

CENTRAL BUCKS SCHOOL DISTRICT





OUR MISSION

The Central Bucks Schools will provide all students with the academic and problem-solving skills essential for personal development, responsible citizenship, and life-long learning.

Our Comprehensive Plan is ...

The means by which The Central Bucks School District continually recreates itself toward extraordinary purposes.





COMPREHENSIVE PLANNING

Through this needs assessment process, we will set goals relative to eight core foundations: standards, curriculum, instruction, assessments, safe and supportive schools, materials and resources, professional education, and special education.

To ensure continuity in our planning and goal setting as an organization, our plan will be closely aligned with the district's **Vision and Pillars of Excellence.**

The Central Bucks School District

- **Where Have We Been?**
- **Where Are We Now?**
- **Where Do We Want To Go?**



Timeline for PDE Comprehensive Plan Process:

- ✓ **February 2019:** Initial Meeting with CB Internal Coordinator
- ✓ **March 2019:** Overview of Process with Superintendent and Cabinet
- ✓ **March 2019 until May 2019:** District Staff collect data, needs assessment as per PDE Web Tool
- ✓ **March 26, 2019:** Special Education Plan presented to Board as informational item
- ✓ **March 26 to April 22, 2019:** Special Education Plan on Public Display (28 days)
- ✓ **April 23, 2019:** Special Education Plan approved by Central Bucks School Board Members
- ✓ **May 1, 2019:** Special Education Plan submitted to PDE
- ✓ **June 5, 2019:** Comprehensive Steering Team Session (District Stakeholders)
- ✓ **Summer 2019:** Comprehensive Plan inputted into PDE Tool
- ✓ **September/October 2019:** Comprehensive Plan as informational item to school board

October 2019: Public Review of Draft Comprehensive Plan for 28 days

November 2019: Comprehensive Plan Approved by Central Bucks School Board members

November 30, 2019: Comprehensive Plan submitted electronically to PDE



GOAL AREAS

- Social and Emotional Wellness
- Community Connections
- **Innovation & Leadership**

A VISION *for Our Schools*



Providing Access, Resources, & Opportunities

MEETING THE NEEDS OF ALL LEARNERS



**SOCIAL & EMOTIONAL
WELLNESS**

Goal

Central Bucks School District will enhance the school community by providing curriculum, professional development, supports, and protocols to promote the social and emotional wellness of our students and staff.

Pillar Goal and Comprehensive Plan Strategies

| FOCUS III: SOCIAL & EMOTIONAL WELLNESS (SEW) | | | |
|--|---|--|---|
| Student and staff social and emotional well-being will be a priority for all. Our goal is that students and staff will be happy, confident and empathetic. | | | |
| GOAL SEW - 1 | | By End of Year 5 | |
| OUTCOME | By End of Year 1 | By End of Year 3 | By End of Year 5 |
| SEW - 1.1 Develop and integrate programs to address social skills/stress & anxiety. | <ul style="list-style-type: none"> Establish universal strategies and common language related to social/emotional learning (SEL) for grades K-12. Evaluate effectiveness of newly created Social Worker position. | <ul style="list-style-type: none"> Provide professional development for all teachers in universal strategies of SEL. Establish a road map for connecting to community resources. | <ul style="list-style-type: none"> Survey all stakeholders regarding success or needs of SEL implementation. |



Strategy 2

- Develop a universal program that proactively addresses to the social and emotional wellness of our elementary students. At the secondary level, explore avenues to address anxiety and stress management needs of our students.
- Establish a Social and Emotional Health Steering Committee to review current practices, generate ideas, and continually evaluate programs.

Strategy 1

- Develop procedures and protocols for mental health support and a district-wide crisis team to respond to trauma.
 - Provide training for guidance counselors and school psychologists on trauma informed care, risk assessments protocol.
 - Establish response protocols to mental health situations for students in need.
 - Create an internal district-wide crisis team to support building-based teams in trauma needs throughout the organization.
 - Investigate the need for additional counselors and social workers.

Strategy 2

- Develop a universal program that proactively addresses the social and emotional wellness of all students and explore avenues to address anxiety and stress management needs.
 - Establish a Social and Emotional Health Steering Committee to review current practices, generate ideas, and continually evaluate programs.
 - Research social and emotional curriculum that exist in similar districts.
 - Pilot recommended programs in three elementary schools and evaluate for effectiveness.
 - Train staff for the implementation of a universal social and emotional wellness curriculum at the elementary level.
 - Investigate flexible scheduling options to increase social and emotional wellbeing within the secondary school day.
 - Develop trainings on cultural proficiency and culturally relevant instruction that promote the awareness, understanding, acceptance, and value of diversity in its many forms.

Strategy 3

- Explore formal School-Wide Positive Behavioral Intervention Supports (SWPBIS) implementation at all levels.
 - Assess existing social and emotional programming in each building such as positive reinforcement programs, SWPBIS or the like.
 - Create a district-level SWPBIS team.
 - Assess the effectiveness of pilot SWPBIS programs.



