier 1 instruction. Teachers worked with Instructional Coaches and grade level peers to develop authentic, measurable goals for 2019-20. Instructional Coaches co-taught with teachers daily and co-planned instruction. Instructional Coaches attended trainings inside and outside the district and have brought the training back to the teachers. For instance, the RELA Instructional Coach has modeled TDAs, DIBELS 8, and Foundations lessons, and the Math Instructional Coach has led multiple initiatives in coding, use of ozobots, VR (virtual reality) field trips, and Eureka math lessons, etc. Instructional Coaches also assist with pacing, progress monitoring and assessment. Departmentalized grades worked closely with the reading teachers to ensure that WIN time is used to provide enrichment and remediation opportunities for all students. In addition, administration met with teacher teams regularly during recess collaboration time to identify and support the needs of Tier 1 instruction and collaborated with the OTL as well. The Instructional Coaches at Pfaff are exemplary in their performance and commitment to student achievement and teacher support. Since March 13, 2020, that work has continued virtually with the Instructional Coaches working closely with teachers and continued work with small groups of students. In partnership with administration and coaches, teachers have completed their professional goals for this year and have updated them, as necessary, to reflect our transition to virtual learning. In addition, teachers continue their reflective conversation and collaboration with administration and coaches as well.</p>
<p>Quakertown - Dr. Zackon</p>	<p>In Process: QE continues to utilize personal professional goal documents to reflect goal work. All building-level coaches have been working directly with teachers on their goals and process; oftentimes participating in professional learning (i.e. BDA, QLR, etc.) opportunities with them. We plan to survey our staff for their feedback on the process so far and utilize the results to inform the continued work with professional goals. Additionally, there are a number of teachers that are utilizing Frontline for their goal work to aid in the process of using this platform next year. In an effort to lead by example, I share my professional goal and work with the QE teachers monthly, ask for their feedback, and implement appropriately. I am participating in a process with an individual teacher, as a critical friend, where I share my professional goal work, ask for their input and ideas for improvement; all in an effort to model our expectations for staff members. Lastly, we</p>



	<p>have purposely video recorded a faculty meeting and will be analyzing with a group of teachers to focus on my professional goal and to garner ideas to improve the efficiency and effectiveness of our professional learning during faculty meeting times.</p> <p>All tasks noted above have been completed. Since the shut down, QE has partnered with members of our OTL to support staff virtual learning needs. Every faculty meeting, specific successful instructional strategies teachers are using are identified and shared with the entire QE team. The feedback has been extremely favorable and the system for teacher sharing has resulted in teachers reflecting and updating their Tier 1 instruction. There is additional, bi-weekly, teacher reflection evidence to show what professional learning they have participated in since the building closure. This evidence of learning is also reflected in their professional goal documents.</p>
Richland - Mrs. Zuerblis	Completed: Teachers reflect monthly on their professional goals. When conducting classroom walkthroughs, my feedback is focused on the goals they have identified. Reflection is an integral part, and I give teachers the opportunity to demonstrate their growth and identify growing needs or areas of interest. Staff emerge as teacher leaders and offer professional development to each other within faculty meetings. This has all strengthened tier 1 classroom instruction and driven some of the conversation in our meetings that occur in our six week cycle. In addition to determining interventions for students in need at these meetings, we make instructional decisions that apply to focuses for the tier 1 classroom.
Trumbauersville - Mr. Schmucker	Completed: Our school's two instructional coaches/ intervention specialists worked in close partnership with all of the teachers and support staff across many areas of teaching and learning. During the start of the year, they worked with identification and implementation of personal professional development goals. As we started the 19-20 school year, we had a focus on literacy interventions in the primary grades and instructional coaching in the intermediate grades. We completed a whole school book study on the Science of Reading and are in the final stages of a book study on mathematics instruction. In the middle of the year, student data and staff feedback led us to a subtle shift that is focusing on some increased literacy intervention in grades 4 and 5 and continued coaching and support across all grade levels. I am disappointed that the interruption of school prohibited us from collecting the final NWEA and DIBELS data as I was looking forward to recognizing significant student growth.



