

# QUAKERTOWN COMMUNITY SD

Comprehensive Plan | 2021 - 2024

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## 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.

## VISION STATEMENT

The district's vision is to prepare its students to be lifelong learners, who are able to pursue academic and career excellence, exhibit personal responsibility, participate as citizens in our democracy, and contribute to society. The goal of the school board is to achieve excellence in education consistent with its mission statement while exercising responsible stewardship of community resources.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

We believe we are responsible for preparing all students for life after graduation. We believe in providing a safe and student centered culture and environment. We believe everyone must act with civility, responsibility, and integrity.

### **STAFF**

We believe we are responsible for preparing all students for life after graduation. We believe everyone must act with civility, responsibility, and integrity. We believe in using data, reflection, and evaluation to drive continuous improvement.

### **ADMINISTRATION**

We believe everyone must act with civility, responsibility, and integrity. We believe in the responsible stewardship of community resources. We believe in communicating effectively and transparently with all stakeholders. We believe in using data, reflection, and evaluation to drive continuous improvement.

### **PARENTS**

We believe education is a collaboration between students, parents and families, staff, school board, and community.

### **COMMUNITY**

We believe education is a collaboration between students, parents and families, staff, school board, and community.

### **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Nancianne Edwards	Assistant Superintendent	QCSD Administration
Dr. William Harner	Superintendent	QCSD Administration
Dr. Lisa Hoffman	Assistant Superintendent	QCSD Administration
Joseph Kuzo	Director of Technology	QCSD Administration
Janet Pelone	Director of Pupil Services	QCSD Administration
Zach Schoch	Chief Operation Officer	QCSD Administration
Chad Evans	Supervisor of Curriculum - Business, HPE, Social Studies, and World Language	QCSD Office of Teaching and Learning
Erin Oleksa-Carter	Supervisor of Curriculum - Literacy, Fine Arts, and ELD PK-12 and the Coordinator of Federal Programs	QCSD Office of Teaching and Learning
Barbara Philips	Human Resources Manager	QCSD Supervisors
Zach Garger	District Level Coach	QCSD Office of Teaching and Learning
Rachel Girman	District Level Coach	QCSD Office of Teaching and Learning

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Jenn Bubser	Principal	Strayer Middle School
Scott Godshalk	Principal	Neidig Elementary School
Robert Christine	Director of Facilities	QCSD Facilities
Mattias Van't Hoenderdaal	Principal	Quakertown Community High School
Carolyn Staffieri	Special Education Supervisor	QCSD Supervisors
Gary Weckselblatt	Director of Communications	QCSD District Office
Dr. Michael Zackon	Principal	Quakertown Elementary School
Renee Arnold	Parent	Strayer Middle School
Chris Spear	School Board Director	QCSD School Board
Mary Bauer	Parent	Strayer Middle School/Pfaff Elementary School
Kaylyn Mitchell	School Board Director	QCSD School Board
Jennifer Weed	School Board Director	QCSD School Board
Jamie Maddon	Assistant Principal	QCSD The Academy
Nicole Zuerblis	Principal	Richland Elementary School

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<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Ronald Jackson	School Board Member	QCSD School Board
Danielle Bodnar	Business	Chamber of Commerce
Jon Kern	School Board Director	QCSD School Board
Tonya St. Clair	Parent	QCSD Senior High School
Erik Szabo	Parent	QCSD Senior High School
Suzanne Gatto	Parent (Special Education)	Trumbauersville Elementary School
Amy Harwick	Parent	QCSD Senior High/Strayer Middle School
Jan Detweiler	Secretary	Quakertown Elementary School
Shannon Lowe McLaughlin	Parent	Richland Elementary School
Stephanie Zajkowski	Parent	QCSD Senior High School
Kara Diliberto	Parent	QCSD Senior High/Richland Elementary School
Michael Mercadante	Parent	Strayer Middle School/Pfaff Elementary School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Kim Reimers	Parent	Trumbauersville Elementary School
Dr. Kevin Kelly	School Pyschologist	QCSD Senior High School
Riya Sembhi	Student	QCSD Senior High School
Hannah Beil	Student	QCSD Senior High School
Austin Hunsberger	Student	QCSD Senior High School
Thane Goetz	Student	QCSD Senior High School
Jay Detwiler	Maintenance	Facilities
Cameryn Taylor	Student	QCSD Senior High School
George Banas	Teacher	QCSD Senior High School
Sandi Frisch	Teacher	QCSD Senior High School
Becky Pallone	Teacher	Richland Elementary School
Brooke Reed	Teacher	Sixth Grade Center
Jacki Clymer	Teacher	Strayer Middle School
Laurie Christine	Teacher	QCSD Senior High School
Chris Deily	Teacher	Strayer Middle School

Name	Position	Building/Group
Audrey Waddell	Teacher	QCSD Senior High School
Patricia O'Neill	Teacher	Neidig Elementary School





## ACTION PLAN AND STEPS

### Evidence-based Strategy

QCHS Career Pathways In Curriculum

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

QCHS Career Pathways  
in Curriculum

By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Development of a Career Ready (CR) team in every school to meet at a minimum quarterly. CR team membership must include stakeholders that are actively involved in SEL, equity, and instructional work within the building to encourage a cohesive approach to delivering relevant instruction and preparing students to be productive and contributing members of the community.

2021-09-30 -  
2022-06-13

Career  
Pathways  
Administrators  
and the Office  
for Teaching &  
Learning

Maintain at minimum two .5  
Pathways coordinator  
positions for two teachers  
in the high school to focus  
on Career Readiness  
curriculum integration and  
community partnerships.

Administer a baseline faculty survey to measure awareness of CEW standards, percentage of time spent on career readiness awareness/skills in lessons (i.e daily, weekly, unit, etc.) CR building team

2021-09-01 -  
2021-10-29

Career  
Pathways  
Administrators

Allocate budgetary  
resources to allow for  
professional development

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
examines baseline data, compiles current career readiness practices, and develops plan offering recommendations for improvement.		and the Office for Teaching and Learning	training/workshops for the Pathways team to increase knowledge of best practices.
Development of K-12 district CR team led by Career Pathways administrators and the Office of Teaching & Learning (OTL) which meets at minimum biannually. The District CR team will guide district-wide CR work to develop a cohesive and comprehensive career readiness plan. The District CR team membership must include 2-3 consistent representatives from each school.	2021-11-01 - 2022-04-15	Career Pathways Administrators and the Office for Teaching and Learning	Allocate time during professional development day(s) to address instructional strategies, CEW standards, and provide Educator in the Workplace experiences.
Building and K-12 CR team collaboratively establish a shared career readiness common language.	2021-09-01 - 2022-06-13	Career Pathways Administrators and the Office for Teaching and Learning	Purchase of Pathways Manager program. Collaboration and partnership with the Office of Teaching & Learning. Allocation of time during two department meetings for departments to collaborate with industry professionals.
Create, implement and evaluate a professional development plan to: develop/deepen teacher understanding of CEW standards, increase	2021-09-01 - 2022-06-13	Career Pathways	Allocate time during professional development

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
instructional strategies that create relevancy of content, problem based learning/assessment and real world applicability related to career readiness.		Administrators and the Office for Teaching and Learning	day(s) to address instructional strategies, CEW standards, and provide Educator in the Workplace experiences.
Educator in the workplace opportunity will be organized by the Pathways team for all faculty members during the 2021-22 school year. Each faculty member will complete a learning activity based on their experience to be shared with students.	2021-09-01 - 2022-06-13	Career Pathways Administrators and the Office for Teaching and Learning	Allocate time during professional development day(s) for teachers to participate in Educator in the Workplace experience.
Teachers will add and/or revise career readiness embedded lesson plans and be offered coaching feedback.	2021-09-01 - 2022-06-13	Career Pathways Administrators and the Office for Teaching and Learning	Purchase of Pathways Manager program.
Teachers will be asked to share examples of ways in which they've established relevance for a lesson in their classroom at least twice per year during professional development, faculty meetings, etc.	2021-09-01 - 2022-06-13	Career Pathways Administrators and the Office for Teaching and Learning	Collaboration and partnership with OTL

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop and deliver at minimum seven standardized career readiness lessons for Pathways advisory periods with a minimum of three lessons demonstrating relationship building between teacher advisor/advisee as well as peer to peer.	2021-09-01 - 2022-06-13	Career Pathways Administrators and the Office for Teaching and Learning	Allocate time during two department meetings for departments to collaborate with industry professionals.
Develop a tiered intervention system within the Pathways framework to address students identified as lacking adult connections and/or post-secondary direction.	2021-09-01 - 2022-06-13	Career Pathways Administrators and the Office for Teaching and Learning	Collaboration and partnership with OTL
Administer end-of-year evaluation survey to faculty and students.	2022-05-02 - 2022-05-31	Career Pathways Administrators and the Office for Teaching and Learning	Collaboration and partnership with OTL

**Anticipated Outcome**

Career Pathways will seek to empower students to shape and prepare for their post-secondary future by engaging them through active inquiry, personalized learning experiences, and rigorous academic programming aligned to the ever-changing workforce trends. By intentionally embedding career readiness into teaching models across curriculum, students will find greater meaning and connection to

their studies. In addition to employability skills, general skills and an ability to form connections with others will be highlighted as these are necessary for all employment levels in every career. Students will feel more connected and will be able to identify and synthesize how specific skills and experiences related to career preparation have shaped their post-secondary decision making. "

### Monitoring/Evaluation

Progress will be measured by: a yearly review of lesson plans, observation of instruction focused on problem based learning and active inquiry within classrooms, data collection in Pathways Manager representing student/teacher relationships, and annual evaluations given to staff and students.

### Evidence-based Strategy

Career Pathways & Partnerships

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Career Pathways & Partnerships	By 2025, Quakertown Community High School will consistently and routinely engage and collaborate with community professionals to enhance all academic disciplines with career readiness skills as well as to provide authentic learning opportunities for students. Intentionality will be given to building community relationships that represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Present QCHS Pathways Program at Chamber of Commerce meeting to educate local community business members about the program.	2021-09-01 - 2021-12-31	Career Pathway Administrators and the Office for Teaching and Learning	Funds for Pathways supplies and refreshments when hosting industry professionals
Allocate time for faculty to collaborate with industry professionals during department meetings. (2x per year)	2021-09-01 - 2022-06-13	Career Pathway Administrators and the Office for Teaching and Learning	Funds for Pathways supplies and refreshments when hosting industry professionals
Create educational/promotional materials and offer informational meetings to increase awareness of Career Pathways and field study programs to community members, parents, and students.	2021-09-01 - 2022-06-13	Career Pathway Administrators and the Office for Teaching and Learning	Funds for Pathways supplies and refreshments when hosting industry professionals
Building audit and creation of master list in Pathways Manager identifying current career professional partnerships, when professionals come in, relevancy of visit to learning, etc.	2021-09-01 - 2021-11-30	Career Pathway Administrators and the Office for Teaching	Purchase of Pathways Manager program.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop an evaluation tool in collaboration with community stakeholders to be utilized to evaluate students in field studies.	2021-09-01 - 2021-11-30	and Learning Career Pathway Administrators and the Office for Teaching and Learning	
Revise job shadow experience for all tenth graders using feedback from community stakeholders.	2021-09-01 - 2021-11-30	Career Pathway Administrators and the Office for Teaching and Learning	Maintain at minimum two .5 Pathways coordinator positions for two teachers in the high school to focus on Career Readiness curriculum integration and community partnerships.
Establish a Career Pathways Advisory Board that is representative of district and community stakeholders and meets 2x per year.	2021-09-01 - 2022-06-13	Career Pathway Administrators and the Office for Teaching and Learning	
Develop Pathways Student Ambassador program to involve students with diverse pathways in decision making, mentoring other students, and representing QCHS during industry/school meetings, etc.	2021-09-01 - 2022-01-31	Career Pathway Administrators and the Office	Maintain at minimum two .5 Pathways coordinator positions for two teachers in the high school to focus on Career Readiness

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		for Teaching and Learning	curriculum integration and community partnerships.
Complete gap analysis of building career awareness and exploration practices and experiences that represent, celebrate, and encourage diversity of post-secondary options and diversity of professionals (racial, gender, age, etc.) across career fields.	2021-09-15 - 2021-11-30	Career Pathway Administrators and the Office for Teaching and Learning	
Develop a building plan that addresses career awareness and exploration practices and experiences that represent, celebrate and encourage diversity of post-secondary options and diversity of professionals (racial, gender, age, etc.) across career fields.	2021-09-15 - 2022-06-13	Career Pathway Administrators and the Office for Teaching and Learning	
Organize presentations that connect QCHS Upper Bucks County Technical Students with all 5th grade students to highlight their experiences and training at UBCTS.	2021-11-01 - 2022-06-13	Career Pathway Administrators and the Office for Teaching and Learning	
<b>Anticipated Outcome</b>			



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

### Monitoring/Evaluation

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes, completion of action items, evaluative survey results.