COMMUNITY CONNECTIONS

Goal

Central Bucks School District will develop mutually beneficial partnerships that strengthen the relationship between our schools and community while enhancing students' pathways to college and career readiness.

Pillar Goal and Comprehensive Plan Strategies



Strategy 1

- Create opportunities for students and families to successfully transition into our schools.
 - Offer transition days/activities for students as they progress from levels (June/August orientation days)
 - Create a peer mentoring model that fosters positive relationships, leadership development and connection to the greater school community

Strategy 2

- Develop partnerships and relationships with local community groups, leaders, resources, businesses, and institutions to enhance pathways to college and career readiness.
 - Continue to investigate and recommend community partnerships which can be embedded into the curriculum across multiple departments.
 - Work with curriculum supervisors and curriculum committees to review partnerships and develop criteria for inclusion in the curriculum (CP 1.1).
 - Incorporate community partnerships into existing curriculum review cycle (RR – 1.1) to embed authentic learning experiences into our curriculum.
 - Identify methods to collaborate locally and globally beyond the classroom (IL 3.1) and provide more opportunities for service-based learning.
 - Implement a dual enrollment articulation agreement with local colleges and universities to provide additional pathways and post-graduate options for students.

Strategy 3

- Begin an Alumni Association of CB graduates that highlights pathways, maintains life-long connections and leverages resources.
 - Establish an alumni association database to identify, locate and partner with CB graduates
 - Develop a program that encourages alumni of our school district to support, mentor, and inform current students of pathways and success strategies.
 - Determine rigorous career pathways for students aspiring to attend competitive colleges/universities (GA 1.1) and solicit expertise from alumni in those institutions.



INNOVATION & LEADERSHIP

Goal

The Central Bucks School District will create opportunities for students to problem solve, innovate, lead, and contribute to their local and global communities.

Pillar Goal and Comprehensive Plan Strategies

FOCUS I: INSTRUCTIONAL TOOLS (IT)

GOAL IT - 1

Provide technology to foster creative options for teachers and students, maintain equity of access among students, and enhance student learning.

OUTCOME

IT - 1.1

Implement a 1:1 (one to one-one device for every one student) initiative.

- Choose a student device.
- Pilot a 1:1 environment.
- Plan 1:1 roll-out time-line.
- Evaluate impact of 1:1 on student achievement.
- Add additional devices in all buildings.

By End of Year 1

By End of Year 3

- Have a 1:1 environment in all middle schools.
- Begin roll-out in the high school setting.
- Move middle school laptop carts to elementary and high school classrooms.

By End of Year 5

- Have a full 1:1 environment in grades 7-12.
- Move laptop carts to elementary buildings.
- Explore the idea of a 1:1 initiative in our elementary schools.



Strategy 1

- Provide technology to foster creative options for teachers and students, maintain equity of access among students, and enhance student learning.
- Implement a full 1:1 environment in grades 7-12
- Utilize a district learning management system in K-12 classrooms
- Develop a consistent classroom model of technology hardware
- Increase access to student devices in each building

Strategy 1

- Provide technology to foster creative options for teachers and students, maintain equity of access among students, and enhance student learning.
 - Implement a full 1:1 environment in grades 7-12.
 - Utilize a district learning management system in K-12 classrooms.
 - Develop a consistent classroom model of technology hardware.
 - Increase access to student devices in each building.

Strategy 2

- Integrate 21st century skills in curriculum, instruction, and assessment.
 - Implement technology standards K-12 and connect them to existing CBSD curriculum.
 - Create a secondary “Technology Toolkit” that outlines skill competencies for each grade level.
 - Implement secondary technology and STEAM courses and continue to integrate STEAM activities K-12.
 - Begin to incorporate digital citizenship and etiquette lessons in all grade levels and share resources with, and provide trainings for, parents.
 - Investigate personalized learning to provide opportunities for differentiation and allow formative assessment to drive instruction.

Strategy 3

- Provide professional development opportunities to support the implementation of curriculum and create flexible learning environments.
 - Increase the number of district staff to provide professional development (PD).
 - Increase the availability of job-embedded professional development.
 - Increase learning opportunities for students by providing flexible seating in learning areas.

Strategy 4

- Institute a collaborative tech and instructional support network for teachers
 - Select building leaders who can help support technology and curriculum.
 - Provide targeted training and have on-demand support for teachers.

Strategy 5

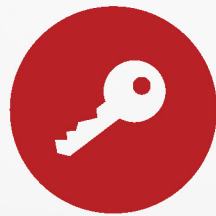
- The district will continue to use technology systems to provide data-driven decision making that aids student achievement.
 - Make district data available and more easily accessible to district decision makers.
 - Select and develop a data dashboard to use in Central Bucks.



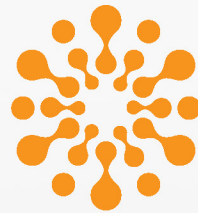
CENTRAL BUCKS
SCHOOL DISTRICT

MEETING THE NEEDS OF ALL LEARNERS

TECHNOLOGY | COMMUNITY CONNECTIONS | TEACHING & LEARNING | FINANCES | FACILITIES



ACCESS



RESOURCES



OPPORTUNITIES