



PILLARS *of* EXCELLENCE



CENTRAL BUCKS
SCHOOL DISTRICT



CENTRAL BUCKS
SCHOOL DISTRICT

VISION & STRATEGIC PLAN 2017-2022

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The Central Bucks School Leadership Team is very pleased to present this Vision and Strategic Plan to our community. We think of this as our road map for the next five years, as we work collectively to take an already high performing school district to even greater levels of achievement.

Strategic planning can be both invigorating and tedious. For the past year our faculty worked collaboratively at all levels to set priorities, focusing on student achievement and what we need to accomplish in order to advance over the next five years. Each member of our faculty offered input, bringing his or her unique viewpoints to the table—evaluating, endorsing, expanding upon, and sometimes challenging the ideas their colleagues brought forth.

They asked themselves critical questions, such as:

- What kinds of technology do we need to have in place for our students and staff in order to perform as a world class school system?
- How can we improve our faculty's training and professional development to ensure our teaching strategies are as effective as possible?
- What can we do to create exemplary learning environments—physically, emotionally, and socially?
- How can we ensure that we're maintaining a healthy infrastructure in all business and management functions, and create a facilities plan that considers fluctuations in growth and enrollment?

Ultimately, the plan that was developed is one based on a clear, optimistic vision of academic excellence. It's collaborative and cohesive, and encompasses many aspects of our school system. The plan empowers our administrators to move the district toward ambitious but attainable goals, while allowing our teachers and other staff the time and tools needed to focus daily on the students in our classrooms.

Thank you for taking time to read this document. We welcome and invite your feedback, and look forward to sharing our progress.

Glenn M. Schloeffel

President



The rich heritage of the Central Bucks School District is evident in all that we do. Our students achieve at high levels, and we are continually cited as one of the finest school districts in the region, state and country. Yet we know we must strive for continuous growth and advancement. The field of education is an ever-evolving one, and our vision reflects that.

This strategic plan is truly a collaboration, reflective of the great diversity of perspectives and experience of our faculty. Over the last year, our teachers and administrators met to chart a path forward for continuous improvement and educational excellence. Meeting in groups we discussed, debated, and analyzed; Where are we now as a school district, and where do we want to be over the next five years? Our conversations were informed by educational best practices and inspired by our nation's educational leaders. They were also focused around the singular goal of doing the best we possibly can for each of our students.

We set goals annually for the most essential elements of our school system: our academic programs and achievement, professional development for staff, technology infrastructure, facilities management, connections with our community, and our fiscal responsibility. Our strategic plan addresses each of these areas in detail, with summaries being represented in this document.

As we progress through this plan, we will gather feedback from parents, students, community members, and our staff. We'll issue annual updates and adjust course as needed. Our plan is a beginning that we will build on as we move into the future. We value each other's insights and opinions, and we will work collectively toward our goals.

I'm very proud of the excellent work that occurs daily in the Central Bucks School District, and I'm excited about the possibilities that exist. Please join us as we look ahead. The future is extremely bright.

Sincerely,

John J. Kopicki, Ed.D.

Superintendent



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VISION

OUR MISSION

The Central Bucks School District is on a continuous quest for excellence as we prepare our students with the skills necessary to contribute to a diverse and ever-changing world. Our students become:

Informed and Responsible Citizens

Effective Communicators

Collaborative Workers

Self-Directed Learners

Skilled in Technology

Quality Producers

Complex Thinkers



CENTRAL BUCKS
SCHOOL DISTRICT

PILLARS of EXCELLENCE

OUR BELIEFS

*We Believe
All Children
Can Learn*

*We Believe We
Can Optimize the
Educational Conditions*

*We Believe Our Decisions
Must be Based on a
Body of Knowledge*

TECHNOLOGY

COMMUNITY CONNECTIONS

TEACHING & LEARNING

FINANCES

FACILITIES

OUR GUIDING PRINCIPLES

Deliver an Outstanding Education

Respond to Our Community with Care, Concern and Respect

Value All Employees and Cultivate a Spirit of Collaboration

Maintain a Healthy Infrastructure in All Business and Management Functions

Provide Our School Board of Directors with the Information, Resources and Time Necessary to Make Thoughtful Decisions

HOW WE ARRIVED **HERE**

JANUARY 2017

- Identified strengths and goal areas, then reflected and prioritized each area
- Administrative Council Meeting - discussion and activity to gather information for future vision

FEBRUARY – MARCH 2017

- School Building Level Meetings - discussion and activity to gather information for future vision
- Identified strengths and goal areas, then reflected and prioritized each area

MARCH – JUNE 2017

- Feedback was compiled and organized
- Small groups synthesized the feedback from buildings and departments
- Feedback was used to frame general goals for next five years

JULY – SEPTEMBER 2017

- Vision booklet outline was created and modified
- Final booklet design was reviewed, revised and approved for production



THE SYNERGY OF VISION



TEACHING & LEARNING

PILLAR I

VISION

The Central Bucks School District will put success within reach for all students by meeting their academic, social and emotional needs with rigorous, engaging and innovative curriculum, instruction and assessment.



Becoming a high-performing school district takes years of sustained commitment. For many years, the professional and research literature has identified various characteristics of effective schools. Identifying the core purpose of a school district is one of the most important elements in sustaining a strong program coherence which positively impacts student achievement.

Central Bucks School District's focus is on achieving a shared vision for all stakeholders to understand their role in achieving that same vision. This shared emphasis in a school district provides direction and purpose for teacher collaboration and increases certainty regarding teaching practice. Additionally, a clear vision assists in aligning programs and activities for school improvement.

Central Bucks School District's vision was established by involving stakeholders to generate ideas and respond to ideas, analyze relevant data, identify gaps between "what is" and the ambitions described in the vision as goal areas, and communicating the focus with the school district community. In doing so, the vision has been developed from common beliefs and values, creating consistency for all involved. The vision also captures the imagination and enthusiasm of stakeholders as well as specific goals, which concentrate attention and effort across the next five years.

A good teacher is like a candle. It consumes itself to light the way for others.

*A candle is like a teacher
Who first provides the spark
That kindles love of learning
In children's minds and hearts.*

*Like a burning candle
Teachers light the mind
Enriching the lives and futures
By the sharing of their time.*

*So when you light this candle
May its glow convey to you
Warm appreciation
For all the things you do.*

OUTCOMES

PILLAR I: TEACHING & LEARNING | ELEMENTARY

FOCUS I: RIGOR & RELEVANCE (RR)

GOAL RR - 1

The instructional program will be differentiated to meet students' needs, and will provide rigorous and engaging opportunities for all.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
RR - 1.1 Develop curriculum "depth over breadth" that includes integration across content and special areas.	<ul style="list-style-type: none"> Survey teachers at each grade level to gain a sense of what curricular areas they feel are overloaded or could be culled to dig deeper and/or incorporate more creative/innovative models of instruction. 	<ul style="list-style-type: none"> Work with district curriculum supervisors and curriculum committees to review survey data and develop a specific sequence of topics at each grade level that will allow time for curriculum integration, innovation and creation. 	<ul style="list-style-type: none"> Implement results of committee work with each curricular area review cycle and provide staff development to support the roll out of each new model.
RR - 1.2 Develop curricula and programs designed to ensure opportunities for remediation and acceleration.	<ul style="list-style-type: none"> Evaluate existing curricular opportunities for remediation and acceleration in all content areas. 	<ul style="list-style-type: none"> Identify additional/target/core areas to provide opportunities for remediation and/or acceleration. Create a system for organizing resources to be accessible to all. With each curriculum review cycle, identify best practices in remediation and acceleration in each content area and include them in courses of study and curriculum maps. 	<ul style="list-style-type: none"> Evaluate resources as they are implemented and/or used in classrooms. Design professional development opportunities for teachers in best practices in small group and differentiated instruction.
RR - 1.3 Explore models to support general education and special education collaboration.	<ul style="list-style-type: none"> Identify & observe models in and out of district. Determine model(s) that would work best for our programs. 	<ul style="list-style-type: none"> Develop training modules for co-teaching and inclusion in core subject areas based on students' profiles and needs. Provide staff development on models to be implemented. 	<ul style="list-style-type: none"> Implement selected models in classrooms where applicable. Provide on-going professional development and support for regular education and special education teachers and principals.

GOAL RR - 2

The curriculum will be evaluated to maximize rigorous authentic learning experiences.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
RR - 2.1 Provide opportunities for students to evaluate, synthesize and analyze multiple sources of information to draw a conclusion.	<ul style="list-style-type: none"> Examine level of rigor for current assessments. Identify curricular areas where assessments could incorporate opportunities for students to utilize higher-level skills. 	<ul style="list-style-type: none"> Share assessments with classroom teachers. Utilize curriculum supervisors and district committee members to develop assessments/project-based learning opportunities that include opportunities for students to utilize higher-level skills. Pilot assessments with classroom teachers. Implement rigorous high-level projects and assessments in classrooms across the district. 	<ul style="list-style-type: none"> Assess and reevaluate the level of rigor of the assessments. Modify, change, and enhance assessments as needed.
RR - 2.2 Provide opportunities for project-based learning.	<ul style="list-style-type: none"> Identify units of study or curricular opportunities where students can engage in project-based learning exercises/experiences. 	<ul style="list-style-type: none"> Provide materials/resources needed in classrooms to support project-based learning activities. Create a system (database/Learning Management System) to catalog the opportunities for ease of access. Begin to develop and pilot project-based learning opportunities for each grade level that integrate concepts and skills from multiple disciplines. 	<ul style="list-style-type: none"> Finalize and implement one project-based learning opportunity at each grade level.

GOAL RR - 3

The district will provide ongoing, high quality professional development to all employees.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
RR - 3.1 Increase opportunities for collaboration and planning.	<ul style="list-style-type: none">• Increase commitment to provide common planning time when possible.• Investigate best practices in professional collaboration and begin to model strategies at administrative and principals' meetings.• Utilize district staff development days and in-building days for time allocated to collaboration & planning.	<ul style="list-style-type: none">• Evaluate effectiveness of common planning time linked to performance appraisal goals and teacher observation feedback.• Principals/lead teachers will facilitate collaboration strategies aligned with student learning during grade level and faculty meetings.• Curriculum supervisors/staff developers will design opportunities for grade level collaboration across schools.	<ul style="list-style-type: none">• Provide staff development and support to teachers related to outcome of evaluation of the effectiveness of increased collaboration.
RR - 3.2 Establish development guidelines associated with district initiatives.	<ul style="list-style-type: none">• Determine list of initiatives to be considered in the next five years.	<ul style="list-style-type: none">• Create a time-line for the roll-out of new initiatives.• Provide a schedule for staff development related to new initiatives.• Align district, building and professional goals with initiatives.	<ul style="list-style-type: none">• Align observation feedback to/district initiatives and their implementation.
RR - 3.3 Train professional development liaisons in each building to support district initiatives.	<ul style="list-style-type: none">• Establish a district staff development committee.• Identify teachers in buildings that demonstrate strong instructional skills.	<ul style="list-style-type: none">• Provide information and staff development to identified committee members to be able to train and support building colleagues in the implementation of any curriculum.	<ul style="list-style-type: none">• Evaluate the effectiveness of the professional development liaisons as instructional coaches.

FOCUS II: GROWTH & ACHIEVEMENT (GA)

GOAL GA - 1

Students will be engaged in their learning and will demonstrate resiliency and perseverance.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
GA - 1.1 Provide opportunities for students to develop personal goals, monitor their own progress, and reflect on their own learning.	<ul style="list-style-type: none">• Develop self-assessment rubrics for major projects.• Provide examples of student goal setting and reflection documents.• Continue and enhance student involvement in conferences.	<ul style="list-style-type: none">• Train teachers, through curriculum committees, on the rubrics.• Design grade level specific executive functioning strategies, including study skills and time management.	<ul style="list-style-type: none">• Align strategies from content and social/emotional curricula.
GA - 1.2 Determine optimal class size limits to ensure opportunities for effective small group and individual learning.	<ul style="list-style-type: none">• Investigate local and state information.• Investigate best practice research.	<ul style="list-style-type: none">• Look at assessment data based on class size to determine impact.	<ul style="list-style-type: none">• Consider recommendations to adjust Board Policy.