### Evidence-based Strategy

Historically Underperforming Students

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Historically Underperforming Students	Improve the school climate by elevating diverse perspectives, increasing opportunities for involvement, and initiating programs and partnerships to ensure equitable access, support, and growth for all students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop common language regarding diversity, equity, and inclusion	2021-06-16 -	Administrative	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and a framework for our commitment to equity as an administrative leadership team.	2024-06-28	Team	
Solicit input from students, parents, and staff, then create professional development opportunities on topics of interest, including those related to improving relationships, increasing student engagement, and fostering a strong sense of belonging, diversity, equity, and inclusion.	2021-07-01 - 2024-06-28	Administrative Team	Review Panorama survey results at the building level during faculty meetings to review trends
Audit club offerings in grades 6-12 to determine areas for new clubs/activities as well as opportunities for clubs and activities in grades 3-5. Collect stakeholder feedback at the end of the year.	2021-09-01 - 2022-06-30	Administrative Team	
Schedule Spark talks, linked to diversity, equity, and inclusion, as well as Career Talks presented by speakers from diverse backgrounds	2021-11-01 - 2024-06-28	Administrative Team	
Review and implement strategies to recruit and hire more teachers and staff from diverse backgrounds.	2021-07-01 - 2024-06-28	Administrative Team	
Administer Panorama survey to grades 3-12 to include questions of cultural competency, classroom belonging, and student/teacher relationships	2021-09-01 - 2022-06-30	Administrative Team	
Review Panorama survey results at the building level during faculty meetings to trends . Review Panorama survey purpose and how to implement with teachers.	2021-09-01 - 2022-06-30	Administrative Team	

### Anticipated Outcome

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds? Students will have stronger relationships and sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives as well as how to meet the needs of all students. Staff will also have increased opportunities for choice in professional development.

### Monitoring/Evaluation

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity and inclusion

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### Evidence-based Strategy

K-8 Career Readiness

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
K-8 Career Readiness	By 2025, evidence of career exploration and authentic learning opportunities emphasizing career readiness and skill acquisition will exist within the curriculum for every class in grades K-8. Career exploration and awareness activities K-8 will represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Development of CR team in every school to meet at a minimum quarterly. CR team membership must include stakeholders that are actively involved in SEL, equity and instructional work within the building to encourage a cohesive approach to delivering relevant instruction and preparing students to be productive and contributing members of the community.	2021-09-01 - 2022-10-31	Career Pathway Administrators and the Office for Teaching and Learning	Allocate time during professional development day(s), faculty meetings, etc. to address instructional strategies, and CEW standards.
Administer baseline faculty survey to measure awareness of CEW standards, percentage of time spent on career readiness awareness/skills in lessons (i.e. daily, weekly, unit, etc.) CR building team examines baseline data, compiles current career readiness practices, and develops plan offering recommendations for improvement.	2021-11-01 - 2022-04-29	Career Pathway Administrators and the Office for Teaching and Learning	Baseline survey to be administered in buildings to gauge understanding of CEW standards and current practices.
Building audit and creation of master list identifying current career professional partnerships, when professionals come in, relevancy of visit to learning, etc.	2021-09-01 - 2021-11-30	Career Pathway Administrators and the Office for Teaching and Learning	
Development of K-12 district CR team led by Career Pathways administrators and OTL which meets at minimum biannually. The district CR team will guide district-wide CR work to develop a cohesive and comprehensive career readiness plan. District CR team membership must include 2-3 consistent representatives from each school.	2021-11-01 - 2022-04-29	Career Pathway Administrators and the Office for Teaching	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		and Learning	
Building a K-12 CR team and collaboratively establish a shared career readiness common language.	2021-09-01 - 2022-06-13	Career Pathway Administrators and the Office for Teaching and Learning	
Building and K-12 CR team collaboratively create a career readiness exit survey for students in grades 5, 6, 8 to evaluate self-reported growth in areas like self-awareness, career exploration, perceived content relevance, and overall, delivery of career readiness program.	2021-09-01 - 2022-06-13	Career Pathway Administrators and the Office for Teaching and Learning	
Create, implement and evaluate a professional development plan to: develop/deepen teacher understanding of CEW standards, increase and evaluate relevance of curriculum as it relates to career awareness and enhance instructional practices to create a culture of learning that is engaging and problem based.	2021-09-01 - 2022-06-13	Career Pathway Administrators and the Office for Teaching and Learning	Allocate time during professional development day(s), faculty meetings, etc. to address instructional strategies and CEW standards.
Complete gap analysis of building career awareness and exploration practices and experiences that represent, celebrate and encourage diversity of post-secondary options and diversity of professionals (racial, gender, age, etc.) across career fields.	2021-09-15 - 2021-10-29	Career Pathway Administrators and the Office	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop building plan that addresses career awareness and exploration practices and experiences that represent, celebrate and encourage diversity of post-secondary options and diversity of professionals (racial, gender, age, etc.) across career fields.	2021-09-15 - 2022-06-13	for Teaching and Learning Career Pathway Administrators and the Office for Teaching and Learning	Allocate time during professional development day(s), faculty meetings, etc. to address instructional strategies and CEW standards.
Organize presentations that connect QCHS Upper Bucks County Technical Students with all 5th grade students to highlight their experiences and training at UBCTS.	2021-11-01 - 2022-05-31	Career Pathway Administrators and the Office for Teaching and Learning	

**Anticipated Outcome**

Vision: Through active inquiry, social emotional skill development, and increased career exploration activities, students will find greater meaning in the learning process, learn to be better classmates and citizens, and gain exposure to more career opportunities and the diverse professionals in those fields. Students will be more motivated to apply their learning to real world situations and social emotional skill acquisition will increase. Students will develop familiarity with a variety of post secondary paths and the diversity of employees in all fields which will enable them to make more informed decisions about their education and eventually, post-secondary track."

**Monitoring/Evaluation**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes and completion of action items, evaluative survey results.

### Evidence-based Strategy

Historically Underperforming Students - Students with Disabilities

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Historically Underperforming Students with Disabilities

Improve student outcomes by identifying innovative ways to support students with disabilities and students that are economically disadvantaged and allocating resources based on evidence of academic performance disparities. Increase percentage on PSSA scores. Differentiated Instruction. Core content area instruction.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop common language regarding diversity, equity, and inclusion and a framework for our commitment to equity as an administrative leadership team.	2021-06-30 - 2021-08-30	Administrative Team	
Solicit input from students, parents, and staff, then create professional development opportunities on topics of interest, including those related to improving relationships, increasing student engagement, and fostering a strong sense of belonging, diversity, equity, and inclusion.	2021-07-01 - 2024-06-28	Administrative Team	Review Panorama survey results at the building level during faculty meetings to review trends

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Audit club offerings in grades 6-12 to determine areas for new clubs/activities as well as opportunities for clubs and activities in grades 3-5. Collect stakeholder feedback at the end of the year.	2021-09-01 - 2022-06-30	Administrative Team	
Schedule Spark talks, linked to diversity, equity, and inclusion, as well as Career Talks presented by speakers from diverse backgrounds	2021-11-01 - 2024-06-30	Administrative Team	
Review and implement strategies to recruit and hire more teachers and staff from diverse backgrounds.	2021-07-12 - 2024-06-30	Administrative Team	
Administer Panorama survey to grades 3-12 to include questions of cultural competency, classroom belonging and student/teacher relationships.	2021-09-01 - 2022-05-31	Administrative Team	
Review Panorama survey results at the building level during faculty meetings to trends. Review Panorama survey purpose and how to implement with teachers.	2021-09-01 - 2022-06-30	Administrative Team	

### Anticipated Outcome

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds Students will have stronger relationships and a sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives and how to meet all students' needs. Staff will also have increased opportunities for choice in professional development.



## Monitoring/Evaluation

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity, and inclusion.

### Evidence-based Strategy

Building Autonomy

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Building Autonomy	If building leadership teams have the autonomy to utilize action research to target a specific improvement area, then we will be able to generate the energy and knowledge needed to support best practices.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Introduce Action Research overview to Administration.	2021-07-15 - 2021-08-30	Assistant Superintendent	
The University of Pennsylvania Consortium for Mental Wellness and Opt. Development presentation on Action Wellness.	2021-07-15 - 2021-08-30	Assistant Superintendent	
Building teams and brainstorming sessions on a topic/focus they may want to learn more about or implement in their buildings.	2021-10-01 - 2022-04-30	Administrative Team	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Topics "approved" by Cabinet.	2022-03-30 - 2022-04-30	Assistant Superintendent	
Action research question developed.	2022-03-01 - 2022-07-31	Assistant Superintendent	

### Anticipated Outcome

If we introduce action research as an important part of the decision-making process, then we expect to see the resulting actions be more data-driven and the resulting implementations be more effective. A more cohesive approach to serving our district teachers and students, while maintaining the importance of individual building autonomy. We expect to see increased collaboration and sharing of best practices among buildings, with an expectation that that information will be applied appropriately based on data collected at the individual building or department level.

### Monitoring/Evaluation

Regular check-ins with building leadership teams to determine progress and to review data collection. Data collection will look different in each building depending on what is selected for action research.

### Evidence-based Strategy

Mental Health and Wellness

### Measurable Goals

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Conduct a Needs Assessment by assessing stakeholder needs, concerns, and perspectives. Make a plan to share the data with stakeholders. Acknowledge their voices, identify resources, and discuss their concerns or needs.	2021-09-01 - 2021-09-30	Administrative Team	
Enlist a team and gain the active support of administrators and stakeholders. Rally key stakeholders (cultivate commitment from teachers and staff, encourage student involvement, and invite the support of families and communities).	2021-09-01 - 2021-09-30	Administrative Team	
Identify SEL priorities and align them with existing priorities and practices. Create vision and belief statements.	2021-10-01 - 2021-10-29	Administrative Team	
Research and secure resources, if determined by the committee and needs assessment data, additional resources are needed. Possibly select evidence-based programming that fits the needs and culture of the district and aligns to priorities and goals.	2021-11-01 - 2022-03-31	Administrative Team	
Write curriculum and assessment plan. Create a plan for horizontal and vertical alignment of selected SEL practices into daily interactions, routines, academics, and expectations, and across settings and grade levels.	2022-03-01 - 2022-06-30	Administrative Team	CASEL Program Guide, CASEL Priority Setting Questionnaire, CASEL District Implementation Rubric

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a professional development, implementation, and evaluation plan.	2022-03-01 - 2022-06-30	Administrative Team	Panorama SEL Guide CASEL Program Guide, CASEL Priority Setting Questionnaire, CASEL District Implementation Rubric, CASEL District Resource Center, PBIS Team Implementation Guide, Schoolwide SEL Implementation CASEL
Research to support the connections among PBIS, social, emotional, and school competence. Determine SEL standards. Revise curriculum templates. Revise vision statements for academic content as per the curriculum cycle.	2021-06-30 - 2022-06-30	Administrative Team	

**Anticipated Outcome**

To foster positive relationships between students and staff, improve wellness, and enhance academic competence.