<p>Sixth Grade Center - Mr. Thompson</p>	<p>Completed: The SGC implemented this action plan throughout the year. Selected highlights are:</p> <ul style="list-style-type: none"><li>-All teachers are active participants in the personal professional goal-setting and have identified areas of practice to increase their knowledge/skills to support student learning and growth.</li><li>-SGC administrators, district supervisors, and instructional coaches continue to provide all teachers with feedback and coaching on their professional practices related to planning, instruction, assessment, data analysis, etc., as well as goal-specific coaching to support student learning and growth. Feedback to teachers occurs in a variety of ways and as a result of a variety of "touch points," including: classroom observations, collaborative planning meetings, collaborative data/assessment item analyses, curricular audits, etc.</li><li>-During the closure, SGC and district administrators have conducted scores of one-on-one and small group coaching conversations and meetings with teachers to learn together, support teachers' practices, and make appropriate adjustments to ensure student learning. Additionally, SGC teachers have participated in virtual learning walks with colleagues, as well as virtual learning labs facilitated by an SGC administrator to hone practices, leverage peer expertise, and implement new learning. Specific focus areas were: communication of learning targets (and relevance), connection with students, student engagement, high-quality feedback practices, and online discussions.</li></ul>
<p><i>Strayer - Dr. Bubser</i></p>	<p>Completed: In addition to face-to-face meetings, teachers and supervisors communicate via personal professional goal docs. The template was revised this year to include resources to be used, actionable steps with timeline, baseline data, reflections throughout the year and after walkthroughs with identified next steps. We use an "instructional look-for document" during walkthroughs for consistency with feedback and to focus on our building/district goals. Teachers have been observed multiple times this year with specific coaching feedback. Many teachers have chosen to use the trauma informed Canvas Course as a resource for their professional goal. This course has teachers reflecting on their learning through Canvas Discussion Board posts, 3-2-1 Reflections, Action Planning, and BDA coaching cycle. During the shutdown, we held one-to-one Google Meets with all teachers as well as regular meetings for Instructional Aides. We discussed specific instructional "look-fors" and their application in the virtual environment</p>



	<p>in Canvas courses. We were supported by the OTL, and teachers participated in Virtual Learning Walks to review other teachers' Canvas courses, to reflect, and grow in their virtual instructional practices. We focused on learning targets, engagement, connections, collaboration, and feedback. Our Middle Level administrative team met regularly to discuss guiding questions for one-to-one meetings, to start norming for virtual instruction "look-fors," and to plan for PD Fridays.</p>
<p>High School - Mr. Van't Hoenderdaal</p>	<p>Completed: As an administrative team, one of our big goals is visibility in the classroom. This has allowed us to see teachers very frequently, and allows for frequent informal conversations about our observations, in addition to the formal observations. We documented our formal feedback in our coaching document, which is informed not only by the formal observation time, but by the identification of observed patterns from frequent pop-ins. Our administrative team has been working with OTL to conduct walkthroughs. One of the greatest successes this year was the start up of our learning labs (peer observations). Through a collaborative approach with OTL a platform (system) has been set up for this, and we have identified observers, and teachers that open their classroom to be observed. This was well-received by teachers, and a lot of learning took place from this. We had planned a second round of this, but that did not occur this year. However, there was a lot of interest and this practice will certainly continue next year. A virtual learning lab has been scheduled to take place prior to year's end.</p>

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

<b>Building</b>	<b>Summary of Action Plan Work</b>
<p>Neidig - Mr. Godshalk</p>	<p>Completed: WIN time was 100% connected to each grade level's literacy goal. Teachers, intervention specialists, coaches, and aides were involved in identifying tier 2 and 3 students who needed targeted assistance with literacy skills. WIN time directly connected with our data wall and our ongoing data analysis process at Neidig. We held a school quality lesson review with OTL for WIN time, and utilized the feedback provided during that process to strengthen WIN time practices. The WIN schedule dictated intervention specialists and coach schedules. WIN schedules were fixed, however the student groups were fluid, recognizing the growth and achievement from students as dictated on the data wall.</p>