GOAL GA - 2

Students will meet or exceed performance measures on meaningful and relevant assessments.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
GA - 2.1 Design and implement relevant and meaningful performance-based assessments.	<ul style="list-style-type: none"> Investigate educational technology resources to be shared with teachers and students. 	<ul style="list-style-type: none"> Model effective performance-based assessments for teachers and students. 	<ul style="list-style-type: none"> Include performance-based assessments in curriculum materials.
GA - 2.2 Determine a more effective balance between instruction and assessment at all levels.	<ul style="list-style-type: none"> Measure amount of time assessing at all grade levels. Survey teachers on possible adjustments. Identify assessments that most closely align with progress report indicators. Investigate recommended best practices in the research. 	<ul style="list-style-type: none"> Work with teacher curriculum committees to make recommendations for adjustment. Develop district assessment calendar that includes all required district assessments. 	<ul style="list-style-type: none"> Teacher training on any recommendations.
GA - 2.3 Investigate ways to most effectively communicate student progress through analysis of work samples.	<ul style="list-style-type: none"> Establish teacher and administrator committee to establish portfolio conference expectations. Communicate changes with staff and parents. 	<ul style="list-style-type: none"> Provide curricular examples in all content area of where students could examine and assess their work. Design portfolio conference training modules and exemplars for students, staff, and parents. 	<ul style="list-style-type: none"> Survey stakeholders on value of portfolio conferences. Implement changes based on survey feedback.
GA - 2.4 Continued evaluation of district, core, and classroom assessment data to evaluate program effectiveness.	<ul style="list-style-type: none"> Review and evaluate formative and summative assessment data to determine how it is informing instruction. 	<ul style="list-style-type: none"> Explore other available assessment tools. 	

FOCUS III: SOCIAL & EMOTIONAL WELLNESS (SEW)

GOAL SEW - 1

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.

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.
SEW - 1.2 Promote a balance among academics, physical, and emotional health.	<ul style="list-style-type: none"> Review implementation of trimester model and its effect on balance for our students. 	<ul style="list-style-type: none"> Survey stakeholders to better understand balance in our students and determine the impact of SEL universal strategies. 	<ul style="list-style-type: none"> Continue to refine and monitor balance in students using various data.

GOAL SEW - 2

Students' developmental needs will be met from additional social skill and wellness instruction.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
SEW - 2.1 Investigate the feasibility and benefits of full-day Kindergarten program.	<ul style="list-style-type: none"> Conduct survey of parents/stakeholders and community members. Analyze and investigate the financial implications of a full-day program. Identify potential schools for a full-day Kindergarten pilot program. 	<ul style="list-style-type: none"> Determine benefits and/or deficiencies of a full day Kindergarten program. 	<ul style="list-style-type: none"> Expand on feasibility. Determine next steps.
SEW - 2.2 Continue to foster purposeful relationships with relevant community organizations.	<ul style="list-style-type: none"> Establish a process and clear referral process for students in crisis. 	<ul style="list-style-type: none"> Assume (3) social worker positions for grades K-12. Develop district protocols for helping families connect to community resources. 	<ul style="list-style-type: none"> Survey and review data (attendance, referrals, counselor visits, behavior incidents).

GOAL SEW - 3

Provide consistent professional development to all staff regarding social and emotional wellness.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
SEW - 3.1 Create consistency of best practice in emotional wellness and provide teachers with age-appropriate classroom based strategies.	<ul style="list-style-type: none"> Create common language and anchors that connect with already implemented school based positive behavior programs (i.e. Titus Paws for Pride). Develop and give a needs assessment for teachers. 	<ul style="list-style-type: none"> Review district implementation of anchors and SEL common language. Survey teachers regarding implementation and overall school climate. Utilize social worker as a resource for SEL professional development. 	<ul style="list-style-type: none"> Continue to monitor and refine professional development needs.
SEW - 3.2 Utilize counselors and psychologists to share resources and train staff in emotional wellness.	<ul style="list-style-type: none"> Educate counselors and psychologists regarding SEL anchors and common language. Counselors, social worker, and psychologists will support teachers and administrators. 	<ul style="list-style-type: none"> Establish a clear model of a tiered approach promoting mental wellness in school. 	<ul style="list-style-type: none"> Survey all stakeholders regarding success or needs of current practices.

FOCUS IV: INNOVATION & LEADERSHIP (IL)

GOAL IL - 1

Technology will be integrated throughout the curriculum to support and engage learners.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IL - 1.1 Provide personalized learning opportunities through the integration of technology.	<ul style="list-style-type: none"> Research personalized learning. Determine how personalized learning opportunities exist in current instruction and what applications support personalized learning. 	<ul style="list-style-type: none"> Train teachers on important elements of personalized learning opportunities for students. Integrate elements of personalized learning opportunities within elementary level transitional assessments (3rd and 6th grade). 	<ul style="list-style-type: none"> Explore creation of student "learner profile" and personal learning paths for each student. Integrate personalized learning opportunities within core assessments and content areas.

GOAL IL-2

Students will be leaders, independent problem solvers, and innovators inside and outside of the classroom.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IL - 2.1 Embed 21 st Century skills into curriculum and instruction.	<ul style="list-style-type: none"> Identify 21st century skills and build understanding across and among current curriculum, instruction, and assessment. Emphasize feedback on student performance in 21st Century skills that are embedded into everyday learning. 	<ul style="list-style-type: none"> Align rubrics with 21st century skills. Integrate elements of 21st Century Skills within core assessments and content areas. 	<ul style="list-style-type: none"> Balance direct instruction with project-oriented teaching methods.
IL - 2.2 Develop assessments that drive opportunities for students to demonstrate creativity, collaboration, communication, and critical thinking (4 Cs).	<ul style="list-style-type: none"> Review transitional assessment rubrics for 4 Cs. Review core assessment rubrics for 4 Cs. 	<ul style="list-style-type: none"> Revise 3rd and 6th grade assessments to include creativity, collaboration, communication, and critical thinking. Explore alternative opportunities for students to create projects that demonstrate understanding during assessment. Gather models of student projects that effectively demonstrate understanding through alternative assessments. 	<ul style="list-style-type: none"> Develop core assessment in content areas with rubrics that identify creativity, collaboration, communication, and critical thinking.

GOAL IL-3

Students will have a global understanding and be positive contributors to local and world communities.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IL - 3.1 Develop opportunities for students to connect and collaborate both locally and globally.	<ul style="list-style-type: none"> Determine potential outcomes for global citizenship and competency. Identify methods currently used across the district to collaborate locally and globally. Research and explore methods beyond CB to connect and collaborate beyond the classroom. 	<ul style="list-style-type: none"> Pilot methods and assess success for larger implementation. Assess curriculum and determine alignments with global competency outcomes. Assess staffing and financial investment in programming based on methods studied. 	<ul style="list-style-type: none"> Integrate opportunities to connect locally and globally into core assessment and curriculum documents at the elementary level.
IL - 3.2 Investigate the potential for world language experiences or instruction at the elementary level.	<ul style="list-style-type: none"> Gather information from community about interest. 	<ul style="list-style-type: none"> Explore world language models used by districts across the nation at the elementary level. Assess staffing and financial investment in programming based on models studied. 	<ul style="list-style-type: none"> Determine implementation level.
IL - 3.3 Increase the number of curriculum resources related to our diverse community.	<ul style="list-style-type: none"> Research best practices in equity and diversity practices in curriculum, instruction, and assessment. Establish diversity committee that represents all stakeholder groups. Assess library collections to ensure all students' backgrounds and perspectives are represented. 	<ul style="list-style-type: none"> Interview/survey families from diverse backgrounds to determine whether their experiences are represented and respected in our schools. Develop standards for curriculum review cycles regarding diversity. Analyze curriculum materials for diversity. Librarians develop a list of multicultural books and resources for classroom use. 	<ul style="list-style-type: none"> Determine next steps.
IL - 3.4 Investigate best practices in instruction of English Language Learners (ELL).	<ul style="list-style-type: none"> Identify and celebrate languages spoken by students and families. Survey ELL teachers in CB to determine student needs and effective practices. Explore ELL practices in large educational systems. 	<ul style="list-style-type: none"> Train staff in effective ELL strategies and best practices. Assess staffing and financial investment in programming based on models studied. 	<ul style="list-style-type: none"> Determine next steps.

GOAL IL-4

The district will sustain positive community relations with effective communication and stakeholder involvement.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IL - 4.1 Investigate best practices in public relations and school/community involvement and utilize a variety of systems to celebrate and announce district happenings	<ul style="list-style-type: none">Identify established communication systems at building and district levels.Analyze use-data for district communication systems (website volume, Twitter followers, etc).	<ul style="list-style-type: none">Consistently implement effective communication systems across the district.Develop effective two-way communication systems with our community.Survey community about communication preferences and develop plan to adjust current systems based on feedback.	<ul style="list-style-type: none">Consistently implement effective communication systems across the district.
IL - 4.2 Leverage community partnerships to provide students with real world experiences.	<ul style="list-style-type: none">Identify established community partnerships.Explore and research models outside of CB.Consider curriculum extensions based on established partnerships.	<ul style="list-style-type: none">Consistently provide students with real world experiences through community partnerships.Assess effectiveness of partnerships.Consider/Plan for costs to sustain partnerships.	<ul style="list-style-type: none">Monitor progress.

OUTCOMES

PILLAR I: TEACHING & LEARNING | SECONDARY

FOCUS I: RIGOR & RELEVANCE (RR)

GOAL RR-1

The secondary curriculum will be evaluated to maximize real-world applications, connections and career/college readiness.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
RR - 1.1 Incorporate community partnerships into the existing curriculum review cycle.	<ul style="list-style-type: none">Investigate and determine 3-6 community partnerships which can be embedded into curriculum across multiple departments.Work with district curriculum supervisors and curriculum committees to review partnerships and develop specific criteria that is necessary for enrollment in the curriculum.	<ul style="list-style-type: none">Investigate and determine 6-12 community partnerships which can be embedded into curriculum across multiple departments.Work with district curriculum supervisors and curriculum committees to review partnerships and develop specific criteria that is necessary for enrollment in the curriculum.	<ul style="list-style-type: none">Investigate and determine 12-24 community partnerships which can be embedded into curriculum across multiple departments.Work with district curriculum supervisors and curriculum committees to review partnerships and develop specific criteria that is necessary for enrollment in the curriculum.
RR - 1.2 Provide opportunities for students to self-assess their college/ career readiness.	<ul style="list-style-type: none">Investigate survey options toward college/ career readiness through Naviance.Identify 8th grade, 10th grade and 12th grade appropriate surveys.	<ul style="list-style-type: none">Analyze college/career readiness survey data gained from all students across grades 7-12.Prepare proposals to address deficiencies found in student data.	<ul style="list-style-type: none">Implement programs, offerings, and/or opportunities to improve students' self-assessment of college/career readiness at each grade level.

GOAL RR - 2

The instructional program will be differentiated to meet students' needs by assessing strengths and weaknesses to guide instruction.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
RR - 2.1 Explore models to support general education and special education collaboration that focuses on differentiated strategies.	<ul style="list-style-type: none"> Form a Secondary Differentiation Committee whose purpose is to research best practices in differentiation strategies. Staff developers/special education supervisors, and curriculum specialists work to develop professional development activities targeted at teachers. 	<ul style="list-style-type: none"> Create online professional development courses for teachers. Explore differentiated scheduling opportunities to include better planning opportunities for co-teachers. Develop CBSD standards for differentiation in teaching. 	<ul style="list-style-type: none"> Have a complete differentiation model for both professional development and evaluation purposes. Evaluate the effectiveness of differentiation strategies against student academic success. Evaluate the need for instructional-based coaches.
RR - 2.2 Establish 3-6 year program and services evaluation to help guide future planning.	<ul style="list-style-type: none"> Establish Secondary Committee aimed at evaluating all secondary programs and services. Survey all stakeholders regarding high school schedule, programs, services and course opportunities. Investigate 9th grade schedule possibilities. 	<ul style="list-style-type: none"> Review top 100 academically performing high schools in the nation to determine comparisons and separations to CBSD. Gather community data regarding programs and services. Determine efficiency in college application process. 	<ul style="list-style-type: none"> Complete a model of review for all programs and services that can be replicated every six years. Complete evaluation of staffing to ensure learning is maximized.

GOAL RR - 3

The district will support high levels of collaboration between students and staff through cross-curricular opportunities and staff development.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
RR - 3.1 Increase hybrid opportunities for collaboration and planning in and among staff and students.	<ul style="list-style-type: none"> Increase commitment to provide common planning time when possible. Utilize district staff development days and in-building days for time allocated to collaboration & planning. Investigate online learning and professional development opportunities. 	<ul style="list-style-type: none"> Evaluate the effectiveness of common planning time linked to performance appraisal goals and teacher observation feedback. Investigate alternative areas to support credit deficiencies and opportunities for acceleration in non-traditional ways. Build robust LMS management system to support online and blended learning / professional development. 	<ul style="list-style-type: none"> Provide staff development and support to teachers related to outcome of evaluation of the effectiveness of increased collaboration.
RR - 3.2 Develop the core attributes of the effective teacher.	<ul style="list-style-type: none"> Focus on metacognitive skills, the "thinking" that goes into learning. Development of multiple sources of feedback. Focus teachers on student outcomes. 	<ul style="list-style-type: none"> Ensure that all schools develop professional learning teams. Create embedded professional learning for teachers focused on practice. Create accessible banks of research to better inform teachers regarding best practices of collaboration and feedback. 	<ul style="list-style-type: none"> Evaluate CBSD secondary professional development programs to ensure they are ongoing, supported and fully integrated.
RR - 3.3 Train professional development liaisons in each building to support district initiatives.	<ul style="list-style-type: none"> Establish a district staff development committee. Identify teachers in buildings that demonstrate strong instructional skills. Provide information and staff development to identified committee members to be able to train and support building colleagues in the implementation of any curriculum. Evaluate the effectiveness of the professional development liaisons as instructional coaches. 	<ul style="list-style-type: none"> Ensure building-level learning communities exist. Establish peer observation protocols at the building-level. Continue ongoing support and training for professional development liaisons. 	<ul style="list-style-type: none"> Full implementation of professional development liaisons.