**Monitoring/Evaluation**

PBIS Fidelity District Data, Growth on the PBIS Team Implementation Guide, Panorama Data - Metrics will be determined in year one with the team.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)</p>	<p>QCHS Career Pathways In Curriculum</p>	<p>Create, implement and evaluate a professional development plan to: develop/deepen teacher understanding of CEW standards, increase instructional strategies that create relevancy of content, problem based learning/assessment and real world applicability related to career readiness.</p>	<p>09/01/2021 - 06/13/2022</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)	QCHS Career Pathways In Curriculum	Educator in the workplace opportunity will be organized by the Pathways team for all faculty members during the 2021-22 school year. Each faculty member will complete a learning activity based on their experience to be shared with students.	09/01/2021 - 06/13/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2025, Quakertown Community High School will consistently and routinely engage and collaborate with community professionals to enhance all academic disciplines with career readiness skills as well as to provide authentic learning opportunities for students. Intentionality will be given to building community relationships that represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (Career Pathways & Partnerships)	Career Pathways & Partnerships	Allocate time for faculty to collaborate with industry professionals during department meetings. (2x per year)	09/01/2021 - 06/13/2022





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2025, evidence of career exploration and authentic learning opportunities emphasizing career readiness and skill acquisition will exist within the curriculum for every class in grades K-8. Career exploration and awareness activities K-8 will represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (K-8 Career Readiness)</p>	<p>K-8 Career Readiness</p>	<p>Create, implement and evaluate a professional development plan to:            develop/deepen teacher understanding of CEW standards, increase and evaluate relevance of curriculum as it relates to career awareness and enhance instructional practices to create a culture of learning that is engaging and problem based.</p>	<p>09/01/2021 - 06/13/2022</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Improve the school climate by elevating diverse perspectives, increasing opportunities for involvement, and initiating programs and partnerships to ensure equitable access, support, and growth for all students. (Historically Underperforming Students)	Historically Underperforming Students	Solicit input from students, parents, and staff, then create professional development opportunities on topics of interest, including those related to improving relationships, increasing student engagement, and fostering a strong sense of belonging, diversity, equity, and inclusion.	07/01/2021 - 06/28/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Improve student outcomes by identifying innovative ways to support students with disabilities and students that are economically disadvantaged and allocating resources based on evidence of academic performance disparities. Increase percentage on PSSA scores. Differentiated Instruction. Core content area instruction. (Historically Underperforming Students with Disabilities)	Historically Underperforming Students - Students with Disabilities	Solicit input from students, parents, and staff, then create professional development opportunities on topics of interest, including those related to improving relationships, increasing student engagement, and fostering a strong sense of belonging, diversity, equity, and inclusion.	07/01/2021 - 06/28/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
If building leadership teams have the autonomy to utilize action research to target a specific improvement area, then we will be able to generate the energy and knowledge needed to support best practices. (Building Autonomy)	Building Autonomy	The University of Pennsylvania Consortium for Mental Wellness and Opt. Development presentation on Action Wellness.	07/15/2021 - 08/30/2021

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)</p>	<p>QCHS Career Pathways In Curriculum</p>	<p>Development of a Career Ready (CR) team in every school to meet at a minimum quarterly. CR team membership must include stakeholders that are actively involved in SEL, equity, and instructional work within the building to encourage a cohesive approach to delivering</p>	<p>09/30/2021 - 06/13/2022</p>

**Measurable Goals**

**Action Plan  
Name**

**Communication  
Step**

**Anticipated  
Timeline**

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relevant  
instruction and  
preparing  
students to be  
productive and  
contributing  
members of the  
community.

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)</p>	<p>QCHS Career Pathways In Curriculum</p>	<p>Administer a baseline faculty survey to measure awareness of CEW standards, percentage of time spent on career readiness awareness/skills in lessons (i.e daily, weekly, unit, etc.) CR building team examines baseline data, compiles current career readiness practices, and develops plan offering recommendations for improvement.</p>	<p>09/01/2021 - 10/29/2021</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)</p>	<p>QCHS Career Pathways In Curriculum</p>	<p>Development of K-12 district CR team led by Career Pathways administrators and the Office of Teaching &amp; Learning (OTL) which meets at minimum biannually. The District CR team will guide district-wide CR work to develop a cohesive and comprehensive career readiness plan. The District CR team membership must include 2-3</p>	<p>11/01/2021 - 04/15/2022</p>



**Measurable Goals**

**Action Plan  
Name**

**Communication  
Step**

**Anticipated  
Timeline**

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consistent  
representatives  
from each school.

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)</p>	<p>QCHS Career Pathways In Curriculum</p>	<p>Create, implement and evaluate a professional development plan to: develop/deepen teacher understanding of CEW standards, increase instructional strategies that create relevancy of content, problem based learning/assessment and real world applicability related to career readiness.</p>	<p>09/01/2021 - 06/13/2022</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)	QCHS Career Pathways In Curriculum	Educator in the workplace opportunity will be organized by the Pathways team for all faculty members during the 2021-22 school year. Each faculty member will complete a learning activity based on their experience to be shared with students.	09/01/2021 - 06/13/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)	QCHS Career Pathways In Curriculum	Teachers will add and/or revise career readiness embedded lesson plans and be offered coaching feedback.	09/01/2021 - 06/13/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)	QCHS Career Pathways In Curriculum	Administer end-of-year evaluation survey to faculty and students.	05/02/2022 - 05/31/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, Quakertown Community High School will consistently and routinely engage and collaborate with community professionals to enhance all academic disciplines with career readiness skills as well as to provide authentic learning opportunities for students. Intentionality will be given to building community relationships that represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (Career Pathways &amp; Partnerships)</p>	Career Pathways & Partnerships	Present QCHS Pathways Program at Chamber of Commerce meeting to educate local community business members about the program.	09/01/2021 - 12/31/2021

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, Quakertown Community High School will consistently and routinely engage and collaborate with community professionals to enhance all academic disciplines with career readiness skills as well as to provide authentic learning opportunities for students. Intentionality will be given to building community relationships that represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (Career Pathways & Partnerships)	Career Pathways & Partnerships	Create educational/promotional materials and offer informational meetings to increase awareness of Career Pathways and field study programs to community members, parents, and students.	09/01/2021 - 06/13/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, Quakertown Community High School will consistently and routinely engage and collaborate with community professionals to enhance all academic disciplines with career readiness skills as well as to provide authentic learning opportunities for students. Intentionality will be given to building community relationships that represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (Career Pathways & Partnerships)	Career Pathways & Partnerships	Establish a Career Pathways Advisory Board that is representative of district and community stakeholders and meets 2x per year.	09/01/2021 - 06/13/2022



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, Quakertown Community High School will consistently and routinely engage and collaborate with community professionals to enhance all academic disciplines with career readiness skills as well as to provide authentic learning opportunities for students. Intentionality will be given to building community relationships that represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (Career Pathways & Partnerships)	Career Pathways & Partnerships	Develop Pathways Student Ambassador program to involve students with diverse pathways in decision making, mentoring other students, and representing QCHS during industry/school meetings, etc.	09/01/2021 - 01/31/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, Quakertown Community High School will consistently and routinely engage and collaborate with community professionals to enhance all academic disciplines with career readiness skills as well as to provide authentic learning opportunities for students. Intentionality will be given to building community relationships that represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (Career Pathways &amp; Partnerships)</p>	Career Pathways & Partnerships	Organize presentations that connect QCHS Upper Bucks County Technical Students with all 5th grade students to highlight their experiences and training at UBCTS.	11/01/2021 - 06/13/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, evidence of career exploration and authentic learning opportunities emphasizing career readiness and skill acquisition will exist within the curriculum for every class in grades K-8. Career exploration and awareness activities K-8 will represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (K-8 Career Readiness)</p>	<p>K-8 Career Readiness</p>	<p>Development of CR team in every school to meet at a minimum quarterly. CR team membership must include stakeholders that are actively involved in SEL, equity and instructional work within the building to encourage a cohesive approach to delivering relevant instruction and preparing students to be</p>	<p>09/01/2021 - 10/31/2022</p>

**Measurable Goals**

**Action Plan  
Name**

**Communication  
Step**

**Anticipated  
Timeline**

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productive and  
contributing  
members of the  
community.

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, evidence of career exploration and authentic learning opportunities emphasizing career readiness and skill acquisition will exist within the curriculum for every class in grades K-8. Career exploration and awareness activities K-8 will represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (K-8 Career Readiness)</p>	<p>K-8 Career Readiness</p>	<p>Administer baseline faculty survey to measure awareness of CEW standards, percentage of time spent on career readiness awareness/skills in lessons (i.e. daily, weekly, unit, etc.) CR building team examines baseline data, compiles current career readiness practices, and develops plan offering recommendations for improvement.</p>	<p>11/01/2021 - 04/29/2022</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025, evidence of career exploration and authentic learning opportunities emphasizing career readiness and skill acquisition will exist within the curriculum for every class in grades K-8. Career exploration and awareness activities K-8 will represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (K-8 Career Readiness)	K-8 Career Readiness	Organize presentations that connect QCHS Upper Bucks County Technical Students with all 5th grade students to highlight their experiences and training at UBCTS.	11/01/2021 - 05/31/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Improve the school climate by elevating diverse perspectives, increasing opportunities for involvement, and initiating programs and partnerships to ensure equitable access, support, and growth for all students. (Historically Underperforming Students)	Historically Underperforming Students	Solicit input from students, parents, and staff, then create professional development opportunities on topics of interest, including those related to improving relationships, increasing student engagement, and fostering a strong sense of belonging, diversity, equity, and inclusion.	07/01/2021 - 06/28/2024

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Improve the school climate by elevating diverse perspectives, increasing opportunities for involvement, and initiating programs and partnerships to ensure equitable access, support, and growth for all students. (Historically Underperforming Students)	Historically Underperforming Students	Schedule Spark talks, linked to diversity, equity, and inclusion, as well as Career Talks presented by speakers from diverse backgrounds	11/01/2021 - 06/28/2024



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Improve the school climate by elevating diverse perspectives, increasing opportunities for involvement, and initiating programs and partnerships to ensure equitable access, support, and growth for all students. (Historically Underperforming Students)	Historically Underperforming Students	Administer Panorama survey to grades 3-12 to include questions of cultural competency, classroom belonging, and student/teacher relationships	09/01/2021 - 06/30/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Improve student outcomes by identifying innovative ways to support students with disabilities and students that are economically disadvantaged and allocating resources based on evidence of academic performance disparities. Increase percentage on PSSA scores. Differentiated Instruction. Core content area instruction. (Historically Underperforming Students with Disabilities)	Historically Underperforming Students - Students with Disabilities	Schedule Spark talks, linked to diversity, equity, and inclusion, as well as Career Talks presented by speakers from diverse backgrounds	11/01/2021 - 06/30/2024

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Improve student outcomes by identifying innovative ways to support students with disabilities and students that are economically disadvantaged and allocating resources based on evidence of academic performance disparities. Increase percentage on PSSA scores. Differentiated Instruction. Core content area instruction. (Historically Underperforming Students with Disabilities)	Historically Underperforming Students - Students with Disabilities	Administer Panorama survey to grades 3-12 to include questions of cultural competency, classroom belonging and student/teacher relationships.	09/01/2021 - 05/31/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Mental Health and Wellness	Conduct a Needs Assessment by assessing stakeholder needs, concerns, and perspectives. Make a plan to share the data with stakeholders. Acknowledge their voices, identify resources, and discuss their concerns or needs.	09/01/2021 - 09/30/2021

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Mental Health and Wellness	Enlist a team and gain the active support of administrators and stakeholders. Rally key stakeholders (cultivate commitment from teachers and staff, encourage student involvement, and invite the support of families and communities).	09/01/2021 - 09/30/2021

## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

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School Board Minutes or Affirmation Statement

2021-06-10

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### **Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator

William Harner

2022-01-31

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

QCHS continues to outperform the state averages and performance targets in ELA and Mathematics.

Our elementary science curriculum and instruction continues to outperform state averages and performance expectations.

At QCHS we meet the Academic Growth Score in ELA and Science

AT SMS we meet the Academic growth score in Mathematics and Science

Recent curriculum revisions have created a more unified vision for English/Language Arts instruction and assessment across the three grade bands.

Several Elementary buildings are above the state average and are close to exceeding the 2030 statewide goal.

QCHS exceeds the statewide 2030 mathematics/Algebra goal of 71.8% proficient/advanced

Elementary Science program is strong and leading to solid results on 4th grade Science PSSA assessments

### Challenges

Elementary ELA programming is adjusting after curricular shifts and we anticipate increased proficiency due to changes in curriculum and instructional shifts that are more in alignment with the science of reading and standards.

Targeting our subgroups across all areas, such as students who are economically disadvantaged, English learners, and students with disabilities should have an impact on achievement.

A focus on our emerging Hispanic students and families should be prioritized as the demographic continues to grow locally and nationally.

Our middle school programming requires attention and focus in ELA and mathematics for all, but especially within targeted subgroups.

Literacy focused instruction and assessment in non-ELA curricular areas should be a focus to help ensure students are successful readers, writers, and creators.

We must focus on further supporting our English learners population and growing them towards proficiency.

## Strengths

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Middle school science curriculum was recently revised and results are above the statewide average.

At Pfaff ES, Quakertown ES, and Richland ES, we meet the Academic growth score in all three subject areas: ELA, Math, and Science

We see continued growth in middle school mathematics; although achievement continues to be below the average and target goal.

We continue to grow in developing a more student focused college and career pathways plan at QCHS and this will have a trickle down effect to the middle schools and elementary schools as we refine what it means to be college and career ready.

Increasing participation in Technical School programs allows more students the opportunity to access career skills while in high school.

The creation of the Pathways Program allows students to focus on areas of interest while still meeting graduation requirements.

We continue to invest in supports for our students and schools through our School Counselors and Pupil Services Personnel.

## Challenges

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We must focus on further supporting our students with economic disadvantages and growing them towards proficiency.

We must focus on further supporting our students with disabilities and growing them towards proficiency.

We must focus on further supporting our Hispanic populations and growing them towards proficiency.

A continued focus on mathematics instruction at the middle level is necessary to achieve our 2030 goals.

Continued focus on social emotional learning and mental health supports will have positive impacts on the members of our community as well as achievement.

Improved instruction for diverse learners in a multitude of tiers, including revising Tier 2 intervention plans will support academic achievement.