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Pfaff - Dr. Bradley	<p>Complete: Each grade level was afforded 30 minutes of What I Need (WIN) time, which was designed to remediate and enrich literacy needs. Teachers worked with Instructional Coaches to analyze data and create flexible groups to meet Tier 2 and Tier 3 learning needs. The progress monitoring data was useful for day-to-day instructional decisions and MTSS practices. Alongside the OTL, we have reviewed and categorized resources to ensure the most effective materials for remediation and enrichment. The leadership team worked together that teachers and coaches were given the time necessary to provide the support by allocating our resources (both human and financial) as necessary to support the needs of the students.</p>
Quakertown - Dr. Zackon	<p>WIN time has been recognized in grade 4 and grade 5 teacher professional goals. As a building, we participated in a SQLR; and identified specific strengths and areas of opportunity for our WIN time. We have a plan to introduce, train, and begin Tier 2, a MTSS model, at our next non-instructional day.</p> <p>As a result of feedback, and in conjunction with members of our OTL, 4th grade WIN time was modified to reflect a focus on literacy in the Science and Social students content areas through project based learning. The QE team was introduced to, and trained in Tier 2 interventions. We began piloting Tier 2 intervention with specific students prior to the building closure. This would have been completed prior to the end of our school year.</p>
Richland - Mrs. Zuerblis	<p>Completed: WIN time worked well within our 6 week intervention cycles of reviewing data, identifying needs, and implementing interventions. Our focus of having team meetings at the end of each cycle allowed us to identify and plan for appropriate small group interventions that occurred during each grade level's designated WIN time. The focus was typically reading, but the process allowed for addressing math needs as well. For students not in need of intervention, teams conducted reading conferences during student independent reading and provided extension activities to students in all content areas.</p>
Trumbauersville - Mr. Schmucker	<p>Completed: Our school utilized the WIN time to focus on targeted student literacy needs including Volume of Reading, content vocabulary, comprehension, fluency, etc. Our instructional coaches engaged in teaching and working with flexible small groups to support students as needed. In addition, we have organized the master schedule so that key special education supports also occurred during</p>



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	this time, thus reducing the time when students receiving learning support missed general instruction in the content areas.
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**Domain 2: *Culture of Service, Respect, and Diversity***

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

**1. Student Discipline**

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

**Measurement for Completion:**

*50% based on evidence supporting percent completion of Action Plans*

*50% based on meeting targets identified in QCSD Metrics for:*

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

**Summary of Progress:**

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

<b>Building</b>	<b>Summary of Action Plan Work</b>
Neidig - Mr. Godshalk	<p>The team continued to align Leader in Me goals with PBIS goals. There is a great deal of overlap, and there are some significant differences. We were addressing Tier 2 needs at the time of the shutdown, and our work was impacted by the closure.</p> <p>The 7 member behavior team at Neidig held periodic meetings with Lisa Politi, and we conducted a universal behavior screening with the entire school. During the shutdown, the team met with Lisa, and we found the behavior data analysis useful. Unfortunately, we did not get to complete the TFI prior to the shut down. We have a strong base to build upon for the 2020-2021 school year.</p>
Pfaff - Dr. Bradley	<p>The PBIS Tier 1 team met regularly to maintain multiple PBIS initiatives that were active in the building. SWIS data was reviewed at faculty meetings with teachers. Pfaff had four full day planning sessions with Lisa Politi this year. We were planning on using a universal screener for all grades. However, the team decided to have Grade 1 trial the universal</p>