GOAL RR - 4

The district will enhance technological proficiencies of students and teachers while continuing to evaluate best practices related to instruction and assessment.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
RR - 4.1 Establish developmental benchmarks related to technological proficiencies for students and staff.	<ul style="list-style-type: none">• Create technology benchmarks for 7th and 8th grade students.• Create a technology toolkit to enhance technology skills and digital citizenship.	<ul style="list-style-type: none">• Develop online and in-person technology staff development opportunities.• Develop a consistent classroom model related to technology instruction.• Assess annually student technology capabilities.	<ul style="list-style-type: none">• Evaluate the effectiveness of the technology professional development model.• Continue to evaluate the need for additional technology support.
RR - 4.2 Collect data incorporated with technology pilot studies to assist with future planning, training, and implementation.	<ul style="list-style-type: none">• Determine list of initiatives to be considered in the next five years.• Create a time-line for the roll-out of new initiatives.• Provide a schedule for staff development related to new initiatives.• Stagger initiatives so that they do not overlap.• Align observation feedback to/with district initiatives and their implementation.	<ul style="list-style-type: none">• Evaluate building needs to determine if additional technology support is necessary.• Evaluate technology support model to determine if reorganization is necessary.	<ul style="list-style-type: none">• Align district, building and professional goals with initiatives.• Create a robust and supportive 1:1 environment for students and teachers.

FOCUS II: GROWTH & ACHIEVEMENT (GA)

GOAL GA - 1

The district will continue to promote high student achievement through collaboration, creative problem-solving, resiliency and life-long learning inside and outside of the classroom.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
GA - 1.1 Continued evaluation of district, core and classroom assessment data to evaluate program effectiveness.	<ul style="list-style-type: none">• Develop self- assessment rubrics for major projects.• Train teachers to evaluate assessment data and continue to improve on the implementation of assessments.• Provide examples of student goal setting and reflection documents.• Continue and enhance student involvement in analyzing their own data.	<ul style="list-style-type: none">• Determine best predictors for college success.• Determine most rigorous pathways for students aspiring to attend the most competitive colleges/universities.• Train counselors on best practices related to college admissions.	<ul style="list-style-type: none">• Validation of all internal district-wide assessments.• Utilize Middle States accreditation toward assessment review that is independent and objective.
GA - 1.2 Conduct evaluation of learning experiences led outside of the classroom.	<ul style="list-style-type: none">• Investigate local and state information.• Investigate best practice research.• Look at assessment data based on independent review.	<ul style="list-style-type: none">• Collect and disseminate data to necessary stakeholders.• Publicize district-wide student achievement portfolio.	<ul style="list-style-type: none">• Partner with independent firm to review experiential learning-based systems outside the classroom.

GOAL GA - 2

The district will support improving technology skills that include, but are not limited to media literacy and digital citizenship.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
GA - 2.1 Analyze benchmark data from technology pilot programs and their associated proficiency levels to determine future planning.	<ul style="list-style-type: none">• Investigate educational technology resources to be shared with teachers and students.• Model effective performance-based assessments for teachers and students.• Include performance-based assessments in curriculum materials.	<ul style="list-style-type: none">• Incorporate 1:1 environment at all middle school grade levels.• Incorporate technology standards across secondary level.• Educate all stakeholders regarding technology expectations.	<ul style="list-style-type: none">• Incorporate 1:1 environment at all high school grade levels.• Evaluate effectiveness of Computer Science and STEM courses across secondary.

GOAL GA - 3

The district will continue to evaluate PA Chapter 4 (Academic Standards and Assessments) regulations and multiple high-stakes testing requirements to determine the impact each has on the secondary academic schedules.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
GA - 3.1 Analyze attendance, participation and achievement data for both district and norm-referenced national assessments.	<ul style="list-style-type: none"> Evaluate success of newly implemented middle school schedule. Form a committee to begin review of high school schedule. Identify summative assessments necessary for post-secondary review. 	<ul style="list-style-type: none"> Investigate the earning of credit through alternative means. Evaluate course and high school graduation credits. Complete evaluation of high school program of studies and schedule. 	<ul style="list-style-type: none"> Be a model school district as it relates to a rigorous and comprehensive scheduling system. Be a model school district as it relates to college and career readiness programs and preparations.

FOCUS III: SOCIAL & EMOTIONAL WELLNESS (SEW)

GOAL SEW - 1

Student and staff emotional well-being will be a priority for all.

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 stress and anxiety.	<ul style="list-style-type: none"> Survey stakeholder groups regarding stress/anxiety. Research secondary best practices regarding programmatic improvements/changes. Develop a district warehouse for resources. 	<ul style="list-style-type: none"> Incorporate best practices into both curriculum and courses where they most relate. Utilize community resources to assist with stress and anxiety programs and partnerships. 	<ul style="list-style-type: none"> Survey stakeholders regarding success of practices and programs. Continue to refine programs and services related to stress and anxiety.
SEW - 1.2 Promote a balance among academics, physical, and emotional health.	<ul style="list-style-type: none"> Review middle and high school schedules for balance measures. Coordinate efforts with local agencies and organizations for healthy partnerships. 	<ul style="list-style-type: none"> Have a coordinated and developed monitoring system to ensure oversight of secondary programs and services. 	<ul style="list-style-type: none"> Continue to refine our programs and services related to stress and anxiety.

GOAL SEW - 2

Students' developmental needs will be met from additional resiliency, coping, and wellness instruction.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
SEW - 2.1 Integrate wellness opportunities with faculty and staff inside and outside of the school day.	<ul style="list-style-type: none"> Utilize Act 48 (Continuing Professional Education for Teachers) Committee to assist in developing and selecting opportunities toward teacher development. Utilize staff developers to engage staff. 	<ul style="list-style-type: none"> Create a professional development program that is inclusive of necessary wellness initiatives. 	<ul style="list-style-type: none"> Continue to refine our professional development programs related to wellness. Implement accreditation reviews of plans and programs.
SEW - 2.2 Develop and incorporate best practices and routines inside the school day for students.	<ul style="list-style-type: none"> Organize an existing time-line to incorporate balanced practices throughout a school day. Organize resources and content for the time-line. 	<ul style="list-style-type: none"> Create student wellness teams to assist in evaluation and coordination of programs related to wellness. 	<ul style="list-style-type: none"> Survey stakeholders regarding success of programs and services. Implement accreditation reviews of plans and programs.

FOCUS IV: INNOVATION & LEADERSHIP (IL)

GOAL IL-1

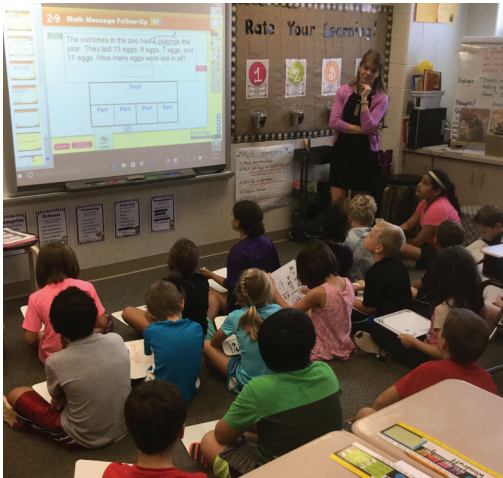
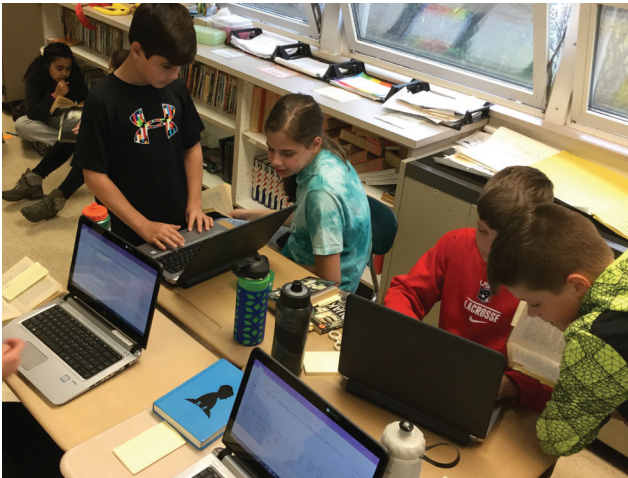
The district will support extensive opportunities for student development through, but not limited to diverse course offerings, clubs & activities and community partnerships.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IL - 1.1 Provide personalized learning opportunities through the integration of technology.	<ul style="list-style-type: none"> Research and explore personalized learning. Determine how personalized learning opportunities exist in current instruction and what applications support personalized learning. Train teachers on important elements of personalized learning opportunities for students. Integrate elements of personalized learning opportunities within the secondary level. Explore creation of curricular pathways. Explore untapped community partnerships. Expand club and extra-curricular offerings at the middle level. 	<ul style="list-style-type: none"> Develop self-assessment rubrics for major projects. Train teachers, through curriculum committees on the rubrics. Provide examples of student goal setting and reflection documents Continue and enhance student involvement in conferences. Evaluate current curriculum to identify personalized learning areas. 	<ul style="list-style-type: none"> Pilot personalized learning models with teachers in secondary. Train faculty on research and work to shift mindset and culture. Highlight collaborative, relevant, and applied learning inside and outside of CBSD.

GOAL IL-2

The district will continue to support students' progress toward becoming leaders, independent problem solvers, and innovators inside and outside of the classroom.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IL - 2.1 Increase extra-curricular and co-curricular opportunities for students to better experience real-world situations.	<ul style="list-style-type: none"> Explore creation of curricular pathways. Explore untapped community partnerships. Expand club and extra-curricular offerings at the middle level. 	<ul style="list-style-type: none"> Continue to allocate necessary resources toward extra and co-curricular opportunities. Partner with community associations to assist with opportunities and funding. 	<ul style="list-style-type: none"> Design additional or extended curricular programs that can expand students' experiences in learning.
IL - 2.2 Investigate and determine curricular areas that could support additional course offerings.	<ul style="list-style-type: none"> Explore alternative opportunities for students to create projects that demonstrate understanding during assessment. Gather models of student projects that effectively demonstrate understanding through alternative assessments. 	<ul style="list-style-type: none"> Create inquiries into what our students' and community's interests lie. Communicate with local businesses for advice as to what a "profile of a graduate" should be. 	<ul style="list-style-type: none"> Design additional or extended curricular programs that can expand students' experiences in learning.



GOAL IL-3

Students will have a global understanding and be positive contributors to local and world communities.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IL - 3.1 Develop opportunities for students to connect and collaborate both locally and globally.	<ul style="list-style-type: none"> Identify methods currently used across the district to collaborate locally and globally. Research and Explore methods beyond CBSD to connect and collaborate beyond the classroom. Pilot methods and assess success for larger implementation. Assess staffing and financial investment in programming based on methods studied. Integrate opportunities to connect locally and globally in to core assessment and curriculum documents at the elementary level. 	<ul style="list-style-type: none"> Budget and fund integrated opportunities for students. Staff needed positions for programs and services. Assess pilot programs. 	<ul style="list-style-type: none"> Solidify programs and services from learned pilot programs. Continue to budget and fund opportunities for students.
IL - 3.2 Investigate the potential for world language experiences or instruction at all middle levels.	<ul style="list-style-type: none"> Explore world language models used by districts across the nation at the elementary level. Assess staffing and financial investment in programming based on models studied. Gather information from community about interest. Determine implementation level. 	<ul style="list-style-type: none"> Implementation of world language program at the 7th grade level. Budget and fund for additional staffing and resource requirements. 	<ul style="list-style-type: none"> Evaluate success of new 7th grade program. Continue to enhance program and build upon other existing world language programs at the secondary level.
IL - 3.3 Increase the number of curriculum resources related to our diverse community.	<ul style="list-style-type: none"> Identify diversity in Central Bucks. Research diversity practices in curriculum. Develop standards for curriculum review cycles regarding diversity. Analyze curriculum materials for diversity. 	<ul style="list-style-type: none"> Establish routine programs of diversity awareness for both students and staff. Seek out community partnerships in diversity training and awareness. 	<ul style="list-style-type: none"> Evaluate the success of routines related to diversity curriculum resources review.
IL - 3.4 Investigate best practices in instruction of English language learners (ELL).	<ul style="list-style-type: none"> Survey ELL teachers in CBSD to determine student needs and effective practices. Explore ELL practices in large educational systems. Train staff in effective ELL strategies and best practices. Assess staffing and financial investment in programming based on models studied. Identify and celebrate languages spoken by students and families. 	<ul style="list-style-type: none"> Establish routine assessment checks and evaluations of ELL program. Continued training of staff regarding best practices. Maintain budgeting and funding for both staff and resources. Seek out community partnerships in diversity training and awareness. 	<ul style="list-style-type: none"> Continue to explore and develop best practices on a continued review cycle. Maintain budgeting and funding for programs.