Recent curricular shifts at the secondary level are perhaps experiencing an implementation dip and a focus on implementation with integrity as well as collaboratively designed revisions will support student growth.

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## Strengths

Our students who attend the Upper Bucks Technical School continue to perform well on national certifications and assessments.

We continue to efficiently and effectively program for the diverse needs of our students.

## Challenges

None of our elementary or middle schools currently meet the expected 2030 statewide goal, so a focus on mathematics curriculum, instruction, and intervention is necessary

Elementary and middle school mathematics curriculum are entering year 1 of the QCSD curriculum cycle where revising curriculum will be a priority.

Middle school and high school PSSA/Keystone assessment results do not exceed the statewide 2030 goals. Although curriculum has recently been revised, we must continue to explore that alignment between what is assessed and what is taught.

Targeting subgroups will support buildings who are not meeting state averages and/or are not close to the 2030 statewide goals.

We must continue to make the college and career readiness components relevant to both today's learners and the workforce. Engaging with external partners, such as the BCIU and local businesses will help to accomplish this.

We must continue to help all learners to see pathways that challenge them in a variety of ways. Encouraging rigorous coursework along with matching them to the right programs will continue to be a part of our core mission.

We must continue to make the college and career readiness components relevant to both today's learners and the workforce.

### **Challenges**

Engaging with external partners, such as the BCIU and local businesses will help accomplish this.

We must focus on further supporting our students with disabilities and growing them towards proficiency.

We must focus on further supporting our Hispanic populations and growing them towards proficiency.

Continued focus on social emotional learning and mental health supports will have positive impacts on the members of our community as well as achievement.

Improved instruction for diverse learning in a multitude of tiers including revising Tier 2 intervention plans will support academic achievement.

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### **Most Notable Observations/Patterns**

Focus areas will be use of data, development of MTSS, social and emotional learning, PBIS, performance of historically underperforming student subgroups, career planning and pathways, and financial sustainability.

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Challenges	Discussion Point	Priority for Planning
<p>We must continue to make the college and career readiness components relevant to both today's learners and the workforce. Engaging with external partners, such as the BCIU and local businesses will help accomplish this.</p>	<p>Career planning and pathways require more specific focus and direction.</p>	
<p>We must focus on further supporting our students with disabilities and growing them towards proficiency.</p>	<p>Strategies for use of data and MTSS must focus specifically on the needs of this subgroup.</p>	
<p>We must focus on further supporting our Hispanic populations and growing them towards proficiency.</p>	<p>Strategies for use of data and MTSS must focus specifically on the needs of this subgroup.</p>	
<p>Continued focus on social emotional learning and mental health supports will have positive impacts on the members of our community as well as achievement.</p>	<p>Pandemic related mental health and social emotional needs continue to require sustained focus.</p>	
<p>Improved instruction for diverse learning in a multitude of tiers including revising Tier 2 intervention plans will support academic achievement.</p>	<p>Student interventions and supports need more structure and consistency across the district.</p>	

## ADDENDUM B: ACTION PLAN

### Action Plan: QCHS Career Pathways In Curriculum

Action Steps	Anticipated Start/Completion Date
<p>Development of a Career Ready (CR) team in every school to meet at a minimum quarterly. CR team membership must include stakeholders that are actively involved in SEL, equity, and instructional work within the building to encourage a cohesive approach to delivering relevant instruction and preparing students to be productive and contributing members of the community.</p>	<p>09/30/2021 - 06/13/2022</p>
Monitoring/Evaluation	Anticipated Output
<p>Progress will be measured by: a yearly review of lesson plans, observation of instruction focused on problem based learning and active inquiry within classrooms, data collection in Pathways Manager representing student/teacher relationships, and annual evaluations given to staff and students.</p>	<p>Career Pathways will seek to empower students to shape and prepare for their post-secondary future by engaging them through active inquiry, personalized learning experiences, and rigorous academic programming aligned to the ever-changing workforce trends. By intentionally embedding career readiness into teaching models across curriculum, students will find greater meaning and connection to their studies. In addition to employability skills, general skills and an ability to form connections with others will be highlighted as these are necessary for all employment levels in every career. Students will feel more connected and will be able to identify and synthesize how specific skills and experiences related to career preparation have shaped their post-secondary decision making. "</p>

**Material/Resources/Supports Needed****PD Step**      **Comm Step**

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Maintain at minimum two .5 Pathways coordinator positions for two teachers in the high school to focus on Career Readiness curriculum integration and community partnerships.

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no      yes

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**Action Steps****Anticipated Start/Completion Date**

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Administer a baseline faculty survey to measure awareness of CEW standards, percentage of time spent on career readiness awareness/skills in lessons (i.e daily, weekly, unit, etc.) CR building team examines baseline data, compiles current career readiness practices, and develops plan offering recommendations for improvement.

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09/01/2021 - 10/29/2021

**Monitoring/Evaluation**

Progress will be measured by: a yearly review of lesson plans, observation of instruction focused on problem based learning and active inquiry within classrooms, data collection in Pathways Manager representing student/teacher relationships, and annual evaluations given to staff and students.

**Anticipated Output**

Career Pathways will seek to empower students to shape and prepare for their post-secondary future by engaging them through active inquiry, personalized learning experiences, and rigorous academic programming aligned to the ever-changing workforce trends. By intentionally embedding career readiness into teaching models across curriculum, students will find greater meaning and connection to their studies. In addition to employability skills, general skills and an ability to form connections with others will be highlighted as these are necessary for all employment levels in every career. Students will feel more connected and will be able to identify and synthesize how specific skills and experiences related to career preparation have shaped their post-secondary decision making. "

**Material/Resources/Supports Needed**

Allocate budgetary resources to allow for professional development training/workshops for the Pathways team to increase knowledge of best practices.

PD Step	Comm Step
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no	yes
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**Action Steps****Anticipated Start/Completion Date**

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Development of K-12 district CR team led by Career Pathways administrators and the Office of Teaching & Learning (OTL) which meets at minimum biannually. The District CR team will guide district-wide CR work to develop a cohesive and comprehensive career readiness plan. The District CR team membership must include 2-3 consistent representatives from each school.

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11/01/2021 - 04/15/2022

**Monitoring/Evaluation****Anticipated Output**

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Progress will be measured by: a yearly review of lesson plans, observation of instruction focused on problem based learning and active inquiry within classrooms, data collection in Pathways Manager representing student/teacher relationships, and annual evaluations given to staff and students.

Career Pathways will seek to empower students to shape and prepare for their post-secondary future by engaging them through active inquiry, personalized learning experiences, and rigorous academic programming aligned to the ever-changing workforce trends. By intentionally embedding career readiness into teaching models across curriculum, students will find greater meaning and connection to their studies. In addition to employability skills, general skills and an ability to form connections with others will be highlighted as these are necessary for all employment levels in every career. Students will feel more connected and will be able to identify and synthesize how specific skills and experiences related to career preparation have shaped their post-secondary decision making. "

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**Material/Resources/Supports Needed**

**PD  
Step**      **Comm  
Step**

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Allocate time during professional development day(s) to address instructional strategies, CEW standards, and provide Educator in the Workplace experiences.

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no      yes

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**Action Steps****Anticipated Start/Completion Date**

Building and K-12 CR team collaboratively establish a shared career readiness common language.

09/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Progress will be measured by: a yearly review of lesson plans, observation of instruction focused on problem based learning and active inquiry within classrooms, data collection in Pathways Manager representing student/teacher relationships, and annual evaluations given to staff and students.

Career Pathways will seek to empower students to shape and prepare for their post-secondary future by engaging them through active inquiry, personalized learning experiences, and rigorous academic programming aligned to the ever-changing workforce trends. By intentionally embedding career readiness into teaching models across curriculum, students will find greater meaning and connection to their studies. In addition to employability skills, general skills and an ability to form connections with others will be highlighted as these are necessary for all employment levels in every career. Students will feel more connected and will be able to identify and synthesize how specific skills and experiences related to career preparation have shaped their post-secondary decision making. "

**Material/Resources/Supports Needed**

	<b>PD Step</b>	<b>Comm Step</b>
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Purchase of Pathways Manager program. Collaboration and partnership with the Office of Teaching & Learning. Allocation of time during two department meetings for departments to collaborate with industry professionals.

	no	no
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**Action Steps****Anticipated Start/Completion Date**

Create, implement and evaluate a professional development plan to: develop/deepen teacher understanding of CEW standards, increase instructional strategies that create relevancy of content, problem based learning/assessment and real world applicability related to career readiness.

09/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Progress will be measured by: a yearly review of lesson plans, observation of instruction focused on problem based learning and active inquiry within classrooms, data collection in Pathways Manager representing student/teacher relationships, and annual evaluations given to staff and students.

Career Pathways will seek to empower students to shape and prepare for their post-secondary future by engaging them through active inquiry, personalized learning experiences, and rigorous academic programming aligned to the ever-changing workforce trends. By intentionally embedding career readiness into teaching models across curriculum, students will find greater meaning and connection to their studies. In addition to employability skills, general skills and an ability to form connections with others will be highlighted as these are necessary for all employment levels in every career. Students will feel more connected and will be able to identify and synthesize how specific skills and experiences related to career preparation have shaped their post-secondary decision making. "

**Material/Resources/Supports Needed**

<b>PD Step</b>	<b>Comm Step</b>
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Allocate time during professional development day(s) to address instructional strategies, CEW standards, and provide Educator in the Workplace experiences.

yes	yes
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**Action Steps****Anticipated Start/Completion Date**

Educator in the workplace opportunity will be organized by the Pathways team for all faculty members during the 2021-22 school year. Each faculty member will complete a learning activity based on their experience to be shared with students.

09/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Progress will be measured by: a yearly review of lesson plans, observation of instruction focused on problem based learning and active inquiry within classrooms, data collection in Pathways Manager representing student/teacher relationships, and annual evaluations given to staff and students.

Career Pathways will seek to empower students to shape and prepare for their post-secondary future by engaging them through active inquiry, personalized learning experiences, and rigorous academic programming aligned to the ever-changing workforce trends. By intentionally embedding career readiness into teaching models across curriculum, students will find greater meaning and connection to their studies. In addition to employability skills, general skills and an ability to form connections with others will be highlighted as these are necessary for all employment levels in every career. Students will feel more connected and will be able to identify and synthesize how specific skills and experiences related to career preparation have shaped their post-secondary decision making. "

**Material/Resources/Supports Needed**

**PD  
Step**

**Comm  
Step**

Allocate time during professional development day(s) for teachers to participate in Educator in the Workplace experience.

yes

yes

**Action Steps****Anticipated Start/Completion Date**

Teachers will add and/or revise career readiness embedded lesson plans and be offered coaching feedback.

09/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Progress will be measured by: a yearly review of lesson plans, observation of instruction focused on problem based learning and active inquiry within classrooms, data collection in Pathways Manager representing student/teacher relationships, and annual evaluations given to staff and students.

Career Pathways will seek to empower students to shape and prepare for their post-secondary future by engaging them through active inquiry, personalized learning experiences, and rigorous academic programming aligned to the ever-changing workforce trends. By intentionally embedding career readiness into teaching models across curriculum, students will find greater meaning and connection to their studies. In addition to employability skills, general skills and an ability to form connections with others will be highlighted as these are necessary for all employment levels in every career. Students will feel more connected and will be able to identify and synthesize how specific skills and experiences related to career preparation have shaped their post-secondary decision making. "

**Material/Resources/Supports Needed****PD Step****Comm Step**

Purchase of Pathways Manager program.

no

yes



**Action Steps****Anticipated Start/Completion Date**

Teachers will be asked to share examples of ways in which they've established relevance for a lesson in their classroom at least twice per year during professional development, faculty meetings, etc.

09/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Progress will be measured by: a yearly review of lesson plans, observation of instruction focused on problem based learning and active inquiry within classrooms, data collection in Pathways Manager representing student/teacher relationships, and annual evaluations given to staff and students.

Career Pathways will seek to empower students to shape and prepare for their post-secondary future by engaging them through active inquiry, personalized learning experiences, and rigorous academic programming aligned to the ever-changing workforce trends. By intentionally embedding career readiness into teaching models across curriculum, students will find greater meaning and connection to their studies. In addition to employability skills, general skills and an ability to form connections with others will be highlighted as these are necessary for all employment levels in every career. Students will feel more connected and will be able to identify and synthesize how specific skills and experiences related to career preparation have shaped their post-secondary decision making. "

**Material/Resources/Supports Needed****PD Step****Comm Step**

Collaboration and partnership with OTL

no

no



**Action Steps****Anticipated Start/Completion Date**

Develop and deliver at minimum seven standardized career readiness lessons for Pathways advisory periods with a minimum of three lessons demonstrating relationship building between teacher advisor/advisee as well as peer to peer.