	<p>screener using LinkIt. We also developed Tier 2 interventions. In addition, we began trialing the Tier 2 intervention of check-in/check-out with first grade after they have completed the screener. We also updated the SWIS software to include check-in/check-out data. This is a <a href="#">list of accomplishments from our PBIS Tier 2 implementation</a> up to March 13, 2020.</p>
<p>Quakertown - Dr. Zackon</p>	<p>The QE Tier 1 PBIS team meets monthly to refine our Tier 1 program. QE matrix, lesson plans, building-wide celebrations, and student recognitions have all been revised and changed this year as a result of our PBIS tier 1 team efforts. This work also has informed our tier 2 development, which the team meets monthly with the support of Lisa Politi. We are set to introduce, roll out, and beginning piloting Tier 2 at our next NID.</p> <p>Tier 2 was introduced and the pilot was on-going at the time of our closure. It should be noted that the QE tier 1 PBIS team continued to meet even during the closure and identified a building-wide reward system. This system was implemented and shared with all QE parents. If we remained in school we would have taken the Tier 2 TFI. We did not do an end of year screener, TFI, and if administered now it would not reflect an appropriate score.</p>
<p>Richland - Mrs. Zuerblis</p>	<p>Completed: Richland continued to strengthen our Tier 1 practices with our school-wide PBIS in conjunction with our Leader in Me philosophy. All staff supported our student incentives, recognitions, and celebrations. We met regularly to review data and consistently implemented LIM lessons to support school-wide needs. We formed a Tier 2 PBIS team that merged with our existing Leader in Me team to work with Lisa Politti to train in Tier 2 practices. The team met several times to prepare for a presentation to all staff in the spring to roll out the use of a universal screener.</p>
<p>Trumbauersville - Mr. Schmucker</p>	<p>Completed: Our school continues to fully implement Tier 1 and Tier 2 interventions. We meet regularly with Lisa Politi to maintain and to build out our processes. We completed two sessions of the Tier 2 screener with students and we implemented a Check In Check Out (CICO) system this year and continued with that during the COVID-19 school closures. We completed our Tier 2 TFI.</p>
<p>Sixth Grade Center - Mr. Thompson</p>	<p>Completed: The SGC implemented its PBIS Action Plan. The PBIS core team worked closely with the BCIU/PaPBS Network coach and received a passing score of 77% on the Tiered Fidelity Inventory process for our Tier 1 work. Selected highlights from this year are:</p>



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	<ul style="list-style-type: none"><li>-Explicit instruction for all students on the tenets of Sixth Grade Strong.</li><li>-Professional learning for all teachers on trauma-informed approaches to provide Tier I supports for all students.</li><li>-Continued implementation of Tier II/III supports for groups of students and individual students based on ODR and other data sources.</li></ul>
Strayer - Dr. Bubser	<p>Completed: We established a 19-20 PBIS Action Plan in which we have a core PBIS team who met multiple times during the summer as well as monthly during the school year. We used the 18-19 BOQ results to plan for this year's kick-off, refreshers, and sharing of resources. We have specifically planned for increased mental health supports for students. We collected PBIS data sources and were prepared for the Tiered Fidelity Inventory (TFI) in March. We passed the TFI and walkthrough with 87% and earned our school banner. As for Tier 2, we have redesigned our approach to ISS and now include meetings with guidance, behavioral lessons, academic counseling, community service, and restorative practices. We also initiated formal restorative conferences for major disciplinary infractions that significantly impacted relationships. We have even had effective restorative conferences among bus drivers and students to restore relationships. During a Non-Instructional Day, our BCBA shared PD on point sheets and how to effectively manage behavior plans. Our special education teachers shared PD on the effectiveness of using Brain Breaks in the classroom. During the shutdown, we continued our PBIS efforts and created a slideshow for PBIS expectations for home that was sent to parents. We held SAP meetings and staff members participated in ACT training. Our BCBA presented ACT during the May virtual middle school parent meetings. We made a school video to let all of our students know how much we miss them.</p>
High School - Mr. Van't Hoenderdaal	<p>Completed: In the first half of the year the high school continued to struggle with full implementation of PBIS. We checked the boxes, but there was a need for a complete "rebranding" of our Q-Rock (PBIS) program. In part, our administrative staff, though buying into the program, had a learning curve in the beginning of the year. Our student group has increased significantly in size from the start. We had a bit of a leadership struggle in the first half of the year, but after a shift we were able gain momentum. At the January NID we devoted 3 hours on PBIS, which was very open, honest, and collaborative. Teachers shared their honest thoughts, feelings, and desires about PBIS. Simultaneously, we visited East Stroudsburg North, a high school that has successfully implemented PBIS. One representative from their PBIS leadership team</p>