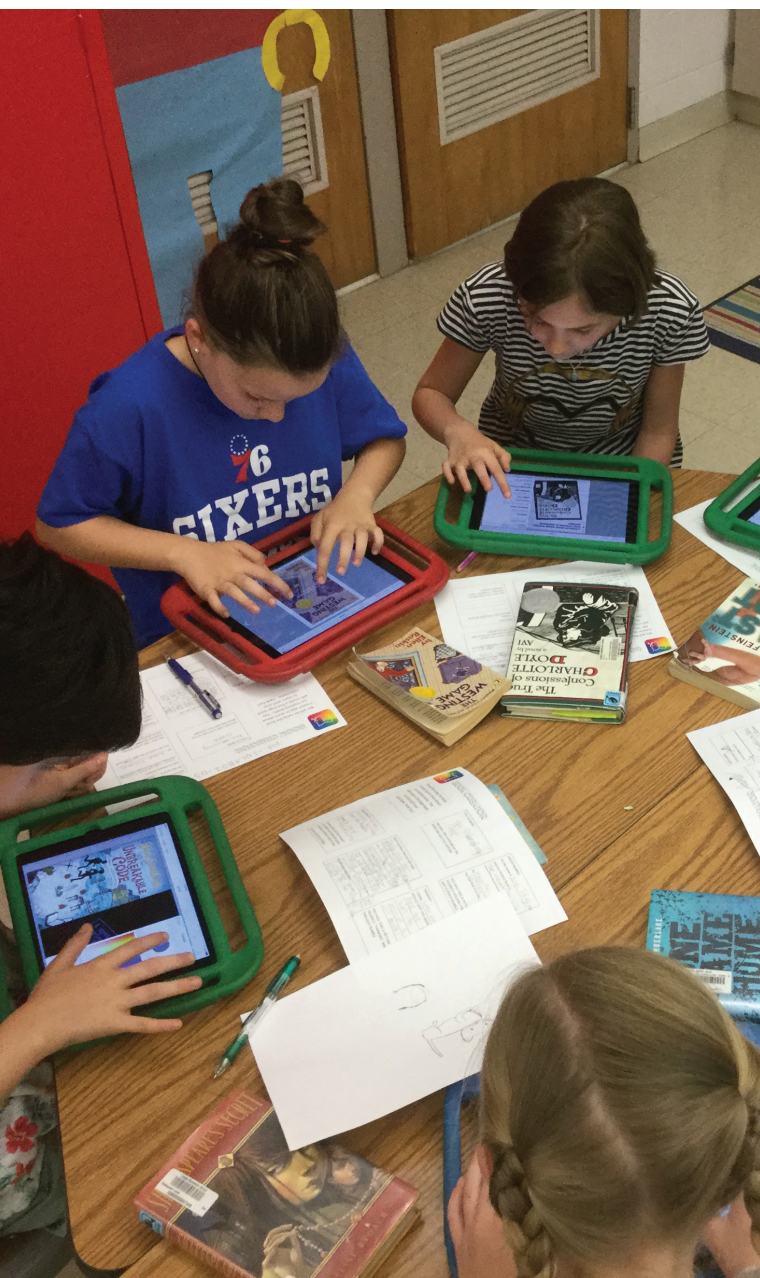


TECHNOLOGY

PILLAR II

VISION

The Central Bucks School District is committed to utilizing educational technology and digital tools that expand access to the curriculum and promote personalized learning. We will prepare students for their future by utilizing a variety of instructional practices and tools that support higher order thinking.



Recent advancements in technology have transformed the way people communicate, access information, create content, and collaborate with others all over the world. This societal shift has also impacted the way teaching and learning takes place in schools. The use of technology in the classroom gives students and teachers the ability to take learning to new heights. These possibilities allow schools to prepare students for 21st Century opportunities.

Our major initiatives are to provide staff and students opportunities for online collaboration, personalization of learning, and classroom mobility. Some key highlights of our department's vision include:

- Utilizing a district Learning Management System
- Implementing a 1:1 initiative
- Providing flexible seating in classroom and learning areas
- Adding ubiquitous Wi-Fi access
- Organizing resources on our district website

The technology vision has been crafted by a variety of stakeholders in the district and community to ensure our students are provided creative options and enhanced learning experiences. In addition to increased access to technology, we are committed to providing students and teachers with the necessary training and support to be successful in using these tools.



OUTCOMES

PILLAR II: TECHNOLOGY

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	By End of Year 1	By End of Year 3	By End of Year 5
IT - 1.1 Implement a 1:1 (one to one-one device for every one student) initiative.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
IT - 1.2 Utilize a district learning management system (LMS).	<ul style="list-style-type: none"> Choose a district LMS. Provide optional training for teachers. Pilot LMS in classrooms. Evaluate impact of LMS on student achievement. Create courses for teachers to access. Available to K-12 teachers as an option. 	<ul style="list-style-type: none"> Full Implementation at middle school. Explore online textbook integration and digital content. Available to K-6, 10-12 teachers as an option. 	<ul style="list-style-type: none"> Full Implementation at middle and high schools. Available to K-6 teachers as an option.
IT - 1.3 Develop a consistent classroom model of technology hardware.	<ul style="list-style-type: none"> Evaluate current device needs in all buildings. Develop a typical model for elementary and secondary classrooms. Pilot panel projection in selected classrooms. 	<ul style="list-style-type: none"> Replace presentation stations with powerful teacher laptops. Replace student desktop PCs with laptops. Begin to replace interactive white boards and projectors with up-to-date technology. 	<ul style="list-style-type: none"> Continue replacing interactive white boards and projectors with up-to-date technology. Make student devices readily available in all K-12 classrooms.
IT - 1.4 Increase access to student devices in each building.	<ul style="list-style-type: none"> Replace older devices every 4 years. Add additional devices to all buildings. Reallocate existing teacher laptops to provide more access to students. Explore providing devices for lower-income students to take home. 	<ul style="list-style-type: none"> Update and replace existing devices as needed. Purchase additional devices for buildings. Explore the need for an elementary 1:1 initiative. 	<ul style="list-style-type: none"> Have a complete 1:1 model in secondary. Increase number of student devices at elementary.

GOAL IT-2

Integrate 21st century skills in curriculum, instruction, and assessment.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IT - 2.1 Define 21 st century skills and outline student competencies.	<ul style="list-style-type: none"> Adapt the 2016 ISTE Technology Standards to become our K-6 CB Technology Standards. Educate teachers, students, and parents on ISTE language. Create an elementary "Technology Toolkit" that outlines skill competencies for each grade-level. Explore options for secondary technology and STEM courses. 	<ul style="list-style-type: none"> Implement technology standards for grades 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 STEM courses. 	<ul style="list-style-type: none"> Revisit K-12 skills on the "Technology Toolkit" and make necessary revisions. Evaluate the effectiveness of secondary technology and STEM courses.
IT - 2.2 Implement K-12 digital citizenship curriculum.	<ul style="list-style-type: none"> Utilize free resources from Common Sense Media to educate elementary students. Develop digital citizenship lessons in all grade levels. 	<ul style="list-style-type: none"> Showcase digital citizenship topics with parents and teachers. Begin to incorporate digital citizenship lessons in all grade levels. 	<ul style="list-style-type: none"> Have CB technology and digital citizenship lessons incorporated for grades K-12.
IT - 2.3 Investigate personalized learning to provide opportunities for differentiation and allow formative assessment to drive instruction.	<ul style="list-style-type: none"> Research personalized learning. Create a definition of personalized learning in Central Bucks. Define what personalized learning could look like in Central Bucks. 	<ul style="list-style-type: none"> Pilot personalized learning models with teachers in elementary and secondary. Train faculty on research and work to shift mindset and culture. Evaluate current curriculum to identify personalized learning areas. 	<ul style="list-style-type: none"> Evaluate and implement personalized learning models with all teachers. Highlight collaborative, relevant, and applied learning inside and outside of CBSD.

GOAL IT -3

Provide professional development opportunities and resources to support the implementation of curriculum.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IT - 3.1 Increase the number of district staff to provide professional development (PD).	<ul style="list-style-type: none"> Continue the K-12 technology committee positions to support teaching and learning. Determine the need for additional full-time staff development positions. 	<ul style="list-style-type: none"> Evaluate the need for additional building-based support. Evaluate the need for additional district-wide support. 	<ul style="list-style-type: none"> Re-evaluate the need for additional support.
IT - 3.2 Utilize a management system that will allow professional staff to track and personalize their professional development.	<ul style="list-style-type: none"> Explore and investigate vendors that allow for PD tracking. Implement the new tracking system. Provide a variety of staff development opportunities to evaluate how the new system works. 	<ul style="list-style-type: none"> Re-evaluate and monitor the use of this system. 	<ul style="list-style-type: none"> Continue to monitor the use of this system.
IT - 3.3 Increase the availability of job-embedded professional development.	<ul style="list-style-type: none"> Provide differentiated staff development opportunities through online and face-to-face workshops facilitated by school leaders. 	<ul style="list-style-type: none"> Provide release time for teachers to work with building coaches, as needed. 	<ul style="list-style-type: none"> Create content-specific instructional coaches at the secondary level to support best practices while integrating technology into lessons.

GOAL IT -4

Create flexible learning environments.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IT - 4.1 Increase learning opportunities for students by providing flexible seating in learning areas.	<ul style="list-style-type: none"> Experiment with flexible learning spaces in some computer labs in grades K-12. Experiment with flexible learning spaces in some classrooms. 	<ul style="list-style-type: none"> Develop a flexible computer lab model to be used in all buildings. Develop a flexible classroom model to be used in elementary and secondary rooms. 	<ul style="list-style-type: none"> Explore flexible learning environments in grades K-12 libraries.

FOCUS II: INFRASTRUCTURE (IS)

GOAL IS -1

Build, support and maximize a dynamic and reliable infrastructure.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IS - 1.1 Add ubiquitous Wi-Fi access to students, staff, and community.	<ul style="list-style-type: none"> Hire a consulting agency to assess our current infrastructure. Provide cabling to instructional and non-instructional areas in all buildings. Add updated access points to all instructional areas grades K-9. Add multiple access points to large group areas, including gymnasiums, LGIs, and stadiums. Add up-to-date switches to wiring closets across the district. Offer guest Wi-Fi access to the community. Explore wireless projection options. 	<ul style="list-style-type: none"> Add updated access points to all instructional areas grades 10-12. Ensure all Wi-Fi network controllers are cloud-based. Conduct an in-depth network study. Implement wireless projection. 	<ul style="list-style-type: none"> Re-evaluate the network to ensure teaching and learning is maximized for technology integration.

GOAL IS - 2

Replace, update, and maximize district technology with an eye toward the future.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IS - 2.1 Devise a disaster recovery (DR) plan.	<ul style="list-style-type: none"> Research DR plans from other districts. Experiment with DR techniques to learn about capabilities. Devise a drafted DR plan for CB. 	<ul style="list-style-type: none"> Explore funding to implement the DR plan. Implement initial stages of the DR plan and execute DR practice scenarios. 	<ul style="list-style-type: none"> Execute the plan to sustain and protect the district network. Continually reevaluate the DR plan to maintain current with needs and trends.
IS - 2.2 Move district servers to the cloud.	<ul style="list-style-type: none"> Begin exploring what district platforms can be moved to the cloud. Use Microsoft Services to learn about the process. Move components of SharePoint to the cloud. Hire a consultant to aide in the process. Devise a time-line to communicate changes. 	<ul style="list-style-type: none"> Work through the time-line. Analyze each service and product to ensure cost-benefits of moving to the cloud. Continue to work with Microsoft and consultants throughout changes. 	<ul style="list-style-type: none"> Continue to evaluate time-line and changes to services.
IS - 2.3 Update the district website.	<ul style="list-style-type: none"> Work with Schoolwires to redesign the interface and navigation of district website. Communicate changes to the community. Provide necessary training to students and staff on updated locations of content. 	<ul style="list-style-type: none"> Re-evaluate navigation and organization on website content to ensure effectiveness and usability. 	<ul style="list-style-type: none"> Continue to evaluate.
IS - 2.4 Update the district logo.	<ul style="list-style-type: none"> Conduct a student logo contest. Choose a winning logo. Reveal the logo to the community. Post logo on CB Website. 	<ul style="list-style-type: none"> Ensure logo is carried throughout branding materials. 	<ul style="list-style-type: none"> Ensure logo is carried throughout branded materials.