09/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Progress will be measured by: a yearly review of lesson plans, observation of instruction focused on problem based learning and active inquiry within classrooms, data collection in Pathways Manager representing student/teacher relationships, and annual evaluations given to staff and students.

Career Pathways will seek to empower students to shape and prepare for their post-secondary future by engaging them through active inquiry, personalized learning experiences, and rigorous academic programming aligned to the ever-changing workforce trends. By intentionally embedding career readiness into teaching models across curriculum, students will find greater meaning and connection to their studies. In addition to employability skills, general skills and an ability to form connections with others will be highlighted as these are necessary for all employment levels in every career. Students will feel more connected and will be able to identify and synthesize how specific skills and experiences related to career preparation have shaped their post-secondary decision making. "

**Material/Resources/Supports Needed****PD Step****Comm Step**

Allocate time during two department meetings for departments to collaborate with industry professionals.

no

no



**Action Steps****Anticipated Start/Completion Date**

Develop a tiered intervention system within the Pathways framework to address students identified as lacking adult connections and/or post-secondary direction.

09/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Progress will be measured by: a yearly review of lesson plans, observation of instruction focused on problem based learning and active inquiry within classrooms, data collection in Pathways Manager representing student/teacher relationships, and annual evaluations given to staff and students.

Career Pathways will seek to empower students to shape and prepare for their post-secondary future by engaging them through active inquiry, personalized learning experiences, and rigorous academic programming aligned to the ever-changing workforce trends. By intentionally embedding career readiness into teaching models across curriculum, students will find greater meaning and connection to their studies. In addition to employability skills, general skills and an ability to form connections with others will be highlighted as these are necessary for all employment levels in every career. Students will feel more connected and will be able to identify and synthesize how specific skills and experiences related to career preparation have shaped their post-secondary decision making. "

**Material/Resources/Supports Needed****PD Step****Comm Step**

Collaboration and partnership with OTL

no

no





**Action Steps****Anticipated Start/Completion Date**

Administer end-of-year evaluation survey to faculty and students.

05/02/2022 - 05/31/2022

**Monitoring/Evaluation****Anticipated Output**

Progress will be measured by: a yearly review of lesson plans, observation of instruction focused on problem based learning and active inquiry within classrooms, data collection in Pathways Manager representing student/teacher relationships, and annual evaluations given to staff and students.

Career Pathways will seek to empower students to shape and prepare for their post-secondary future by engaging them through active inquiry, personalized learning experiences, and rigorous academic programming aligned to the ever-changing workforce trends. By intentionally embedding career readiness into teaching models across curriculum, students will find greater meaning and connection to their studies. In addition to employability skills, general skills and an ability to form connections with others will be highlighted as these are necessary for all employment levels in every career. Students will feel more connected and will be able to identify and synthesize how specific skills and experiences related to career preparation have shaped their post-secondary decision making. "

**Material/Resources/Supports Needed****PD Step****Comm Step**

Collaboration and partnership with OTL

no

yes

**Action Plan: Career Pathways & Partnerships**

**Action Steps****Anticipated Start/Completion Date**

Present QCHS Pathways Program at Chamber of Commerce meeting to educate local community business members about the program.

09/01/2021 - 12/31/2021

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes, completion of action items, evaluative survey results.

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

**Material/Resources/Supports Needed****PD Step****Comm Step**

Funds for Pathways supplies and refreshments when hosting industry professionals

no

yes



**Action Steps****Anticipated Start/Completion Date**

Allocate time for faculty to collaborate with industry professionals during department meetings. (2x per year)

09/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes, completion of action items, evaluative survey results.

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

**Material/Resources/Supports Needed****PD Step****Comm Step**

Funds for Pathways supplies and refreshments when hosting industry professionals

yes

no

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**Action Steps****Anticipated Start/Completion Date**

Create educational/promotional materials and offer informational meetings to increase awareness of Career Pathways and field study programs to community members, parents, and students.

09/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes, completion of action items, evaluative survey results.

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

**Material/Resources/Supports Needed****PD Step****Comm Step**

Funds for Pathways supplies and refreshments when hosting industry professionals

no

yes



**Action Steps****Anticipated Start/Completion Date**

Building audit and creation of master list in Pathways Manager identifying current career professional partnerships, when professionals come in, relevancy of visit to learning, etc.

09/01/2021 - 11/30/2021

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes, completion of action items, evaluative survey results.

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

**Material/Resources/Supports Needed****PD Step****Comm Step**

Purchase of Pathways Manager program.

no

no



**Action Steps****Anticipated Start/Completion Date**

Develop an evaluation tool in collaboration with community stakeholders to be utilized to evaluate students in field studies.

09/01/2021 - 11/30/2021

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes, completion of action items, evaluative survey results.

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

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>		
Revise job shadow experience for all tenth graders using feedback from community stakeholders.	09/01/2021 - 11/30/2021		
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>		
Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes, completion of action items, evaluative survey results.	Collaborative partnerships between industry professionals and the school district will better prepare students for the world of work and/or post-secondary learning by creating meaningful and relevant career exploration opportunities for students, enhancing instructional practices, and providing authentic learning experiences both within and outside of the classroom. Outcome: Opportunities to cultivate industry connections and more deeply explore areas of student interest will encourage greater student ownership in the learning process and foster deeper student engagement and motivation in the classroom."		
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>	
Maintain at minimum two .5 Pathways coordinator positions for two teachers in the high school to focus on Career Readiness curriculum integration and community partnerships.	no	no	



**Action Steps****Anticipated Start/Completion Date**

Establish a Career Pathways Advisory Board that is representative of district and community stakeholders and meets 2x per year.

09/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes, completion of action items, evaluative survey results.

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

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes





**Action Steps****Anticipated Start/Completion Date**

Develop Pathways Student Ambassador program to involve students with diverse pathways in decision making, mentoring other students, and representing QCHS during industry/school meetings, etc.

09/01/2021 - 01/31/2022

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes, completion of action items, evaluative survey results.

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

**Material/Resources/Supports Needed**

**PD Step**    **Comm Step**

Maintain at minimum two .5 Pathways coordinator positions for two teachers in the high school to focus on Career Readiness curriculum integration and community partnerships.

no    yes



**Action Steps****Anticipated Start/Completion Date**

Complete gap analysis of building career awareness and exploration practices and experiences that represent, celebrate, and encourage diversity of post-secondary options and diversity of professionals (racial, gender, age, etc.) across career fields.

09/15/2021 - 11/30/2021

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes, completion of action items, evaluative survey results.

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

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

Develop a building plan that addresses career awareness and exploration practices and experiences that represent, celebrate and encourage diversity of post-secondary options and diversity of professionals (racial, gender, age, etc.) across career fields.

09/15/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes, completion of action items, evaluative survey results.

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

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

Organize presentations that connect QCHS Upper Bucks County Technical Students with all 5th grade students to highlight their experiences and training at UBCTS.

11/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes, completion of action items, evaluative survey results.

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

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes

**Action Plan: Historically Underperforming Students**

**Action Steps****Anticipated Start/Completion Date**

Develop common language regarding diversity, equity, and inclusion and a framework for our commitment to equity as an administrative leadership team.

06/16/2021 - 06/28/2024

**Monitoring/Evaluation****Anticipated Output**

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity and inclusion

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds? Students will have stronger relationships and sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives as well as how to meet the needs of all students. Staff will also have increased opportunities for choice in professional development.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

Solicit input from students, parents, and staff, then create professional development opportunities on topics of interest, including those related to improving relationships, increasing student engagement, and fostering a strong sense of belonging, diversity, equity, and inclusion.

07/01/2021 - 06/28/2024

**Monitoring/Evaluation****Anticipated Output**

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity and inclusion

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds? Students will have stronger relationships and sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives as well as how to meet the needs of all students. Staff will also have increased opportunities for choice in professional development.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Review Panorama survey results at the building level during faculty meetings to review trends

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Audit club offerings in grades 6-12 to determine areas for new clubs/activities as well as opportunities for clubs and activities in grades 3-5. Collect stakeholder feedback at the end of the year.

09/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity and inclusion

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds? Students will have stronger relationships and sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives as well as how to meet the needs of all students. Staff will also have increased opportunities for choice in professional development.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

Schedule Spark talks, linked to diversity, equity, and inclusion, as well as Career Talks presented by speakers from diverse backgrounds

11/01/2021 - 06/28/2024

**Monitoring/Evaluation****Anticipated Output**

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity and inclusion

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds? Students will have stronger relationships and sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives as well as how to meet the needs of all students. Staff will also have increased opportunities for choice in professional development.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes



**Action Steps****Anticipated Start/Completion Date**

Review and implement strategies to recruit and hire more teachers and staff from diverse backgrounds.

07/01/2021 - 06/28/2024

**Monitoring/Evaluation****Anticipated Output**

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity and inclusion

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds? Students will have stronger relationships and sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives as well as how to meet the needs of all students. Staff will also have increased opportunities for choice in professional development.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

Administer Panorama survey to grades 3-12 to include questions of cultural competency, classroom belonging, and student/teacher relationships

09/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity and inclusion

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds? Students will have stronger relationships and sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives as well as how to meet the needs of all students. Staff will also have increased opportunities for choice in professional development.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes

**Action Steps****Anticipated Start/Completion Date**

Review Panorama survey results at the building level during faculty meetings to trends . Review Panorama survey purpose and how to implement with teachers.

09/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity and inclusion

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds? Students will have stronger relationships and sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives as well as how to meet the needs of all students. Staff will also have increased opportunities for choice in professional development.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no

**Action Plan: K-8 Career Readiness**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>		
<p>Development of CR team in every school to meet at a minimum quarterly. CR team membership must include stakeholders that are actively involved in SEL, equity and instructional work within the building to encourage a cohesive approach to delivering relevant instruction and preparing students to be productive and contributing members of the community.</p>	<p>09/01/2021 - 10/31/2022</p>		
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>		
<p>Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes and completion of action items, evaluative survey results.</p>	<p>Vision: Through active inquiry, social emotional skill development, and increased career exploration activities, students will find greater meaning in the learning process, learn to be better classmates and citizens, and gain exposure to more career opportunities and the diverse professionals in those fields. Students will be more motivated to apply their learning to real world situations and social emotional skill acquisition will increase. Students will develop familiarity with a variety of post secondary paths and the diversity of employees in all fields which will enable them to make more informed decisions about their education and eventually, post-secondary track."</p>		
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>	
<p>Allocate time during professional development day(s), faculty meetings, etc. to address instructional strategies, and CEW standards.</p>	<p>no</p>	<p>yes</p>	



**Action Steps****Anticipated Start/Completion Date**

Administer baseline faculty survey to measure awareness of CEW standards, percentage of time spent on career readiness awareness/skills in lessons (i.e. daily, weekly, unit, etc.) CR building team examines baseline data, compiles current career readiness practices, and develops plan offering recommendations for improvement.

11/01/2021 - 04/29/2022

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes and completion of action items, evaluative survey results.

Vision: Through active inquiry, social emotional skill development, and increased career exploration activities, students will find greater meaning in the learning process, learn to be better classmates and citizens, and gain exposure to more career opportunities and the diverse professionals in those fields. Students will be more motivated to apply their learning to real world situations and social emotional skill acquisition will increase. Students will develop familiarity with a variety of post secondary paths and the diversity of employees in all fields which will enable them to make more informed decisions about their education and eventually, post-secondary track."

**Material/Resources/Supports Needed****PD Step****Comm Step**

Baseline survey to be administered in buildings to gauge understanding of CEW standards and current practices.

no

yes



**Action Steps****Anticipated Start/Completion Date**

Building audit and creation of master list identifying current career professional partnerships, when professionals come in, relevancy of visit to learning, etc.

09/01/2021 - 11/30/2021

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes and completion of action items, evaluative survey results.

Vision: Through active inquiry, social emotional skill development, and increased career exploration activities, students will find greater meaning in the learning process, learn to be better classmates and citizens, and gain exposure to more career opportunities and the diverse professionals in those fields. Students will be more motivated to apply their learning to real world situations and social emotional skill acquisition will increase. Students will develop familiarity with a variety of post secondary paths and the diversity of employees in all fields which will enable them to make more informed decisions about their education and eventually, post-secondary track."

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

Development of K-12 district CR team led by Career Pathways administrators and OTL which meets at minimum biannually. The district CR team will guide district-wide CR work to develop a cohesive and comprehensive career readiness plan. District CR team membership must include 2-3 consistent representatives from each school.

11/01/2021 - 04/29/2022

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes and completion of action items, evaluative survey results.

Vision: Through active inquiry, social emotional skill development, and increased career exploration activities, students will find greater meaning in the learning process, learn to be better classmates and citizens, and gain exposure to more career opportunities and the diverse professionals in those fields. Students will be more motivated to apply their learning to real world situations and social emotional skill acquisition will increase. Students will develop familiarity with a variety of post secondary paths and the diversity of employees in all fields which will enable them to make more informed decisions about their education and eventually, post-secondary track."