joined us at our NID and presented to the staff for a half hour on “Why QCHS should buy into PBIS”. She shared about the steps they took towards success, and the difference it has made for them. In the afternoon, she met with our PBIS leadership team, joined also by Lisa Politi. We moved to implementation of SWIS to give us better data as we embark on this journey. Since the start of the new calendar year, we now report discipline through SWIS only. However, after the closure we will need to regain some momentum with this next year as we just got to a point that all the kinks were worked out.

For our rebranding we held a PBIS training for the team (staff and students), where we had some new staff join us. It was a full room at Commerce Drive as Lisa Politti led the team through the training. I feel that we have built buy-in around implementation of PBIS to build on, but believe that we have additional work to do. The COVID closure certainly didn’t help as it came immediately following some real momentum.

**2-1b. Offer opportunities for staff, parent and board education on student discipline, FERPA, discipline of students with IEPs, mental health, trauma informed care and related topics**

Department	Summary of Action Plan Work
Pupil Services - Mrs. Pelone	<p>Complete: Partnered with Family Service to bring monthly training/family activities to elementary students and parents, topics to include: mental health, stress, healthy living etc. Melissa Groden spoke at a board meeting on vaping trends and Liz Bradbury presented to parents/staff.students about LGBTQ supports and concerns. Job embedded training on disciplining students with IEPs as needs arose. Dr. Vierdre Jackson provided staff and parents several trainings on trauma informed care/mental health. District BCBA's are providing Acceptance and Commitment (ACT) training to students, staff and parents. Secretarial staff was trained in FERPA and Homelessness. Ongoing trainings have occurred during the mandatory school closure.</p> <p>A list of trainings offered can be found <a href="#">here</a>.</p>

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

Department	Summary of Action Plan Work
Pupil Services - Mrs. Pelone	Complete: Training dates were held this summer to include secretarial, custodial and kitchen staff. Trainers meet monthly to develop plans for training in each building. A comparative list of departments trained can be found <a href="#">here</a> .

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

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

**Measurement for Completion:**

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

**Summary of Progress:**

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

Building	Summary of Action Plan Work
Neidig - Mr. Godshalk	Completed: Faculty, staff, and students were encouraged to participate in this event. The Neidig Student Lighthouse Team (leadership team) is involved in coordinating Neidig's community service efforts. Neidig students, faculty, and staff also planned a full, school-wide service project to provide assistance to aid animals affected by the Australian wildfires. This project was selected by the Student Lighthouse Team. For more details about these projects, <a href="#">please click here</a> .
Pfaff - Dr. Bradley	Complete: Dr. Bradley promoted the QCSD MLK Day opportunities in the daily school-wide communication newsletter for teachers and encouraged them to include it in their weekly communications with families. This year, in celebration of MLK day, Pfaff students participated in a <a href="#">Stuffed Animal Drive</a> that donated a stuffed animal (new with tags & up to 12") to a needy cause. In addition, on Friday, 1/17/20, the students celebrated opportunities for peace in our school