FOCUS III: TECHNICAL SUPPORT (TS)

GOAL TS - 1

Institute a collaborative technical and instructional support network for teachers.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
TS - 1.1 Select building leaders who can help support technology and curriculum.	<ul style="list-style-type: none"> Work with K-12 technology committee to provide teachers support and tips for technology integration. Explore the addition of student support squads in some buildings to aide in teacher/student assistance with technology. 	<ul style="list-style-type: none"> Evaluate the current building needs to determine if additional technology support is necessary. Add student support squads to each building. 	<ul style="list-style-type: none"> Evaluate the current building needs to determine if additional technology support is necessary.
TS - 1.2 Provide targeted training and have on-demand support for teachers.	<ul style="list-style-type: none"> Evaluate the need for building-based staff developers. Begin to develop a portal to host online tutorials for troubleshooting. 	<ul style="list-style-type: none"> Provide buildings with building-based staff developers to aide with on-demand needs of technology integration. 	<ul style="list-style-type: none"> Evaluate building needs for on-demand support.
TS - 1.3 Delegate support roles to members of Technology and Innovation Department.	<ul style="list-style-type: none"> Clearly communicate the ways students and staff can receive support and how to request help. Define roles of the help desk, building techs, apps team, network team, grades K-12 technology committee, and staff development. 	<ul style="list-style-type: none"> Evaluate the support model to determine if reorganization is necessary. Train technical staff on their areas of support to remain current. 	<ul style="list-style-type: none"> Evaluate the support model to determine if reorganization is necessary.

FOCUS IV: POLICIES & PROCEDURES (PP)

GOAL PP - 1

Data privacy, security policies, and guidelines will be developed and stored in one place for the district to access.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
PP - 1.1 Create a district acceptable use policy (AUP).	<ul style="list-style-type: none"> Research AUPs being used by other districts. Meet with school policy lawyer to create a CB AUP. Present updated policy to the school board for approval. Communicate the new policy with the community. 	<ul style="list-style-type: none"> Continue to evaluate. 	<ul style="list-style-type: none"> Continue to evaluate.
PP - 1.2 Develop an updated filtering policy.	<ul style="list-style-type: none"> Work with teachers and curriculum bureau to determine sites that need to be unblocked for curriculum access. Evaluate requested sites to ensure curriculum connection. Ensure requested sites are compliant with CIPA/COPA. 	<ul style="list-style-type: none"> Create a catalog of accessible sites for students and staff. Provide less restrictive filtering policies and restrictions to allow for more digital citizenship of users. 	<ul style="list-style-type: none"> Continue to evaluate filtering policies.
PP - 1.3 Update current school board policies.	<ul style="list-style-type: none"> Research policies of other districts. Meet with school policy lawyer to create updated 815 policy Present updated policies to the school board for approval. 	<ul style="list-style-type: none"> Meet with school policy lawyer to create updated 816 and 829 policies. Present updated policies to the school board for approval. 	<ul style="list-style-type: none"> Continue to evaluate.

GOAL PP - 2

The district will continue to use technology systems to provide data-driven decision making that aids student achievement.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
PP - 2.1 Make district data available and more easily accessible to district decision-makers.	<ul style="list-style-type: none"> Explore data-visualization programs and platforms. Discuss the needs with curriculum bureau and school administrators. 	<ul style="list-style-type: none"> Select and develop a data dashboard to use in Central Bucks. Create an inventory system that generates visualization of devices through a tool, such as Power B.I. and SCCM. 	<ul style="list-style-type: none"> Continue to refine our district dashboard.

GOAL PP - 3

Align both school and community resources to ensure students' success, prepare students for the 21st century, and enrich students' experiences both in and out of the classroom.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
PP - 3.1 Organize the district website to include resources for students, staff, and community members.	<ul style="list-style-type: none"> Organize existing online resources and remove unnecessary content. Organize online content in an approachable, clear navigation. 	<ul style="list-style-type: none"> Create a Central Bucks digital ecosystem for student, staff, and community. 	<ul style="list-style-type: none"> Continue to enhance the digital ecosystem.
PP - 3.2 Organize the district intranet page.	<ul style="list-style-type: none"> Reorganize department pages for ease of access by staff. Train departments on how to share resources on their page. Communicate changes to district staff. 	<ul style="list-style-type: none"> Continue to evaluate the organization of online staff resources. Departments will share resources on their pages. 	<ul style="list-style-type: none"> Continue to evaluate.

FOCUS V: BUDGET & RESOURCES (BR)

GOAL BR - 1

Continue to provide consistent funding in support of technology for use by students and staff.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
BR - 1.1 Develop a capital budget plan for technology purchases.	<ul style="list-style-type: none"> Identify and allocate funding to support technology initiatives. Work with the finance committee of the school board to incorporate the technology capital budget into the school district's general fund budget to ensure a plan for recurring funding. Develop metrics to help gauge the effectiveness of the technology plan and capital budgets. Create a hardware refresh cycle that will help plan for device replacements and additions. 	<ul style="list-style-type: none"> Continue to allocate funding to technology initiatives. Continue to communicate with the finance committee upcoming plans and foreseen needs regarding upcoming technology purchases. 	<ul style="list-style-type: none"> Continue to allocate funding to technology initiatives. Continue to communicate with the finance committee upcoming plans and foreseen needs.

GOAL BR - 2

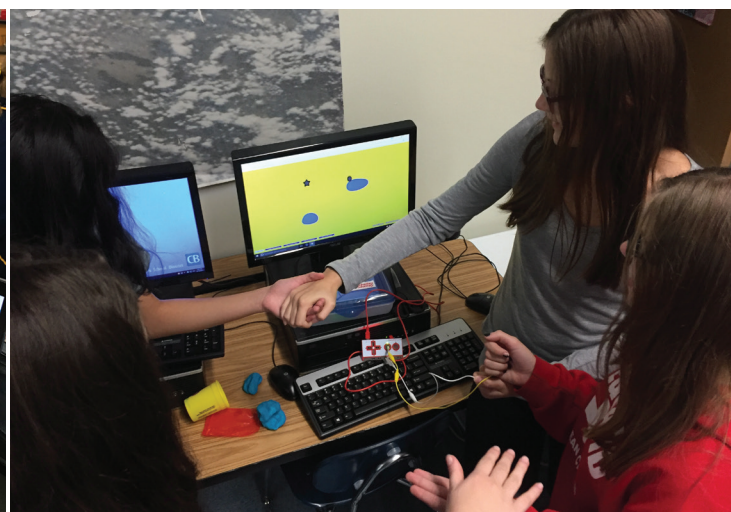
Explore management tools and lease agreements that will support a greater number of end users without significantly increasing the technology support staff.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
BR - 2.1 Explore leasing options for device purchases.	<ul style="list-style-type: none"> Evaluate leasing options offered by vendors. Choose devices for purchases and obtain leasing pricing. Present pricing and options to finance committee. 	<ul style="list-style-type: none"> Continue to evaluate. 	<ul style="list-style-type: none"> Continue to evaluate.

GOAL BR - 3

Provide a separate pool of funding to encourage innovative small-scale projects that can be used as incubators for feedback into the direction of future technology plans and capital budgets.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
BR - 3.1 Provide innovation grants to teachers.	<ul style="list-style-type: none"> Establish benchmark and expectations for teacher technology usage. Create a process for teachers to apply for innovation grants that go beyond the benchmarks. 	<ul style="list-style-type: none"> Allocate funding for innovative projects. Select teachers to receive grants. 	<ul style="list-style-type: none"> Continue to offer innovation grants to teachers. Evaluate the effectiveness and impact of innovative projects to determine if it is necessary to replicate in additional classrooms.



COMMUNITY CONNECTIONS

PILLAR III

VISION

The Central Bucks School District will provide up-to-date and relevant information to its constituents while also placing great value on the input these constituents can provide back to the district. The district will develop partnerships within the community and participate in a joint sharing of resources.



The Central Bucks School District maintains and encourages partnerships with businesses, individuals, and organizations in support of unique opportunities for our students and staff. The Central Bucks School District is committed to developing and fostering relationships that are mutually beneficial for parents, students, residents, organizations, and businesses on a continual basis.

The Central Bucks School District's Community Partnership Vision embodies a continued development of resources which promote avenues for input, ideas and feedback from all stakeholders. The District is focused on incorporating our Community Partnerships into our existing curriculum review cycle to ensure we are meeting the needs of all those with a vested interest in the District.

Throughout the course of a year, more than 30,000 community members use District facilities for events, sporting activities, musical performances and more. The District offers many educational opportunities for residents including "Gold Cards" to seniors for free event admissions and a myriad of other cultural activities.

Our partners provide educational opportunities for students through donations, endowments, shared resources, employment, internships, grants, and scholarships. The current partnerships help to foster a strong connection between school and home. The Central Bucks School District's Community Partnership Vision is aimed at continuing to grow our community-based partnerships allowing for successful programs and opportunities for students.



OUTCOMES

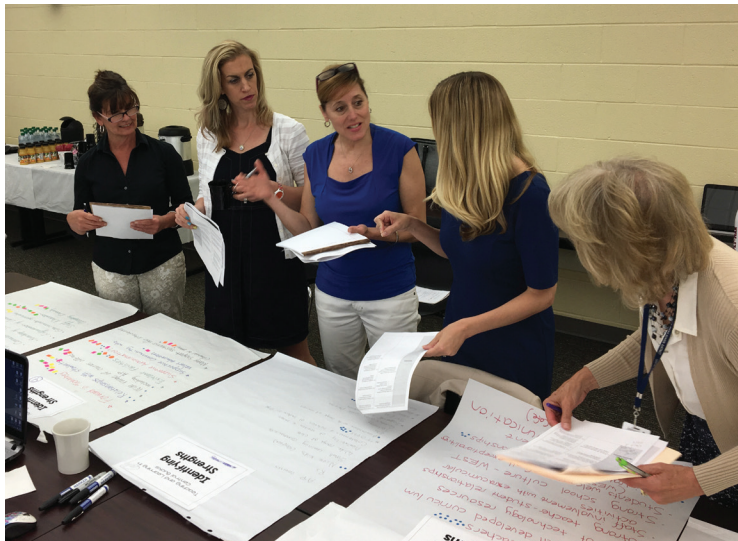
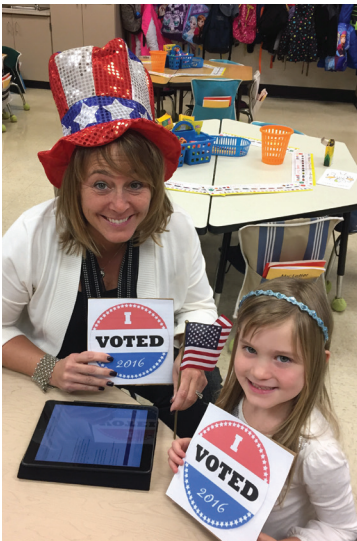
PILLAR III: COMMUNITY CONNECTIONS

FOCUS I: INFORMATION DISSEMINATION (ID)

GOAL ID -1

The district will provide its constituents with updated and relevant information.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
ID - 1.1 Communicate shared vision to all stakeholders along with progress toward goals in subsequent years.	<ul style="list-style-type: none"> Share vision with school board, administrative cabinet, administrators, teachers and support staff. Achieve collaboration through empowerment of key stakeholders who will serve as leaders in advancing each outcome. 	<ul style="list-style-type: none"> Track progress reports and update the progress on outcomes chart. Use progress reports in goal setting session for administrators. Determine the level of outcome success and completion. 	<ul style="list-style-type: none"> Determine the percentage of outcomes achieved. Provide report to the board of directors and public, on the 5 year strategic plan accomplishments. Determine plans and processes for the next 5 year strategic plan.
ID - 1.2 Update all websites including district, school and teacher websites.	<ul style="list-style-type: none"> Use new logo and new design for CBSD website. Feature prominently the vision for the next 5 years. Check analytics for website use to determine priority for updating information within the site. 	<ul style="list-style-type: none"> Create an icon to be used on all web pages that contain time sensitive information and need updating – daily, weekly, monthly, yearly. Label all pages across the district. Monitor to ensure web pages on both the internet and intranet are up-to-date. 	<ul style="list-style-type: none"> Provide training to staff on updating web pages. Set deadlines for building, department, grade level and teacher updates. Monitor and evaluate district web sites for continuity, timeliness, visual appeal, etc. Provide reports and suggestions to appropriate personnel.
ID - 1.3 Provide information to our constituents via quarterly newsletters to the community.	<ul style="list-style-type: none"> Develop 4 newsletters per year that include: <ul style="list-style-type: none"> School board updates Articles on elementary, middle and high school happenings Info on district initiatives Update on the vision 	<ul style="list-style-type: none"> Evaluate the effectiveness of the quarterly newsletters and the determine the best method of dissemination by surveying CB staff and the CB community. 	<ul style="list-style-type: none"> Evaluate all means of communication including: Facebook, Twitter, Messaging, Email Blasts, Newsletters and determine the most cost efficient and reliable avenues for effective communication
ID - 1.4 Develop new branding and messaging that coincide with the district vision and strategic plan.	<ul style="list-style-type: none"> Along with developing a new logo, devise a new motto, updated mission statement, beliefs, guiding principles, and learning goals. Ensure that the branding and messaging is communicated and visible in all schools and workplaces. 	<ul style="list-style-type: none"> Promote branding and messaging on letterhead, forms, buildings, newsletters, websites, posters, etc. 	<ul style="list-style-type: none"> Evaluate the effectiveness of branding and messaging via focus groups and surveys of stakeholders



FOCUS II: INPUT & FEEDBACK (IF)

GOAL IF-1

The District will value input, ideas and feedback from multiple sources including: students, teachers, administrators, parents, and members of the community.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IF - 1.1 Develop avenues for input, ideas and feedback to our superintendent and school board via superintendent's call line and email feed.	<ul style="list-style-type: none"> Set up call line with special phone number Set up email address, to our Superintendent, with a dedicated email such as <i>superintendentinput@cbsd.org</i>. Assign a CB Reporter to monitor the email and phone line and transcribe the information. Collect information and provide monthly reports to the superintendent and board. 	<ul style="list-style-type: none"> Monitor which issues are receiving positive support and which issues present concerns. Determine avenues to share information on the issues/feedback with the staff and public. 	<ul style="list-style-type: none"> Evaluate effectiveness of the superintendent's call line and email feed.
IF - 1.2 Set up "coffee and conversation sessions with the superintendent, board of directors and public" as another means of gaining input and involvement.	<ul style="list-style-type: none"> Determine issues in which public input would be helpful. Assign appropriate personnel to facilitate the topical focus group. Advertise/communicate the topic for focus group purposes and determine the logistics for the accommodating the session. 	<ul style="list-style-type: none"> Collect data on how many people attend sessions and the nature of the discussions. 	<ul style="list-style-type: none"> Evaluate the effectiveness of this means of receiving input through coffee and conversation sessions.