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no





**Action Steps****Anticipated Start/Completion Date**

Building a K-12 CR team and collaboratively establish a shared career readiness common language.

09/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes and completion of action items, evaluative survey results.

Vision: Through active inquiry, social emotional skill development, and increased career exploration activities, students will find greater meaning in the learning process, learn to be better classmates and citizens, and gain exposure to more career opportunities and the diverse professionals in those fields. Students will be more motivated to apply their learning to real world situations and social emotional skill acquisition will increase. Students will develop familiarity with a variety of post secondary paths and the diversity of employees in all fields which will enable them to make more informed decisions about their education and eventually, post-secondary track."

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

Building and K-12 CR team collaboratively create a career readiness exit survey for students in grades 5, 6, 8 to evaluate self-reported growth in areas like self-awareness, career exploration, perceived content relevance, and overall, delivery of career readiness program.

09/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes and completion of action items, evaluative survey results.

Vision: Through active inquiry, social emotional skill development, and increased career exploration activities, students will find greater meaning in the learning process, learn to be better classmates and citizens, and gain exposure to more career opportunities and the diverse professionals in those fields. Students will be more motivated to apply their learning to real world situations and social emotional skill acquisition will increase. Students will develop familiarity with a variety of post secondary paths and the diversity of employees in all fields which will enable them to make more informed decisions about their education and eventually, post-secondary track."

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

Create, implement and evaluate a professional development plan to: develop/deepen teacher understanding of CEW standards, increase and evaluate relevance of curriculum as it relates to career awareness and enhance instructional practices to create a culture of learning that is engaging and problem based.

09/01/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes and completion of action items, evaluative survey results.

Vision: Through active inquiry, social emotional skill development, and increased career exploration activities, students will find greater meaning in the learning process, learn to be better classmates and citizens, and gain exposure to more career opportunities and the diverse professionals in those fields. Students will be more motivated to apply their learning to real world situations and social emotional skill acquisition will increase. Students will develop familiarity with a variety of post secondary paths and the diversity of employees in all fields which will enable them to make more informed decisions about their education and eventually, post-secondary track."

**Material/Resources/Supports Needed**

**PD  
Step**

**Comm  
Step**

Allocate time during professional development day(s), faculty meetings, etc. to address instructional strategies and CEW standards.

yes

no

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**Action Steps****Anticipated Start/Completion Date**

Complete gap analysis of building career awareness and exploration practices and experiences that represent, celebrate and encourage diversity of post-secondary options and diversity of professionals (racial, gender, age, etc.) across career fields.

09/15/2021 - 10/29/2021

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes and completion of action items, evaluative survey results.

Vision: Through active inquiry, social emotional skill development, and increased career exploration activities, students will find greater meaning in the learning process, learn to be better classmates and citizens, and gain exposure to more career opportunities and the diverse professionals in those fields. Students will be more motivated to apply their learning to real world situations and social emotional skill acquisition will increase. Students will develop familiarity with a variety of post secondary paths and the diversity of employees in all fields which will enable them to make more informed decisions about their education and eventually, post-secondary track."

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no

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**Action Steps****Anticipated Start/Completion Date**

Develop building plan that addresses career awareness and exploration practices and experiences that represent, celebrate and encourage diversity of post-secondary options and diversity of professionals (racial, gender, age, etc.) across career fields.

09/15/2021 - 06/13/2022

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes and completion of action items, evaluative survey results.

Vision: Through active inquiry, social emotional skill development, and increased career exploration activities, students will find greater meaning in the learning process, learn to be better classmates and citizens, and gain exposure to more career opportunities and the diverse professionals in those fields. Students will be more motivated to apply their learning to real world situations and social emotional skill acquisition will increase. Students will develop familiarity with a variety of post secondary paths and the diversity of employees in all fields which will enable them to make more informed decisions about their education and eventually, post-secondary track."

**Material/Resources/Supports Needed**

**PD  
Step**

**Comm  
Step**

Allocate time during professional development day(s), faculty meetings, etc. to address instructional strategies and CEW standards.

no

no



**Action Steps****Anticipated Start/Completion Date**

Organize presentations that connect QCHS Upper Bucks County Technical Students with all 5th grade students to highlight their experiences and training at UBCTS.

11/01/2021 - 05/31/2022

**Monitoring/Evaluation****Anticipated Output**

Recorded annual data showing active industry connections, data on student field study placements, meeting agenda notes and completion of action items, evaluative survey results.

Vision: Through active inquiry, social emotional skill development, and increased career exploration activities, students will find greater meaning in the learning process, learn to be better classmates and citizens, and gain exposure to more career opportunities and the diverse professionals in those fields. Students will be more motivated to apply their learning to real world situations and social emotional skill acquisition will increase. Students will develop familiarity with a variety of post secondary paths and the diversity of employees in all fields which will enable them to make more informed decisions about their education and eventually, post-secondary track."

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes



## Action Plan: Historically Underperforming Students - Students with Disabilities

Action Steps	Anticipated Start/Completion Date	
Develop common language regarding diversity, equity, and inclusion and a framework for our commitment to equity as an administrative leadership team.	06/30/2021 - 08/30/2021	
Monitoring/Evaluation	Anticipated Output	
Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity, and inclusion.	Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds Students will have stronger relationships and a sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives and how to meet all students' needs. Staff will also have increased opportunities for choice in professional development.	
Material/Resources/Supports Needed	PD Step	Comm Step
	no	no
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**Action Steps****Anticipated Start/Completion Date**

Solicit input from students, parents, and staff, then create professional development opportunities on topics of interest, including those related to improving relationships, increasing student engagement, and fostering a strong sense of belonging, diversity, equity, and inclusion.

07/01/2021 - 06/28/2024

**Monitoring/Evaluation****Anticipated Output**

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity, and inclusion.

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds Students will have stronger relationships and a sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives and how to meet all students' needs. Staff will also have increased opportunities for choice in professional development.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Review Panorama survey results at the building level during faculty meetings to review trends

yes

no



**Action Steps**

**Anticipated Start/Completion Date**

Audit club offerings in grades 6-12 to determine areas for new clubs/activities as well as opportunities for clubs and activities in grades 3-5. Collect stakeholder feedback at the end of the year.

09/01/2021 - 06/30/2022

**Monitoring/Evaluation**

**Anticipated Output**

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity, and inclusion.

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds Students will have stronger relationships and a sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives and how to meet all students' needs. Staff will also have increased opportunities for choice in professional development.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

Schedule Spark talks, linked to diversity, equity, and inclusion, as well as Career Talks presented by speakers from diverse backgrounds

11/01/2021 - 06/30/2024

**Monitoring/Evaluation****Anticipated Output**

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity, and inclusion.

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds Students will have stronger relationships and a sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives and how to meet all students' needs. Staff will also have increased opportunities for choice in professional development.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes



**Action Steps****Anticipated Start/Completion Date**

Review and implement strategies to recruit and hire more teachers and staff from diverse backgrounds.

07/12/2021 - 06/30/2024

**Monitoring/Evaluation****Anticipated Output**

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity, and inclusion.

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds Students will have stronger relationships and a sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives and how to meet all students' needs. Staff will also have increased opportunities for choice in professional development.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no

**Action Steps****Anticipated Start/Completion Date**

Administer Panorama survey to grades 3-12 to include questions of cultural competency, classroom belonging and student/teacher relationships.

09/01/2021 - 05/31/2022

**Monitoring/Evaluation****Anticipated Output**

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity, and inclusion.

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds Students will have stronger relationships and a sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives and how to meet all students' needs. Staff will also have increased opportunities for choice in professional development.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes



**Action Steps**

**Anticipated Start/Completion Date**

Review Panorama survey results at the building level during faculty meetings to trends. Review Panorama survey purpose and how to implement with teachers.

09/01/2021 - 06/30/2022

**Monitoring/Evaluation**

**Anticipated Output**

Panorama student surveys (cultural awareness and action, student relationships and belonging), course and extracurricular activity enrollments, diverse professional development opportunities, and speakers on diversity, equity, and inclusion.

Equity is infused in our culture, our targets are accomplished, and every policy and practice decision is viewed through this lens: How will this decision impact students from diverse backgrounds Students will have stronger relationships and a sense of belonging (as evidenced by improved survey results), students from diverse backgrounds will have a voice and will be represented in all courses, activities, and employment within the district. Staff will have an increased understanding of diverse perspectives and how to meet all students' needs. Staff will also have increased opportunities for choice in professional development.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

no

no

**Action Plan: Building Autonomy**

**Action Steps****Anticipated Start/Completion Date**

Introduce Action Research overview to Administration.

07/15/2021 - 08/30/2021

**Monitoring/Evaluation****Anticipated Output**

Regular check-ins with building leadership teams to determine progress and to review data collection. Data collection will look different in each building depending on what is selected for action research.

If we introduce action research as an important part of the decision-making process, then we expect to see the resulting actions be more data-driven and the resulting implementations be more effective. A more cohesive approach to serving our district teachers and students, while maintaining the importance of individual building autonomy. We expect to see increased collaboration and sharing of best practices among buildings, with an expectation that that information will be applied appropriately based on data collected at the individual building or department level.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

The University of Pennsylvania Consortium for Mental Wellness and Opt. Development presentation on Action Wellness.

07/15/2021 - 08/30/2021

**Monitoring/Evaluation****Anticipated Output**

Regular check-ins with building leadership teams to determine progress and to review data collection. Data collection will look different in each building depending on what is selected for action research.

If we introduce action research as an important part of the decision-making process, then we expect to see the resulting actions be more data-driven and the resulting implementations be more effective. A more cohesive approach to serving our district teachers and students, while maintaining the importance of individual building autonomy. We expect to see increased collaboration and sharing of best practices among buildings, with an expectation that that information will be applied appropriately based on data collected at the individual building or department level.

**Material/Resources/Supports Needed****PD Step****Comm Step**

yes

no





**Action Steps****Anticipated Start/Completion Date**

Building teams and brainstorming sessions on a topic/focus they may want to learn more about or implement in their buildings.

10/01/2021 - 04/30/2022

**Monitoring/Evaluation****Anticipated Output**

Regular check-ins with building leadership teams to determine progress and to review data collection. Data collection will look different in each building depending on what is selected for action research.

If we introduce action research as an important part of the decision-making process, then we expect to see the resulting actions be more data-driven and the resulting implementations be more effective. A more cohesive approach to serving our district teachers and students, while maintaining the importance of individual building autonomy. We expect to see increased collaboration and sharing of best practices among buildings, with an expectation that that information will be applied appropriately based on data collected at the individual building or department level.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

Topics "approved" by Cabinet.

03/30/2022 - 04/30/2022

**Monitoring/Evaluation****Anticipated Output**

Regular check-ins with building leadership teams to determine progress and to review data collection. Data collection will look different in each building depending on what is selected for action research.

If we introduce action research as an important part of the decision-making process, then we expect to see the resulting actions be more data-driven and the resulting implementations be more effective. A more cohesive approach to serving our district teachers and students, while maintaining the importance of individual building autonomy. We expect to see increased collaboration and sharing of best practices among buildings, with an expectation that that information will be applied appropriately based on data collected at the individual building or department level.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no

**Action Steps**

**Anticipated Start/Completion Date**

Action research question developed.

03/01/2022 - 07/31/2022

**Monitoring/Evaluation**

**Anticipated Output**

Regular check-ins with building leadership teams to determine progress and to review data collection. Data collection will look different in each building depending on what is selected for action research.

If we introduce action research as an important part of the decision-making process, then we expect to see the resulting actions be more data-driven and the resulting implementations be more effective. A more cohesive approach to serving our district teachers and students, while maintaining the importance of individual building autonomy. We expect to see increased collaboration and sharing of best practices among buildings, with an expectation that that information will be applied appropriately based on data collected at the individual building or department level.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

no

no

**Action Plan: Mental Health and Wellness**

**Action Steps****Anticipated Start/Completion Date**

Conduct a Needs Assessment by assessing stakeholder needs, concerns, and perspectives. Make a plan to share the data with stakeholders. Acknowledge their voices, identify resources, and discuss their concerns or needs.

09/01/2021 - 09/30/2021

**Monitoring/Evaluation****Anticipated Output**

PBIS Fidelity District Data, Growth on the PBIS Team Implementation Guide, Panorama Data - Metrics will be determined in year one with the team.

To foster positive relationships between students and staff, improve wellness, and enhance academic competence.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes



**Action Steps****Anticipated Start/Completion Date**

Enlist a team and gain the active support of administrators and stakeholders. Rally key stakeholders (cultivate commitment from teachers and staff, encourage student involvement, and invite the support of families and communities).