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	<p>and community in a school-wide activity. Planning was well underway for the Harmony Day event, which recognizes and celebrates the beautiful diversity at Pfaff Elementary, and was scheduled to occur in late March. We were also doing a <a href="#">project involving lids</a> that was going to celebrate the many colors and diversity at Pfaff. This yearly event was unable to continue due to COVID-19 is expected to continue when resume when school returns to brick and mortar.</p>
<p>Quakertown - Dr. Zackon</p>	<p>All QE students and staff were informed and encouraged to participate in our MLK Day; additionally, while it has not come to fruition, yet, QE partnered with the Pearl S. Buck House to implement their Welcome Workplace Learning for Educators. This initiative will provide our staff further skills to increase their cultural competency to be an even more inclusive organization.</p> <p>The Pearl S. Buck Welcome Workplace Learning for Educators did not take place after PSBH did not receive the necessary grant funds to support the program. QE staff participated in our district-wide MLK activities. QE also participated in the <a href="#">LLS childhood cancer fundraiser</a> and a canned food drive to support our local food pantry.</p>
<p>Richland - Mrs. Zuerblis</p>	<p>Completed: I chaperoned again this year for the MLK Day of Service, and several elementary students attended with their guardians. Our student leadership team, made up of representatives from grades 1-5 selected areas of focus for fundraising and donation. Teams of teachers also work with their students to create monthly service projects. Highlights this year were collecting Toys for Tots, making cards for nursing home residents, and sending support to veterans.</p>
<p>Trumbauersville - Mr. Schmucker</p>	<p>Completed: In addition to promoting our school's participation in the MLK Day of Service, our school wrote letters to veterans, collected Toys for Tots and received a letter of recognition from Senator Mensch for our Thanksgiving Cans of Compassion food drive. Also, as part of our SWPBIS Trimester 1 celebration, our students created <a href="#">compassion baskets</a> to share our appreciation for 13 local community organizations. (Some of the organizations included the Trumbauersville Fire Department, the Quakertown Police Department, the public library, Help Restored, Code Blue, etc.) It was touching to see how the kindness of our school has been so well received around the community!</p>
<p>Sixth Grade Center -</p>	<p>Completed: For a third year, the SGC is partnering with The Giving</p>

Mr. Thompson	<p>Tree for the "MLK, Jr. Sock Roll Challenge" drive to provide clothing and food for local homeless populations. Additionally, some staff, students, and parents participated in the district sponsored MLK Day of Service.</p> <p>During other times this school year, staff and students served the community through: The Feed My Starving Children program at Del-Val Univ., Thanksgiving food drive for Heaven's Bounty Food Pantry, LLF Pennies for Patients, and other endeavors to support and thank "frontline workers" during the Covid-19 pandemic.</p>
Strayer - Dr. Bubser	<p>Completed: We increased opportunities for community service/service learning this year. We started a Peer Pal program (aka Best Buddies) and we have seen positive results! We continued the Peer Pal program during the shutdown. We also started a Community Service Club in addition to our existing NJHS, Leadership Team, and GSA - all of who have a variety of service learning initiatives throughout the year. We planned a MLK Day of Service event that was held at Strayer. We called the event, "MLK Day Storytime" in which Strayer hosted storytime for elementary students to hear stories told by guest speakers, MS, and HS students. We doubled the number of volunteers from 2019 and we are planning for MLK Day for 20-21.</p>
High School - Mr. Van't Hoenderdaal	<p>Completed: MLK day was planned, and we had over 200 participants working in various locations. Transportation, breakfast, keynote speaker were all lined up. Strayer has been added as a site, and community representation from one of the elementary schools was on the committee this year. See <a href="#">google doc</a> for plan. Full folder - <a href="#">here</a>.</p>

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

Department	Summary of Action Plan Work
Operations - Mr. Schoch	<p>Completed : The Business Office met with individuals who run our after hours ESL classes out of our schools. The meeting was to better understand the program. We met with the YMCA to discuss a partnership (to run the classes under the YMCA umbrella). The YMCA agreed and provided a COI to cover the program. The program has been up and running successfully at the sixth grade center.</p> <p><a href="#">EVIDENCE HERE</a></p>



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**Domain 3: *Academic Program***

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

**1. Curriculum Cycle Scheduled Work:**

- Year 1: 6-12 Social Studies, K-12 World Language
- Year 2: 6-12 Science; K-12 Art; K-12 Music; K-12 Health & PE
- Year 3 Implementation: 6-12 RELA; Digital Literacy; PLTW