FOCUS III: COMMUNITY PARTNERSHIPS (CP)

GOAL CP -1

The district will promote and develop partnerships that have mutually beneficial results among our community.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
CP - 1.1 Incorporate community partnerships into the existing curriculum review cycle.	<ul style="list-style-type: none"> Work with district curriculum supervisors and curriculum committees to review partnerships and develop criteria for inclusion in the curriculum. 	<ul style="list-style-type: none"> Investigate and determine recommended community partnerships which can be embedded into the curriculum across multiple departments. 	<ul style="list-style-type: none"> Determine the effectiveness of school and community partnerships regarding the expansion of our curriculum and promoting positive opportunities for our students.
CP - 1.2 Document outreach and philanthropic efforts in each school and provide information on such to the schools in order to assist them in coordination, continuation and consolidation of the help and service we can offer.	<ul style="list-style-type: none"> Collect information on the extent of outreach and philanthropy at each school. 	<ul style="list-style-type: none"> Publish a report that documents all philanthropic and outreach efforts, to be shared internally. Promote CB service and philanthropy by publicizing the things that are happening within our schools. 	<ul style="list-style-type: none"> Determine ways we can work together to consolidate efforts to make our outreach more effective.
CP - 1.3 Begin an Alumni Association of CB graduates who contribute by sharing their expertise, time and money to give-back to CB and expand our resources.	<ul style="list-style-type: none"> Set up a 501 c3 nonprofit status. Determine ways and means of communicating with our alumni. 	<ul style="list-style-type: none"> Establish a high school alumni scholarship fund. Publish information on our graduates and where they are now. Solicit assistance from our graduates in helping with current programs by sharing their relevant expertise. 	<ul style="list-style-type: none"> Evaluate the effectiveness of an alumni association of CB graduates.

FOCUS IV: DISTRICT EVALUATION (DE)

GOAL DE -1

The district will consistently reflect on its mission and level of service as well as, fiscal responsibility by seeking both internal and external evaluative measures.

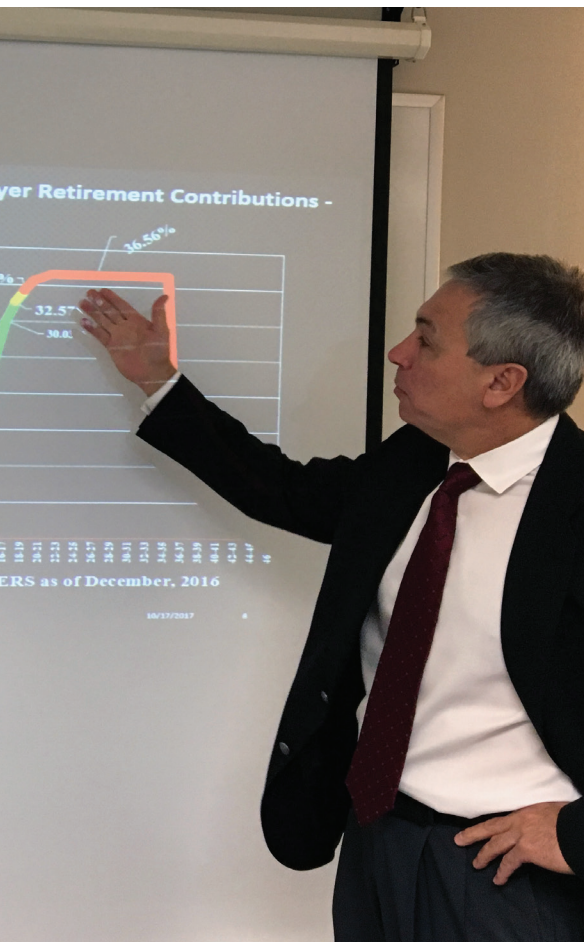
OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
DE - 1.1 Facilities Assessment Study – using KCBA Architects and share information on the state of district facilities with the board and public.	<ul style="list-style-type: none"> Share facilities assessment with the board and the public and develop a 5-year plan of needed improvements. 	<ul style="list-style-type: none"> Assess progress toward 5-year plan completion. 	<ul style="list-style-type: none"> Determine if another facilities assessment study is needed.
DE - 1.2 Begin the process of investigating the Baldrige Award.	<ul style="list-style-type: none"> Determine if Baldrige expectations and CB expectations coincide. Analyze requirements to receive a Baldrige Award and begin the application process. Get input from all levels of stakeholders before committing to this process. 		

FINANCE

PILLAR IV

VISION

The Central Bucks School District will support the academic needs of the school district by providing the financial resources required to support a highly-rated staff, provide appropriate facilities and technology, and be respectful to the community by using resources in an efficient and cost effective manner.



Act 1 is legislation that was adopted by the Pennsylvania Legislature in June of 2006. The law establishes a formula that school districts can use to reduce real estate property taxes for eligible home owners (homesteads and farmsteads).

Act 1 also places constraints on school district budgets. The Act 1 base inflation index is the percentage growth real estate taxes are allowed to increase by averaging Pennsylvania wage inflation and U.S. national education inflation together. When Act 1 of 2006 was originally adopted, there were 10 exceptions to the base inflation index that allowed for incremental real estate tax increases beyond the base index amount. Over the past several years most of the exceptions were eliminated by the state legislature. Two exceptions remain:

- Large percentage increases in the employer contribution to the state retirement system.
- Large percentage increase in special education expenses.

Given the financial constraints imposed by Act 1 of 2006, school districts are limited to a mainly inflationary increase in real estate taxes to fund public school. This requires Pennsylvania school districts to develop long term financial plans especially when large projects are contemplated such as major school renovations or new school construction.

Since the great recession of 2008, CBSD has tried to plan for major facility, technology, and transportation expenses without borrowing funds. This avoids legal and financial advisory fees as well as future interest payments. Minimizing borrowing and associated overhead costs allows the district to devote more resources to the classroom without becoming overly burdensome to the local community.

CBSD has approximately \$750,000,000 worth of school buildings, athletic fields, and support facilities at 28 separate locations. The school district is very proud of the school facilities and works hard to maintain all buildings in a good state of repair so as not to lose the community investment in our schools over the years.

Currently, the district projects to have the following fund balances at the end of the 2017-18 school year:

<i>General Fund</i>	<i>\$35,023,118</i>
<i>Short Term Capital</i>	<i>\$485,765</i>
<i>Long term Capital</i>	<i>\$38,900,639</i>
<i>Technology Capital</i>	<i>\$36,353</i>
<i>Transportation Capital</i>	<i>\$386,353</i>
<i>Food Service Capital</i>	<i>\$552,944</i>
<i>Debt Service Fund</i>	<i>\$19,993,826</i>

The School Board has authority over the use of these funds which will be able to support most of the projected capital needs of the school district over the next ten years. When adding staffing contract costs to capital costs, over 85% of the yearly budget is accounted for in these areas—again making long term financial planning imperative for the district's financial health.

OUTCOMES

PILLAR IV: FINANCE

FOCUS I: FINANCIAL PLANNING & STAFFING (FPS)

GOAL FPS - 1

Provide a first-class faculty and support staff to facilitate student achievement.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
FPS - 1.1 Develop a financial model to project salary and benefit expenses for the faculty over a three to four-year time frame to help answer the question "Given the constraints of Act 1, can the district afford this contract?"	<ul style="list-style-type: none"> Look at current staffing patterns, general economics, and enrollment projections to help anticipate faculty needs for the fiscal time periods 2018-19 through 2021-22. This will result in a three or four-year teaching contract. 	<ul style="list-style-type: none"> Monitor projection outcomes and adjust the projection model as needed based on general inflation trends per the Act 1 Index. 	<ul style="list-style-type: none"> Continue to monitor and adjust projection models to improve accuracy as salaries and benefits are the major cost drivers in education.
FPS - 1.2 Develop financial models to project salary and benefit expenses for the support staff over a four to five-year time frame to help answer the question "Given the constraints of Act 1, can the district afford this contract?"	<ul style="list-style-type: none"> Develop salary and benefit projection models in preparation for contract negotiations that may result in a four or five-year support staff contract. 	<ul style="list-style-type: none"> Look at general economics and related employee benefits to develop a framework for support staff negotiations for the fiscal time periods 2021-22 through 2025-26. 	<ul style="list-style-type: none"> Continue to monitor and adjust projection models to improve accuracy and determine the impact on future budgets.
FPS - 1.3 Help address the PSERS crisis by considering contracting for custodial services.	<ul style="list-style-type: none"> Begin the process of evaluating companies that could partner with the district to reduce custodial expenses. 	<ul style="list-style-type: none"> Consider phasing into contracted services one building at a time and eliminate district positions via attrition. 	<ul style="list-style-type: none"> Evaluate if 100% contracted model is more effective than a hybrid workforce plan.



FOCUS II: INFRASTRUCTURE (IS)

GOAL IS-1

Create a future focus environment by trying to anticipate the financial needs of the district with a five to ten-year outlook.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IS - 1.1 District schools are heavily used by students and the community. Maintain five to ten-year capital plans and the associated financial discipline to provide appropriate facilities in a cost-effective manner.	<ul style="list-style-type: none"> Develop a capital project plan that uses data from the district feasibility study along with internal reviews and other third party data to determine capital project priorities. 	<ul style="list-style-type: none"> Continue to refine capital projects planning and update budget projections based on construction inflationary trends. 	<ul style="list-style-type: none"> Continue to adjust the capital fund investment plan to help ensure long term financial investments mature in unison with projected construction cash flow needs.
IS - 1.2 Develop a recurring funding source for short term capital expenses in the range of \$10M to \$12M per year and update the associated construction strategic plans.	<ul style="list-style-type: none"> Update the financial plans and renovation plan priorities every year based on input received from principals, the operations department, and the school board. 	<ul style="list-style-type: none"> Adjust plans based on student enrollment or changing trends in student attendance areas within the school district. 	<ul style="list-style-type: none"> Renew a five-year capital plan to determine if lower budget allocations for short term capital funding may be possible in the future.
IS - 1.3 Consider phasing out the yearly funding source for long term capital expenses by the end of fiscal year 2019-20.	<ul style="list-style-type: none"> Identify capital projects to allocate against the major capital fund to determine appropriate resources. 	<ul style="list-style-type: none"> Adjust major capital project plans based on feedback from the school board, public, and internal construction department. 	<ul style="list-style-type: none"> Identify if target funding for major construction projects is achieved and funding phase-out is possible to help reduce future general fund budget pressure points.
IS - 1.4 Develop a recurring funding source for technology capital expenses in the range of \$2M to \$3M per year and update the associated technology strategic plans.	<ul style="list-style-type: none"> Update the financial plans and priorities every year based on input received from the technology department as well as the school board. 	<ul style="list-style-type: none"> Adjust budget priorities to the changing requirements of technology integration into the curriculum. (More devices per student, digital text books, wireless access.) 	<ul style="list-style-type: none"> Plan for major capital upgrades to network infrastructure, telephone systems, and life/safety communication systems.
IS - 1.5 Develop a recurring funding source for transportation capital expenses of approximately \$1M per year.	<ul style="list-style-type: none"> Update the financial plans every year based on input received from the transportation department. 	<ul style="list-style-type: none"> Adjust plan projections based on enrollment patterns and address bus requirements to accommodate special needs students. 	<ul style="list-style-type: none"> Continue to monitor and adjust financial plans to meet student needs and possible changes to building start and ending times.
IS - 1.6 Conduct an enrollment projection study to refresh student enrollment and birth rate projection data for the next 10 to 15 years.	<ul style="list-style-type: none"> Contract for an enrollment projection study with input from local municipalities on projected housing starts. 	<ul style="list-style-type: none"> Adjust enrollment projection based on data from the study and other demographic trends. 	<ul style="list-style-type: none"> Seven – ten years into the future: Refresh the enrollment projection as the district may be able to close a school due to student enrollment decline. The school board will need updated data to address potential redistricting.
IS - 1.7 Add an additional bus depot to create a competitive environment for contracting greater proportions of transportation operations in the future.	<ul style="list-style-type: none"> Discuss, consider, and budget for creating a district owned bus depot to park 100 – 120 school buses. The depot could be used for district owned buses or leased to a contractor. 	<ul style="list-style-type: none"> Scout locations that have suitable zoning for bus operations and will not create sizable “not in my back yard” issues and purchase property or begin construction on a raw site. 	<ul style="list-style-type: none"> Develop bid requirements to explore contracting for more transportation services. The district may want to consider keeping some buses for special needs bus runs.
IS - 1.8 Capital projects budgeting and communication.	<ul style="list-style-type: none"> Continue the ten-year focus on buildings and a three-year focus on technology. Develop project objectives and timelines to make the projects understandable. 	<ul style="list-style-type: none"> Devote a larger section of the comprehensive budget document to capital planning. 	<ul style="list-style-type: none"> Fine tune capital project budgeting by creating a separate budget model that uses five-year histories and five-year projections.
IS - 1.9 Reorganize the athletic field maintenance department.	<ul style="list-style-type: none"> Look for ways to restructure staffing to enhance the playability and durability of athletic fields. Utilize third party evaluation services for feedback. 	<ul style="list-style-type: none"> New and different equipment may be needed to increase maintenance efficiency. 	<ul style="list-style-type: none"> Evaluate all fields to determine if major maintenance is required. There may be advantages to expanding artificial turf areas as costs decline.