09/01/2021 - 09/30/2021

**Monitoring/Evaluation****Anticipated Output**

PBIS Fidelity District Data, Growth on the PBIS Team Implementation Guide, Panorama Data - Metrics will be determined in year one with the team.

To foster positive relationships between students and staff, improve wellness, and enhance academic competence.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes



**Action Steps****Anticipated Start/Completion Date**

Identify SEL priorities and align them with existing priorities and practices. Create vision and belief statements.

10/01/2021 - 10/29/2021

**Monitoring/Evaluation****Anticipated Output**

PBIS Fidelity District Data, Growth on the PBIS Team Implementation Guide, Panorama Data - Metrics will be determined in year one with the team.

To foster positive relationships between students and staff, improve wellness, and enhance academic competence.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

Research and secure resources, if determined by the committee and needs assessment data, additional resources are needed. Possibly select evidence-based programming that fits the needs and culture of the district and aligns to priorities and goals.

11/01/2021 - 03/31/2022

**Monitoring/Evaluation****Anticipated Output**

PBIS Fidelity District Data, Growth on the PBIS Team Implementation Guide, Panorama Data - Metrics will be determined in year one with the team.

To foster positive relationships between students and staff, improve wellness, and enhance academic competence.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

Write curriculum and assessment plan. Create a plan for horizontal and vertical alignment of selected SEL practices into daily interactions, routines, academics, and expectations, and across settings and grade levels.

03/01/2022 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

PBIS Fidelity District Data, Growth on the PBIS Team Implementation Guide, Panorama Data - Metrics will be determined in year one with the team.

To foster positive relationships between students and staff, improve wellness, and enhance academic competence.

**Material/Resources/Supports Needed****PD Step****Comm Step**

CASEL Program Guide, CASEL Priority Setting Questionnaire, CASEL District Implementation Rubric

no

no





**Action Steps****Anticipated Start/Completion Date**

Create a professional development, implementation, and evaluation plan.

03/01/2022 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

PBIS Fidelity District Data, Growth on the PBIS Team Implementation Guide, Panorama Data - Metrics will be determined in year one with the team.

To foster positive relationships between students and staff, improve wellness, and enhance academic competence.

**Material/Resources/Supports Needed**

**PD Step**    **Comm Step**

Panorama SEL Guide CASEL Program Guide, CASEL Priority Setting Questionnaire, CASEL District Implementation Rubric, CASEL District Resource Center, PBIS Team Implementation Guide, Schoolwide SEL Implementation CASEL

no    no

**Action Steps****Anticipated Start/Completion Date**

Research to support the connections among PBIS, social, emotional, and school competence. Determine SEL standards. Revise curriculum templates. Revise vision statements for academic content as per the curriculum cycle.

06/30/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

PBIS Fidelity District Data, Growth on the PBIS Team Implementation Guide, Panorama Data - Metrics will be determined in year one with the team.

To foster positive relationships between students and staff, improve wellness, and enhance academic competence.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)</p>	<p>QCHS Career Pathways In Curriculum</p>	<p>Create, implement and evaluate a professional development plan to: develop/deepen teacher understanding of CEW standards, increase instructional strategies that create relevancy of content, problem based learning/assessment and real world applicability related to career readiness.</p>	<p>09/01/2021 - 06/13/2022</p>
<p>By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every</p>	<p>QCHS Career Pathways In Curriculum</p>	<p>Educator in the workplace opportunity will be</p>	<p>09/01/2021 - 06/13/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)		organized by the Pathways team for all faculty members during the 2021-22 school year. Each faculty member will complete a learning activity based on their experience to be shared with students.	
By 2025, Quakertown Community High School will consistently and routinely engage and collaborate with community professionals to enhance all academic disciplines with career readiness skills as well as to provide authentic learning opportunities for students. Intentionality will be given to building community relationships that represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (Career Pathways & Partnerships)	Career Pathways & Partnerships	Allocate time for faculty to collaborate with industry professionals during department meetings. (2x per year)	09/01/2021 - 06/13/2022
By 2025, evidence of career exploration and authentic learning opportunities emphasizing career readiness and skill acquisition will exist within the curriculum for every class in grades K-8. Career exploration and awareness activities K-8 will represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (K-8 Career Readiness)	K-8 Career Readiness	Create, implement and evaluate a professional development plan to: develop/deepen	09/01/2021 - 06/13/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		teacher understanding of CEW standards, increase and evaluate relevance of curriculum as it relates to career awareness and enhance instructional practices to create a culture of learning that is engaging and problem based.	
Improve the school climate by elevating diverse perspectives, increasing opportunities for involvement, and initiating programs and partnerships to ensure equitable access, support, and growth for all students. (Historically Underperforming Students)	Historically Underperforming Students	Solicit input from students, parents, and staff, then create professional development opportunities on topics of interest, including those related to improving relationships, increasing student	07/01/2021 - 06/28/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Improve student outcomes by identifying innovative ways to support students with disabilities and students that are economically disadvantaged and allocating resources based on evidence of academic performance disparities. Increase percentage on PSSA scores. Differentiated Instruction. Core content area instruction. (Historically Underperforming Students with Disabilities)</p>	<p>Historically Underperforming Students - Students with Disabilities</p>	<p>engagement, and fostering a strong sense of belonging, diversity, equity, and inclusion.</p> <p>Solicit input from students, parents, and staff, then create professional development opportunities on topics of interest, including those related to improving relationships, increasing student engagement, and fostering a strong sense of belonging, diversity, equity, and inclusion.</p>	<p>07/01/2021 - 06/28/2024</p>
<p>If building leadership teams have the autonomy to utilize action research to target a specific improvement area, then we will be able to generate the energy and knowledge needed to support best practices. (Building Autonomy)</p>	<p>Building Autonomy</p>	<p>The University of Pennsylvania Consortium for</p>	<p>07/15/2021 - 08/30/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Mental Wellness and Opt. Development presentation on Action Wellness.	

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
CEW Training - Curriculum	Teaching staff	Increasing teacher understanding of CEW standards, increasing instructional strategies to create relevant problem-based learning/assessment, and real-world applicability.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased career development awareness and instructional practices to create a culture of learning that is engaging and problem-based.	09/01/2021 - 06/30/2022	Administrative Team

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

4d: Participating in a Professional Community

4d: Participating in a Professional Community

3d: Using Assessment in Instruction

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Educator in the Workplace

Teaching Staff

Career opportunities through community members.

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Lesson plans are developed and taught to students.

09/01/2021 - 06/30/2022

Administrative Team

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

4d: Participating in a Professional Community



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**Professional Development Step****Audience****Topics of Prof. Dev**

Collaboration with Industry Professionals

Teaching Staff

Various career discussions.

**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**

Development of lesson plans to share learning experiences.

09/12/2021 - 06/30/2022

Administrative Team

**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

4d: Participating in a Professional Community

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**Professional Development Step****Audience****Topics of Prof. Dev**

CEW Training K-12

Teaching staff

Understanding of CEW standards, increase instructional strategies to create relevant content, problem-based learning/assessment, and real-world applicability.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased career development awareness and instructional practices to create a culture of learning that is engaging and problem based.	09/01/2021 - 06/30/2022	Administrative Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	

Professional Development Step	Audience	Topics of Prof. Dev
Underperforming Students Development	Teaching staff, parents, and students.	Improving relationships, increasing student engagement, and fostering belonging, diversity, equity, and inclusion.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Students having stronger relationships and a sense of belonging as evidenced by improved survey results). Students of diverse backgrounds will have a voice in all activities and staff will have a better understanding of diverse perspectives and how to meet those students' needs.	07/01/2021 - 06/30/2024	Administrative Staff

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

4d: Participating in a Professional Community

4d: Participating in a Professional Community

3d: Using Assessment in Instruction

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Underperforming Students with Disabilities Development

Teaching staff, parents, and students.

Improving relationships, increasing student engagement, and fostering belonging, diversity, equity, and inclusion.

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Students having stronger relationships and a sense of belonging as evidenced by improved survey results). Students of diverse backgrounds will have a voice in all activities and staff will have a better understanding of diverse perspectives and how to meet those students' needs.

09/01/2021 - 06/30/2021

Administrative Staff

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

4d: Participating in a Professional Community

4d: Participating in a Professional Community

3d: Using Assessment in Instruction

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Building Autonomy

Administrative Staff

Action Research

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Decision making actions will be more data driven and the resulting implementations will be more effective. Increased collaboration and sharing of best practices among buildings and information will be applied appropriately based on the individual building or department level data.

07/01/2021 - 08/30/2021

Assistant Superintendent

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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4e: Growing and Developing Professionally

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)</p>	<p>QCHS Career Pathways In Curriculum</p>	<p>Development of a Career Ready (CR) team in every school to meet at a minimum quarterly. CR team membership must include stakeholders that are actively involved in SEL, equity, and instructional work within the building to encourage a cohesive approach to delivering relevant instruction and preparing students to be productive and contributing members of the community.</p>	<p>2021-09-30 - 2022-06-13</p>
<p>By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for</p>	<p>QCHS Career Pathways In Curriculum</p>	<p>Administer a baseline faculty survey to measure awareness of</p>	<p>2021-09-01 - 2021-10-29</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)</p>		<p>CEW standards, percentage of time spent on career readiness awareness/skills in lessons (i.e daily, weekly, unit, etc.) CR building team examines baseline data, compiles current career readiness practices, and develops plan offering recommendations for improvement.</p>	
<p>By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)</p>	<p>QCHS Career Pathways In Curriculum</p>	<p>Development of K-12 district CR team led by Career Pathways administrators and the Office of Teaching &amp; Learning (OTL) which meets at minimum biannually. The District CR team will guide district-wide CR work to develop a cohesive and</p>	<p>2021-11-01 - 2022-04-15</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		comprehensive career readiness plan. The District CR team membership must include 2-3 consistent representatives from each school.	
By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)	QCHS Career Pathways In Curriculum	Create, implement and evaluate a professional development plan to: develop/deepen teacher understanding of CEW standards, increase instructional strategies that create relevancy of content, problem based learning/assessment and real world applicability related to career readiness.	2021-09-01 - 2022-06-13
By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for	QCHS Career Pathways In Curriculum	Educator in the workplace opportunity will be organized by the	2021-09-01 - 2022-06-13



Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)		Pathways team for all faculty members during the 2021-22 school year. Each faculty member will complete a learning activity based on their experience to be shared with students.	
By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)	QCHS Career Pathways In Curriculum	Teachers will add and/or revise career readiness embedded lesson plans and be offered coaching feedback.	2021-09-01 - 2022-06-13
By 2025, evidence of instructional strategies that demonstrate the relevance of content, problem-based learning/assessment, and technical and soft skill acquisition related to career readiness will exist within the curriculum for every class at Quakertown Community School District. (QCHS Career Pathways in Curriculum)	QCHS Career Pathways In Curriculum	Administer end-of-year evaluation survey to faculty and students.	2022-05-02 - 2022-05-31
By 2025, Quakertown Community High School will consistently and routinely engage and collaborate with community professionals to enhance all academic disciplines with career readiness skills as well as to provide authentic learning opportunities for students. Intentionality will be given to	Career Pathways & Partnerships	Present QCHS Pathways Program at Chamber of Commerce meeting to educate local	2021-09-01 - 2021-12-31

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
building community relationships that represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (Career Pathways & Partnerships)		community business members about the program.	
By 2025, Quakertown Community High School will consistently and routinely engage and collaborate with community professionals to enhance all academic disciplines with career readiness skills as well as to provide authentic learning opportunities for students. Intentionality will be given to building community relationships that represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (Career Pathways & Partnerships)	Career Pathways & Partnerships	Create educational/promotional materials and offer informational meetings to increase awareness of Career Pathways and field study programs to community members, parents, and students.	2021-09-01 - 2022-06-13
By 2025, Quakertown Community High School will consistently and routinely engage and collaborate with community professionals to enhance all academic disciplines with career readiness skills as well as to provide authentic learning opportunities for students. Intentionality will be given to building community relationships that represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (Career Pathways & Partnerships)	Career Pathways & Partnerships	Establish a Career Pathways Advisory Board that is representative of district and community stakeholders and meets 2x per year.	2021-09-01 - 2022-06-13
By 2025, Quakertown Community High School will consistently and routinely engage and collaborate with community professionals to enhance all academic disciplines with career readiness skills as well as to provide	Career Pathways & Partnerships	Develop Pathways Student Ambassador program to involve	2021-09-01 - 2022-01-31