**2. Parent/Family Engagement in Student Learning**

- Implementing a system to provide parents with more information about curriculum, academic program, and methods to support their child’s academic learning (Atlas)

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

**Summary of Progress:**

**3.1 Curriculum Cycle Scheduled Work**

- Year 1: 6-12 Social Studies, K-12 World Language
- Year 2: 6-12 Science; K-12 Art; K-12 Music; K-12 Health & PE
- Year 3 Implementation: 6-12 RELA; Digital Literacy; PLTW

Department	Summary of Action Plan Work
Office of Teaching and Learning - Dr. Hoffman	In process (to be completed by June 16): All curriculum work is on pace and expected to be completed by the end of the year. Curriculum groups are meeting weekly throughout the shutdown to complete curriculum work and to ensure backup plans are available should the learning environment be different for next school year. Each group is also ensuring curriculum is entered into atlas so it is easily available to all teachers.

**3.2 Parent/Family Engagement in Student Learning - Implementing system to provide parents with more information about curriculum, academic program, and methods to support their child’s academic learning (Atlas)**

Department	Summary of Action Plan Work
Office of Teaching and	Complete: The OTL website has been updated with new parents letters

Learning - Dr. Hoffman	for elementary core subjects. All available curriculum has been entered into Alas which will provide parents with a detailed look at pacing, curriculum, etc. for all content areas K-12. Parents also received detailed support documents from OTL during the shutdown to help connect home and school during this time.
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#### **Domain 4: *Culture of Safety, Security and Wellness***

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

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

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

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

#### **Summary of Progress:**

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

<b>Department</b>	<b>Summary of Action Plan Work</b>
Assistant Superintendent - Ms. Edwards	Complete: We have completed risk and vulnerability assessments at Richland Elementary and the Sixth Grade Center, and Quakertown Elementary was completed, but the team meeting to review the QE report was canceled due to the shutdown. Officer Lee was unable to complete Strayer Middle School this year due to the shutdown. Observing processes and flow when students are in session is a critical component of the analysis. We contracted with the Bucks IU to complete the remaining schools in the spring, but that work was also interrupted by the shutdown. When school resumes, we will be

	able to schedule and complete the RVAs for the other buildings. We developed an analysis tool we use to meet with a stakeholder group after each report is issued to discuss the findings and assign action items. This process builds confidence in the safety of our buildings and ensures that the information identified in the assessments turn into action.
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**4-1b. Create an awareness campaign to increase student, parent and staff awareness of available student supports and services that includes increased signage and messaging district-wide. Involve Director of Communications, SROs, and building level staff.**

Department	Summary of Action Plan Work
Pupil Services - Mrs. Pelone	Complete: A Services tab has been added to the top of the website so that students, teachers and parents can easily navigate to resources they may need. Many articles regarding available supports have been included in the school district newsletter, In the Q. The PPS and Communications Directors have worked together to digitally promote services, training and supports for students. A list of articles and updates can be found <a href="#">here</a> .

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

Department	Summary of Action Plan Work
Assistant Superintendent - Ms. Edwards	Complete: The district has enrolled in the certification program and will have completed all requirements by the end of the school year. Currently, 78% of staff have completed the online training, and buildings held at least one ALICE drill this year prior to the shutdown. Our Emergency Operations Plan has been uploaded to the ALICE site to complete the year one requirements for ALICE Organizational Certification.

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

Department	Summary of Action Plan Work
Assistant Superintendent - Ms. Edwards	Complete: The list of topics that the CSC and our SROs recommended for more specific policy development have been incorporated into appropriate policies (primarily 709 and 805) which are in different stages of Policy Committee review and approval.

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

Department	Summary of Action Plan Work
Assistant Superintendent - Ms. Edwards	Complete: A number of recommendations have been addressed, including each building creating a student safety advisory committee, adding HELP team support to debrief/AAR with students as well as adults, and changes in safety practices and protocols. From the CSC report, the following items were addressed this year, in addition to the two items listed as separate goals: 1b, 1c, 1d (50%), 1f, 1h, 1i, 2a, 2b, 2e (50%), 2f, 2j, 3a, 3b, and 3c. Additional recommendations will be considered for action next year.