FOCUS III: BUSINESS OPERATIONS & EFFICIENCY (BOE)

GOAL BOE-1

Continue to look for ways to develop operational efficiency and continue to develop systems that provide more information to improve financial communication.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
BOE - 1.1 Revise accounting chart of accounts.	<ul style="list-style-type: none"> Review expenditure accounts for consolidation to comply with changes in state accounting and reduce potentially unneeded expense accounts. 	<ul style="list-style-type: none"> Adjust the accounting structure to comply with Pennsylvania Department of Education (PDE) requirements. 	<ul style="list-style-type: none"> Continue to monitor for changes to accounting standards and PDE requirements.
BOE - 1.2 Budgeting.	<ul style="list-style-type: none"> Refine the zero-based budgeting tool to better define areas of responsibilities and improve the review process to minimize missed recurring expenses that should be budgeted for yearly. 	<ul style="list-style-type: none"> Continue to refine the budgeting process focusing on accuracy to reduce budget transfers. 	<ul style="list-style-type: none"> Continue to monitor and refine the budget process based upon feedback from budget managers and the school board.
BOE - 1.3 Centralize district accounting.	<ul style="list-style-type: none"> Explore transitioning the accounting for student activities and for athletics into the business office. 	<ul style="list-style-type: none"> Start the transition process to centralize all athletic related payments through accounts payable and payroll. 	<ul style="list-style-type: none"> Continue to monitor and refine the process to improve accountability.
BOE - 1.4 Research new accounting and HR software package.	<ul style="list-style-type: none"> Current software may no longer be supported as of June 2019. Explore other software and develop implementation timelines. Include position control to help with budgeting for staff. 	<ul style="list-style-type: none"> Implement chosen software. Train HR and business office staff, then other district users. Work on interfaces with timekeeping, attendance, bidding, PDE, EIT tax collection, and PSERS software. 	<ul style="list-style-type: none"> Develop software training videos as tools for staff members to access the software modules they need (payroll, purchasing, and HR personnel actions.)
BOE - 1.5 Develop bid requirements for food services.	<ul style="list-style-type: none"> During 2018-19 develop a food service bid requirement, review submissions, school board interviews if desired, award contract for five one-year periods. 	<ul style="list-style-type: none"> The district food service operation is in strong financial standing. Perhaps place more focus on healthy eating/food quality and greener operations. 	<ul style="list-style-type: none"> Prepare for the next five-year bid requirements cycle.
BOE - 1.6 Food service point of service software.	<ul style="list-style-type: none"> Evaluate if a software change from the current use of Nutrikids software to the state recommended use of PrimeroEdge should take place. 	<ul style="list-style-type: none"> During 2020-21, after a new food service contract is in place, budget for and consider moving to PrimeroEdge point of sale and menu development software. 	<ul style="list-style-type: none"> Refine software usage ensuring an interface with infinite campus student management database.
BOE - 1.7 Develop bid requirements for audit services.	<ul style="list-style-type: none"> The current audit firm has been with the district for approximately ten years. Look to bring in a new firm to audit the 2017-18 books. They may have new ideas for enhancing efficiency and perhaps a lower cost for services. 	<ul style="list-style-type: none"> Use the audit firm as a resource for recommendations to adjust accounting practices to enhance efficiency. 	<ul style="list-style-type: none"> Work with the accounting firm and financial advisor to develop a recommendation for the school board on prepayment of debt.
BOE - 1.8 Professional services agreements.	<ul style="list-style-type: none"> Review the contracted professional services agreements with the finance committee of the board by budget cost center to look for ways to reduce expenses. 	<ul style="list-style-type: none"> Monitor the contracting process for compliance with state and federal guidelines. 	<ul style="list-style-type: none"> Work with the superintendent's cabinet to identify ways to reduce costs through the use of contracted services.
BOE - 1.9 Analyze transportation efficiency to help maximize PDE reimbursements.	<ul style="list-style-type: none"> Conduct a study of transportation operations to review the efficiency of the transportation department. Analyze bus usage for sporting events to increase efficiency. 	<ul style="list-style-type: none"> Implement changes as recommended in the transportation study. Analyze bus stop locations and bus routing for efficiency. 	<ul style="list-style-type: none"> Analyze transportation policies and bus routing software to determine if any change will improve overall operational efficiency.

GOAL BOE -1 CONTINUED

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
BOE - 1.10 Analyze student services.	<ul style="list-style-type: none"> Review special needs services to potentially identify efficiencies in delivering programs. 	<ul style="list-style-type: none"> Evaluate the potential to contract for some student related programs to improve delivery of services and reduce costs. 	<ul style="list-style-type: none"> Monitor delivery models for changing needs and compliance with changing regulations.
BOE - 1.11 Bus navigation.	<ul style="list-style-type: none"> Analyze the industry to identify when hardware/software products become available to aid in day-to-day bus route navigation. 	<ul style="list-style-type: none"> Look for navigation software that will interface with bus routing software to create turn-by-turn directions for substitute bus drivers. 	<ul style="list-style-type: none"> Expand the use of a navigation system for contracted bus routes and for field trip/sports trip utilization.
BOE - 1.12 Benchmarking analytics.	<ul style="list-style-type: none"> Analyze software offerings to determine the best fit to utilize data based metrics for budget planning and costs control. 	<ul style="list-style-type: none"> Implement software systems that take PDE statewide data and perform comparative analysis with other peer school districts to help determine operational efficiency and areas for improvement. 	<ul style="list-style-type: none"> Continue to develop implementation plans based upon data analytics to improve performance areas.
BOE - 1.13 Fixed asset reporting.	<ul style="list-style-type: none"> Work with new audit firm to determine a schedule for updating fixed asset inventories and estimated values. 	<ul style="list-style-type: none"> Look for a more efficient way to track and report fixed assets (items with a value of \$5,000 or more). This may be a feature of new financial software that we must to migrate to. 	<ul style="list-style-type: none"> Continue fixed asset valuations based upon the schedule recommended by the auditors.
BOE - 1.14 IRS arbitrage reporting.	<ul style="list-style-type: none"> Work with the financial advisor to develop the calculations that confirm the district did not invest construction bond proceeds at a higher interest rate than the district is paying to bond investors. 	<ul style="list-style-type: none"> Work with auditors to ensure our Security and Exchange Commission (SEC) reporting meets current standards. 	<ul style="list-style-type: none"> If the district issues a bond for school construction and renovations in the future, incorporate appropriate arbitrage language into the preliminary official statement.



FOCUS IV: POLICIES & PROCEDURES (PP)

GOAL PP-1

School board policy and procedures.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
PP - 1.1 Policy updates.	<ul style="list-style-type: none"> • Work with the policy committee of the school board to update the business related (600 series). 	<ul style="list-style-type: none"> • Monitor legislative changes that impact the operation and policies of the business office, transportation, food service, and the operations of the community school program. 	<ul style="list-style-type: none"> • Implement any policy review recommendations proposed by the Pennsylvania School Boards Association.



FACILITIES

PILLAR V

VISION

The Central Bucks School District will provide up-to-date, relevant information to its constituents while placing great value on the input these constituents can provide back to the district. The district will develop partnerships within the community and participate in a joint sharing of resources.



The Facilities & Energy Management Operations (FEMO) Department manages 3.2 million square feet of space situated on more than 750 acres for 23 schools (8 secondary and 15 elementary schools) and 4 administrative buildings (Administration Center, Education Service Center, Operations/Transportation Center, and Transportation Annex). We manage the day to day operations of the facilities/grounds as well as other responsibilities including but not limited to: cleaning, maintenance, service contracts, repairs, snow removal, grounds maintenance, energy management, security, renovations, construction, and capital projects.

The Vision for the Department is to provide facility and energy services that are clean, safe, reliable, financially sound, and environmentally responsible in alignment with District goals. We will meet the needs and exceed the expectations of our internal and external customers. Over the next five years, we will be focusing on communicating a shared Vision to all of our stakeholders and addressing critical and immediate need deficiencies identified in the 2017 District-wide Facility Condition Assessment Study. Our focus will be on energy management, implementation of a comprehensive facility condition assessment program, web-based facility management information system for tracking all improvements within the District, and a thorough review of best management practices for the delivery of custodial service to include enhanced professional development and training for all members of the Department.

The Facilities Pillar is a key element of the District Vision, and the FEMO Department will play an important role as a support mechanism to all other aspects of education and learning within the District. The Department consists of 195 employees who are professional engineers, project managers, facility managers, facility specialists, building utility, maintenance, administrative support and custodial personnel who are responsible for a full service facilities management organization offering a diversified range of products and services. This Vision takes into account our department's external and internal customers while helping define its purposes, what it intends to become, and how it will attain its goals. The Vision results in the development of direction, establishment of policy, creation of a rationale for decision-making, and alignment with the goals, objectives and measures identified by the District.

The FEMO Department is not only aligning with the District Vision, but will use the Vision document throughout the upcoming years to manage and direct our resources. We will be sharing the Vision with all FEMO employees, and it has been developed to clearly define the purpose of the facilities organization and establishes realistic objectives, measures, and tactical initiatives consistent with the mission of the District. It will serve as a road map to ensure that FEMO is effectively using resources and focusing on key priorities. It will provide a base line to measure the success or failures of the program using a performance based methodology. By following this Vision, increased productivity, efficiency and effectiveness will result as we work as a team towards solving the issues that FEMO currently faces.

OUTCOMES

PILLAR V: FACILITIES

FOCUS I: INFRASTRUCTURE (IS)

GOAL IS-1

Implement the recommendations outlined in the 2017 District-Wide Facilities Study.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IS - 1.1 Correct all critical and immediate need deficiencies.	<ul style="list-style-type: none"> Develop a facility master plan. Identify funding—operating vs. capital. Review project delivery methodologies. Review deficiencies and prioritize with all internal customers. 	<ul style="list-style-type: none"> Implementation of the facility master plan underway. 40% of all critical and immediate needs have been corrected. Reporting dashboard created and shared with the school administrators and school board. 	<ul style="list-style-type: none"> Full implementation of the facility master plan. Evaluate the effectiveness of the projects delivered.
IS - 1.2 District-wide high school library modernizations.	<ul style="list-style-type: none"> Develop a project deployment plan. Develop project scope and budgets. Review project delivery methodologies. Review best management practices at other grades K-12 and higher education facilities. 	<ul style="list-style-type: none"> Implementation of the project deployment plan underway. 66% of all projects are completed. Reporting dashboard created and shared with the school administrators and school board. 	<ul style="list-style-type: none"> Full implementation of the project deployment plan.
IS - 1.3 District-wide middle school STEM modernizations.	<ul style="list-style-type: none"> Develop a project deployment plan for all 5 middle schools. Develop project scope and budgets. Review project delivery methodologies. 	<ul style="list-style-type: none"> Full Implementation of the project deployment plan. 100% of all projects are completed. Reporting dashboard created and shared with the school administrators and school board. Evaluate effectiveness of program accommodations for future deployments. 	<ul style="list-style-type: none"> Continue to evaluate.
IS - 1.4 Building renovation projects for elementary schools to address inequities.	<ul style="list-style-type: none"> Develop a project deployment plan for 5 elementary schools over the next 8-10 years. Develop project scope and budgets. Review project delivery methodologies. 	<ul style="list-style-type: none"> Implementation of the project deployment plan underway. 25% of all projects are completed. Reporting dashboard created and shared with the school administrators and school board. 	<ul style="list-style-type: none"> Full Implementation of the project deployment plan. 50% of all projects are completed.