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>authentic learning opportunities for students. Intentionality will be given to building community relationships that represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (Career Pathways &amp; Partnerships)</p>		<p>students with diverse pathways in decision making, mentoring other students, and representing QCHS during industry/school meetings, etc.</p>	
<p>By 2025, Quakertown Community High School will consistently and routinely engage and collaborate with community professionals to enhance all academic disciplines with career readiness skills as well as to provide authentic learning opportunities for students. Intentionality will be given to building community relationships that represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (Career Pathways &amp; Partnerships)</p>	<p>Career Pathways &amp; Partnerships</p>	<p>Organize presentations that connect QCHS Upper Bucks County Technical Students with all 5th grade students to highlight their experiences and training at UBCTS.</p>	<p>2021-11-01 - 2022-06-13</p>
<p>By 2025, evidence of career exploration and authentic learning opportunities emphasizing career readiness and skill acquisition will exist within the curriculum for every class in grades K-8. Career exploration and awareness activities K-8 will represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (K-8 Career Readiness)</p>	<p>K-8 Career Readiness</p>	<p>Development of CR team in every school to meet at a minimum quarterly. CR team membership must include stakeholders that are actively involved in SEL, equity and instructional work</p>	<p>2021-09-01 - 2022-10-31</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		<p>within the building to encourage a cohesive approach to delivering relevant instruction and preparing students to be productive and contributing members of the community.</p>	
<p>By 2025, evidence of career exploration and authentic learning opportunities emphasizing career readiness and skill acquisition will exist within the curriculum for every class in grades K-8. Career exploration and awareness activities K-8 will represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (K-8 Career Readiness)</p>	<p>K-8 Career Readiness</p>	<p>Administer baseline faculty survey to measure awareness of CEW standards, percentage of time spent on career readiness awareness/skills in lessons (i.e. daily, weekly, unit, etc.) CR building team examines baseline data, compiles current career readiness practices, and develops plan offering recommendations for improvement.</p>	<p>2021-11-01 - 2022-04-29</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, evidence of career exploration and authentic learning opportunities emphasizing career readiness and skill acquisition will exist within the curriculum for every class in grades K-8. Career exploration and awareness activities K-8 will represent, encourage, and celebrate all post-secondary options and showcase diversity of professionals in all career fields. (K-8 Career Readiness)</p>	<p>K-8 Career Readiness</p>	<p>Organize presentations that connect QCHS Upper Bucks County Technical Students with all 5th grade students to highlight their experiences and training at UBCTS.</p>	<p>2021-11-01 - 2022-05-31</p>
<p>Improve the school climate by elevating diverse perspectives, increasing opportunities for involvement, and initiating programs and partnerships to ensure equitable access, support, and growth for all students. (Historically Underperforming Students)</p>	<p>Historically Underperforming Students</p>	<p>Solicit input from students, parents, and staff, then create professional development opportunities on topics of interest, including those related to improving relationships, increasing student engagement, and fostering a strong sense of belonging, diversity, equity, and inclusion.</p>	<p>2021-07-01 - 2024-06-28</p>
<p>Improve the school climate by elevating diverse perspectives, increasing</p>	<p>Historically</p>	<p>Schedule Spark talks,</p>	<p>2021-11-01 -</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
opportunities for involvement, and initiating programs and partnerships to ensure equitable access, support, and growth for all students. (Historically Underperforming Students)	Underperforming Students	linked to diversity, equity, and inclusion, as well as Career Talks presented by speakers from diverse backgrounds	2024-06-28
Improve the school climate by elevating diverse perspectives, increasing opportunities for involvement, and initiating programs and partnerships to ensure equitable access, support, and growth for all students. (Historically Underperforming Students)	Historically Underperforming Students	Administer Panorama survey to grades 3-12 to include questions of cultural competency, classroom belonging, and student/teacher relationships	2021-09-01 - 2022-06-30
Improve student outcomes by identifying innovative ways to support students with disabilities and students that are economically disadvantaged and allocating resources based on evidence of academic performance disparities. Increase percentage on PSSA scores. Differentiated Instruction. Core content area instruction. (Historically Underperforming Students with Disabilities)	Historically Underperforming Students - Students with Disabilities	Schedule Spark talks, linked to diversity, equity, and inclusion, as well as Career Talks presented by speakers from diverse backgrounds	2021-11-01 - 2024-06-30
Improve student outcomes by identifying innovative ways to support students with disabilities and students that are economically disadvantaged and allocating resources based on evidence of academic performance disparities.	Historically Underperforming Students -	Administer Panorama survey to grades 3-12 to include questions of	2021-09-01 - 2022-05-31

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase percentage on PSSA scores. Differentiated Instruction. Core content area instruction. (Historically Underperforming Students with Disabilities)	Students with Disabilities	cultural competency, classroom belonging and student/teacher relationships.	
	Mental Health and Wellness	Conduct a Needs Assessment by assessing stakeholder needs, concerns, and perspectives. Make a plan to share the data with stakeholders. Acknowledge their voices, identify resources, and discuss their concerns or needs.	2021-09-01 - 2021-09-30
	Mental Health and Wellness	Enlist a team and gain the active support of administrators and stakeholders. Rally key stakeholders (cultivate commitment from teachers and staff, encourage student involvement, and invite	2021-09-01 - 2021-09-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		the support of families and communities).	

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Development of Career Ready Team	Teaching Staff	Introduction and Updates

Anticipated Timeframe	Frequency	Delivery Method
09/01/2021 - 06/30/2022	Quarterly	Email

Lead Person/Position
Career Pathways Administrative Team and Office of Teaching & Learning



<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
CEW Standards Survey	Teaching Staff	CEW standards, career readiness awareness/lessons.

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
09/15/2021 - 10/29/2021	One time	Other

<b>Lead Person/Position</b>
Career Pathways Administrative Team and Office of Teaching & Learning

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<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Develop a District K-12 Career Ready team	Administration and Teaching Staff	Career readiness

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
11/01/2021 - 04/30/2022	Biannually	Email

<b>Lead Person/Position</b>
Career Pathways Administrative Team and Office of Teaching & Learning

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**Communication Step****Audience****Topics/Message of Communication**

Develop Career Readiness Professional Development

Teaching Staff

Career readiness

**Anticipated Timeframe****Frequency****Delivery Method**

09/01/2021 - 06/30/2022

Several times a year.

Other

**Lead Person/Position**

Career Pathways Administrative Team and Office of Teaching &amp; Learning

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**Communication Step****Audience****Topics/Message of Communication**

Educator in the Workplace

Teaching Staff

Various occupations

**Anticipated Timeframe****Frequency****Delivery Method**

09/01/2021 - 06/30/2022

Several times a year.

Email

**Lead Person/Position**

Career Pathways Administrative Team and Office of Teaching & Learning

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**Communication Step**

**Audience**

**Topics/Message of Communication**

Career Readiness Lesson Plans

Teaching Staff

Feedback on career readiness.

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**Anticipated Timeframe**

**Frequency**

**Delivery Method**

09/01/2021 - 06/30/2022

As needed, but at least annually.

Other

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**Lead Person/Position**

Career Pathways Administrative Team and Office of Teaching & Learning

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**Communication Step**

**Audience**

**Topics/Message of Communication**

Career Readiness Survey

Teaching staff and students

Career readiness

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**Anticipated Timeframe****Frequency****Delivery Method**

05/01/2022 - 05/30/2022

One time.

Other

**Lead Person/Position**

Career Pathways Administrative Team and Office of Teaching &amp; Learning

**Communication Step****Audience****Topics/Message of Communication**

QCHS Pathways Presentation

Chamber of Commerce, local  
businesses

QCHS Pathways program

**Anticipated Timeframe****Frequency****Delivery Method**

09/01/2021 - 12/31/2022

One time.

Presentation

**Lead Person/Position**

Career Pathways Administrative Team and Office of Teaching &amp; Learning

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Career Pathways Educational Information	Chamber of Commerce and local businesses.	Information regarding the QCHS Career Pathways program.

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
09/01/2021 - 06/30/2022	Annually	Other

<b>Lead Person/Position</b>
Career Pathways Administrative Team and Office of Teaching & Learning

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<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Career Pathways Advisory Board	Local business leaders, Administrators, parents, teaching staff.	Purpose of Career Pathways program.

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
09/01/2021 - 06/30/2022	As needed.	Posting on district website

**Lead Person/Position**

Career Pathways Administrative Team and Office of Teaching & Learning

**Communication Step**

**Audience**

**Topics/Message of Communication**

Career Pathways Student Ambassador Program

Teaching staff and students.

Information about Career Pathways Program.

**Anticipated Timeframe**

**Frequency**

**Delivery Method**

09/01/2021 - 01/31/2022

Several times, as needed.

Posting on district website  
Other

**Lead Person/Position**

Career Pathways Administrative Team and Office of Teaching & Learning

**Communication Step**

**Audience**

**Topics/Message of Communication**

Connecting fifth-grade students with the Upper Bucks  
Technical School

Fifth-grade students

Technical school career options

**Anticipated Timeframe****Frequency****Delivery Method**

11/01/2021 - 05/31/2022

Several times, as needed

Email  
Posting on district website**Lead Person/Position**

Career Pathways Administrative Team and Office of Teaching &amp; Learning

**Communication Step****Audience****Topics/Message of Communication**

Career Ready Team K-8

Teaching Staff

Introduction and Updates

**Anticipated Timeframe****Frequency****Delivery Method**

09/01/2021 - 06/30/2022

Quarterly

Email

**Lead Person/Position**

Career Pathways Administrative Team and Office of Teaching &amp; Learning

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
CEW Standards Survey - K-12	Teaching Staff	CEW standards, career readiness awareness/lessons.

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
09/15/2021 - 10/29/2021	As needed.	Email

<b>Lead Person/Position</b>
Career Pathways Administrative Team and Office of Teaching & Learning

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<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
CEW Standards Survey K-12	Teaching Staff	CEW standards and career readiness awareness.

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
09/15/2021 - 10/31/2021	One time.	Other



**Lead Person/Position**

Career Pathways Administrative Team and Office of Teaching & Learning

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**Communication Step**

**Audience**

**Topics/Message of Communication**

Connecting fifth-grade students with Upper Bucks  
Technical School

Fifth-grade students

Technical school careers.

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**Anticipated Timeframe**

**Frequency**

**Delivery Method**

11/01/2021 - 05/31/2022

Annually

Presentation  
Posting on district website

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**Lead Person/Position**

Career Pathways Administrative Team and Office of Teaching & Learning

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**Communication Step**

**Audience**

**Topics/Message of Communication**

Student diversity, equity, and inclusion survey

Students, parents, staff

Improving relationships, student engagements,  
diversity, equity, and inclusion.

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**Anticipated Timeframe****Frequency****Delivery Method**

09/01/2021 - 06/30/2024

As needed.

Other

**Lead Person/Position**

Administrative Team

**Communication Step****Audience****Topics/Message of Communication**

Spark Talks

Students and staff

Diversity, equity, and inclusion.

**Anticipated Timeframe****Frequency****Delivery Method**

11/01/2021 - 06/30/2024

Monthly

Posting on district website  
Blog**Lead Person/Position**

Administrative Staff

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Cultural and Student/Teacher Relationship survey	Students and staff	Cultural competency, classroom belonging, and student/teacher relationships.

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
09/01/2021 - 05/31/2022	Annually, as needed.	Email Blog Posting on district website

<b>Lead Person/Position</b>
Administrative Team

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<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Spark Talks	Students and staff	Diversity, equity, and inclusion.

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
11/02/2021 - 06/30/2024	Monthly	Posting on district website Blog

**Lead Person/Position**

Administrative Team

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**Communication Step**

**Audience**

**Topics/Message of Communication**

Cultural and Student/Teacher Relationships survey

Students and Staff

Cultural competency, classroom belonging, and student/teacher relationships.

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**Anticipated Timeframe**

**Frequency**

**Delivery Method**

09/01/2021 - 05/31/2022

Blog

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**Lead Person/Position**

Administrative Team

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**Communication Step**

**Audience**

**Topics/Message of Communication**

Social and Emotional Health Survey

Students, staff, and parents.

Social and emotional wellness.

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**Anticipated Timeframe****Frequency****Delivery Method**

05/30/2021 - 09/30/2021

As needed.

Blog  
Posting on district website**Lead Person/Position**

Administrative Team

**Communication Step****Audience****Topics/Message of Communication**

Social Emotional Health Team

Administration, teachers, support  
staff

Social Emotional wellness

**Anticipated Timeframe****Frequency****Delivery Method**

09/01/2021 - 09/30/2021

As needed.

Email  
Blog**Lead Person/Position**

Administrative Team



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Development of the year's goals and preparation of the final goals report for the prior year. Presentation of those goals and report in a public meeting and Board approval.	Career Pathways in Curriculum Career Pathways and Partnership K-8 Career Readiness Historically Underperforming Students Historically Underperforming Students with Disabilities Mental Health and Wellness Building Autonomy Data Driven Culture - Quality Instruction Tiers of Instruction and Differentiation	Public presentation and posting on the QCSD website	School Board of Directors and public	January and June of each school year.