**2. Student Wellness**

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

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

**Summary of Progress:**

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

Department	Summary of Action Plan Work
Assistant Superintendent - Ms. Edwards	Complete: The School Start Times Committee was created last fall and has met multiple times, reviewed relevant research, attended information meetings, and created a stakeholder survey that was in the process of being

	<p>analyzed when the shutdown occurred. The committee met its reporting requirement with a brief presentation to the Board at the January 23rd board meeting about their work to date and expected next steps. The work of the committee was interrupted due to the shutdown, and can be resumed next year. The committee’s original intention was to make a recommendation for the 2021-22 school year, but the district’s financial position and other pandemic-related factors may cause that to change.</p>
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**4.2b. Develop and implement Health 2 curriculum and assess impact on student wellness.**

<b>Department</b>	<b>Summary of Action Plan Work</b>
Office of Teaching and Learning - Dr. Hoffman	Complete: The new Health curriculum has been written and was in place for this year. Data was collected at the end of the first semester to inform changes for the second half of the year. We will be using end of course surveys to aid in gathering information regarding the impact on student wellness.

**4.2c. Increase mental health supports for students**

<b>Department</b>	<b>Summary of Action Plan Work</b>
Pupil Services - Mrs. Pelone	Complete: Hired two additional SAP counselors to increase supports at the elementary and HS levels. Referrals to SAP have increased. PPS purchased curriculum for school counselors to use during whole class lessons at the MS and elementary levels. Training regarding Acceptance and Commitment Therapy (ACT) and trauma informed care has been ongoing throughout the school year for all staff and families. Administration participated in the Penn Consortium for Mental Health.

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

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

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

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

**Summary of Progress:**

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

Department	Summary of Action Plan Work
Operations - Mr. Schoch	<p>Completed: The Business Office met with Rob Christine to review the application and other requirements of the award. Subsequent meetings took place with various departments and district consultants including (business office, human resources, SSC, ECS, and DEI). Rob Christine worked through the application, completing a first draft. Rob Christine and Zach Schoch met to review the first draft, recommendations were made. Rob Christine and Zach Schoch met again to review the final packet and to discuss the findings of application (areas of strength and weakness). The results will guide department goals for 202/21.</p> <p>Rob Christine submitted a complete application and the District was notified that the Gold certification was awarded to QCSD.</p> <p><a href="#"><u>EVIDENCE HERE</u></a></p>

**5.2 Create a Forecast5 Board Dashboard and standard monthly reports**

Department	Summary of Action Plan Work
Operations - Mr. Schoch	<p>Zach Schoch and Lynn Routson met with the Board Finance Committee at the beginning of the school year to discuss expectations for the goal. The Committee was largely happy with the reports provided in the 2018/2019 school year with regard to finances but asked for a more convenient way to access reports. The Committee asked for two additional reports:</p> <ul style="list-style-type: none"> <li>● A month report on the financial status of the NES renovation and addition project.</li> <li>● Periodic benchmarking reports using Forecast5, comparing QCSD to Bucks and other surrounding districts.</li> </ul> <p>The NES report was created and has been shared on a monthly basis at either Finance or Facilities.</p>



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

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

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

The link to the Financial Dashboard that contains the Forecast5 reports is

<https://5share.com/public/home.html?c=f95c17c9d9c249a09a41d6b8d60979ec>

The dashboards will be updated monthly and include the following information:

FY 21 Proposed Budget General Fund Finances at a Glance  
Historical General Fund Finances at a Glance  
Projected General Fund Finances at a Glance  
Revenue Comparisons  
Tax Levy Comparisons  
Quarterly Review of Revenues/Expenses  
Budget Performance Update  
Budget Performance Variance Analysis (YTD)  
Monthly Revenue/Expense Overview