GOAL IS-2

Implementation of a comprehensive facility condition assessment (FCA) program, facility condition index (FCI), and continued improvement of assessment scores.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IS - 2.1 Develop a facility condition assessment and facility condition index program.	<ul style="list-style-type: none"> Evaluate the need for an on-going facility condition assessment program on a 3-year cycle. Develop comprehensive criteria for facility condition assessments. Develop a facility condition index based on best management practices. Contract with a consultant. 	<ul style="list-style-type: none"> Conduct follow-up facility condition assessments. Verify that deficiencies are being corrected as planned. Begin to identify trends for life cycle replacements of critical building systems. Distribute all FCA/FCI reports to internal customers. 	<ul style="list-style-type: none"> Full implementation of a FCA program. FCI scores are all under 10%.
IS - 2.2 Implement a web-based facility management information system for tracking of building deficiencies.	<ul style="list-style-type: none"> Evaluate the existing systems used by the district to track work orders and critical building data. Develop system scope and deliverables. Contract with a consultant. Reporting dashboard created and shared with the board. 	<ul style="list-style-type: none"> Full implementation of system. Load all deficiencies identified during the facility condition assessments into system. Report on remaining deficiencies. Create a 1, 3, 5 & 10-year project delivery plan. 	<ul style="list-style-type: none"> Continue to evaluate.
IS - 2.3 Maintain a facility condition index for 75% of all buildings less than 10% "Fair".	<ul style="list-style-type: none"> Implement a facility condition index program based on best management practices. Convert all data from the facilities assessment study. Identify target facilities for improvement. 	<ul style="list-style-type: none"> Evaluate the FCI for each facility. Provide detailed reports. Align projects with identified deficiencies to improve FCI scores. 	<ul style="list-style-type: none"> Evaluate the FCI program. Adjust facility master plan to address outstanding deficiencies. Objectives, goals, and tactical initiatives are outlined and shared with all customers.
IS - 2.4 Develop metrics for tracking dashboards to ensure all projects are completed in a timely manner.	<ul style="list-style-type: none"> Investigate best management reporting in facilities management. Define what data is to be reported. Determine the process for project development and delivery. 	<ul style="list-style-type: none"> Evaluate the need for additional resources. Train staff on key performance indicators. Showcase metrics, benchmarks, and project success. 	<ul style="list-style-type: none"> Re-evaluate the project life-cycle. Highlight projects that were successful. Audit projects which did not meet goals. Re-evaluate the need for additional resources.

GOAL IS-3

Conduct an operational review of all custodial services to ensure best management practices are in place.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IS - 3.1 Investigate best management practices for custodial services.	<ul style="list-style-type: none"> Explore and investigate vendors that provide custodial services. Research best management practices via professional organizations. Engage staff and provide a variety training options. Evaluate cleaning products and equipment. 	<ul style="list-style-type: none"> Re-evaluate and monitor best management practices. Evaluate cleaning products and equipment. 	<ul style="list-style-type: none"> Continue to monitor best management practices. Evaluate cleaning products and equipment.
IS - 3.2 Develop and incorporate best management practices, in a custodial manual.	<ul style="list-style-type: none"> Research and identify previous efforts. Develop committee to spearhead the project. Evaluate the need for additional resources. Finalize "draft" document. Issue "final" document. Train staff. 	<ul style="list-style-type: none"> Re-evaluate the manual and update as needed. Continue to train existing staff. Develop a comprehensive training program. 	<ul style="list-style-type: none"> Continue to update the manual. Continue to train all staff.
IS - 3.3 Develop a sustainability plan for all district facilities.	<ul style="list-style-type: none"> Research existing sustainability efforts in the district. Devise a time-line for deployment. Identify focus areas to be included in the plan. Meet with external business partners. Research best management practices via professional associations. 	<ul style="list-style-type: none"> Finalize plan. Share with internal and external customers. Analyze each service and report on cost benefits. Identify new focus areas based on industry trends. 	<ul style="list-style-type: none"> Continue to update the plan.

GOAL IS - 4

The district will continue to use technology systems to provide data-driven decision making that aides in facility planning and project delivery.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
IS - 4.1 Make district data available and more easily accessible to district decision-makers.	<ul style="list-style-type: none"> • Explore external programs and platforms. • Discuss the needs with school administrators. • Select and develop a data dashboard. • Create an inventory asset management system that generates clear and concise reports. 	<ul style="list-style-type: none"> • Continue to refine our department dashboard for facility planning and project delivery 	<ul style="list-style-type: none"> • Continue to evaluate.

FOCUS II: ENERGY MANAGEMENT (EM)

GOAL EM - 1

The district will continue to implement energy conservation projects, and pursue revenue opportunities associated with energy conservation programs.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
EM - 1.1 Increase use of state contracts for lighting upgrade projects.	<ul style="list-style-type: none"> • Research state COSTARS contracts. • Identify lighting projects from the facilities assessment study. • Allocated funding for LED lighting upgrade projects. • Identify and prioritize lighting control projects. • Develop a phased site lighting replacement schedule. • Present pricing and procurement options to the business manager and finance committee. • Identify payback periods. 	<ul style="list-style-type: none"> • Continue to allocate funding for lighting upgrades. • Continue to communicate with the business manager and finance committee for upcoming project plans. • Re-evaluate state contract opportunities. 	<ul style="list-style-type: none"> • Continue to allocate funding for lighting upgrades. • Continue to communicate with the business manager and finance committee for upcoming project plans. • Continue to re-evaluate state contract opportunities.
EM - 1.2 Participate in demand response programs.	<ul style="list-style-type: none"> • Evaluate the existing program. • Meet with current provider. • Determine if continued participation is best option based on cost-benefit analysis. • Identify and verify yearly revenue projections. 	<ul style="list-style-type: none"> • Re-evaluate continued participation in the program. 	<ul style="list-style-type: none"> • Continue to re-evaluate participation in the program.
EM - 1.3 Explore best management practices for revenue opportunities from projects.	<ul style="list-style-type: none"> • Meet with energy service providers. • Meet with utility providers. • Establish criteria for projects. • Work with the business manager and finance committee to ensure support for alternative projects/programs. 	<ul style="list-style-type: none"> • Attend yearly conferences and professional development opportunities. • Audit previous projects to verify revenue. • Continue to communicate with the business manager and finance committee. 	<ul style="list-style-type: none"> • Continue to identify potential projects and programs to create revenue for the district. • Continue to communicate with the business manager and finance committee.

GOAL EM - 2

Increase use of guaranteed energy savings projects to decrease expenditure of capital funds.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
EM - 2.1 Explore guaranteed energy savings projects.	<ul style="list-style-type: none"> • Meet with energy service providers. • Meet with utility providers. • Establish criteria for project including benchmarks and expectations. • Work with the Business Manager and Finance Committee to ensure support for alternative projects/programs. • Identify pilot project. 	<ul style="list-style-type: none"> • Continue to explore energy savings projects. • Ensure measurement and verification on projects is completed. • Continue to communicate with the business manager and finance committee. • Evaluate the effectiveness of the program. 	<ul style="list-style-type: none"> • Continue to re-evaluate the effectiveness of the program. • Continue to communicate with the business manager and finance committee.
EM - 2.2 Provide training to staff.	<ul style="list-style-type: none"> • Meet with energy service providers. • Develop training program. • Establish expectations for energy savings providers. • Implement training. 	<ul style="list-style-type: none"> • Update training program. • Continue to explore energy savings projects. • Evaluate the effectiveness of the program. 	<ul style="list-style-type: none"> • Continue to evaluate.

GOAL EM - 3

Monitor utility usage (electric/water/gas) on a regular basis at district facilities.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
EM - 3.1 Develop energy analytics for sustainability	<ul style="list-style-type: none"> • Identify all utility providers. • Obtain all bills electronically. • Determine the district's existing energy information conditions. • Review industry standards. • Identify a funding mechanism via utility savings. • Benchmark energy consumption at the facility level. • Track energy and water use. 	<ul style="list-style-type: none"> • Ensure energy analytics are in place and reporting is taking place. • Optimize cost management and cost savings strategies. • Effectively manage contracts. • Re-evaluate the need to competitively shop/or manage electricity and natural gas accounts for the district. • Identify and resolve invoicing problems. • Peace of mind regarding utility charges and bill-related confusion. • Communicate with the business manager and finance committee. 	<ul style="list-style-type: none"> • Re-evaluate the effectiveness of the program. • Continue to communicate with the business manager and finance committee.



FOCUS III: PROFESSIONAL DEVELOPMENT & TRAINING (PDT)

GOAL PDT -1

A strategically planned, engaged, and prepared workforce.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
PDT - 1.1 Conduct an evaluation of existing training (health, environmental & safety) and identify gaps.	<ul style="list-style-type: none"> • Meet with human resources. • Identify existing training opportunities. • Develop strategy for deployment of a comprehensive training program for all staff. 	<ul style="list-style-type: none"> • Re-evaluate the program. 	<ul style="list-style-type: none"> • Continue to re-evaluate the program.
PDT - 1.2 Develop a training program for all employees.	<ul style="list-style-type: none"> • Research professional associations, federal and state laws. • Identify and allocate funding for training. • Track training activities and distribute. • Foster a learning environment that encourages employees to advance job knowledge and succeed in the district. 	<ul style="list-style-type: none"> • Re-evaluate the list of required training. • Continue to allocate funding. • Reinforce a learning environment that encourages employees to advance job knowledge and succeed in the district. 	<ul style="list-style-type: none"> • Continue to re-evaluate the program. • Continue to allocate funding.
PDT - 1.3 Support voluntary training for all employees.	<ul style="list-style-type: none"> • Encourage employees to self-identify training and professional development opportunities. • Identify and allocate funding for training. • Track training activities and distribute. • Foster a learning environment that encourages employees to advance job knowledge and succeed in the district. 	<ul style="list-style-type: none"> • Re-evaluate the list of voluntary training and determine if it should be included in required training. • Continue to allocate funding. • Reinforce a learning environment that encourages employees to advance job knowledge and succeed in the District. 	<ul style="list-style-type: none"> • Continue to re-evaluate the program. • Continue to allocate funding.
PDT - 1.4 Increase number of employees with professional credentials and participation in professional associations.	<ul style="list-style-type: none"> • Provide list of professional associations (PASBO, IFMA, NFMT, etc.) and credentials to all staff. • Discuss the benefits of credentials. • Attend monthly/yearly workshops, webinars, and conferences. • Identify and allocate funding. • Develop a tracking matrix. • Recognize employees who obtain and maintain credentials. 	<ul style="list-style-type: none"> • Re-evaluate program. • Continue to allocate funding. • Reinforce a learning environment that encourages employees to advance job knowledge and succeed in the district. 	<ul style="list-style-type: none"> • Continue to evaluate.



FOCUS IV: BUDGET & RESOURCES (BR)

GOAL BR -1

Continue to provide adequate funding levels in support of operational and capital projects.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
BR - 1.1 Develop a capital budget plan for projects.	<ul style="list-style-type: none"> Identify and allocate funding to correct building deficiencies. Develop a project plan for recurring projects—painting, paving, roofs, etc. Work with the finance committee of the school board to provide the operations capital budget a recurring funding mechanism. Develop metrics to help gauge the effectiveness of the facility master plan and capital budgets. 	<ul style="list-style-type: none"> Continue to allocate funding to correct building deficiencies. Continue to communicate with the finance and operations committee's upcoming plans and foreseen needs regarding upcoming projects. 	<ul style="list-style-type: none"> Continue to allocate funding to correct building deficiencies. Continue to communicate with the finance and operations committee's upcoming plans and foreseen needs regarding upcoming projects.
BR - 1.2 Develop an operating budget plan.	<ul style="list-style-type: none"> Identify and allocate funding to support day to day operations. Review inventory and warehouse procedures. Identify areas for potential cost savings. Evaluate procurement procedures, contracts and purchase orders to obtain lowest cost. Present options to finance committee. 	<ul style="list-style-type: none"> Continue to communicate with the finance committee upcoming plans and foreseen needs regarding upcoming projects. 	<ul style="list-style-type: none"> Continue to communicate with the finance committee upcoming plans and foreseen needs regarding upcoming projects.

GOAL BR - 2

Conduct a full time equivalent (FTE) analysis for the department to properly align staff and responsibilities and increase operational efficiency.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
BR - 2.1 Review and update position descriptions.	<ul style="list-style-type: none"> Meet with human resources. Identify critical key positions. Conduct a review of best management practices for minimum experience and training. Develop draft documents for review by administrators and union representatives. 	<ul style="list-style-type: none"> Re-evaluate program. Reinforce an environment that encourages administrators to constantly be evaluating trends that need to be incorporated to advance job knowledge and succeed in the district. 	<ul style="list-style-type: none"> Continue to re-evaluate the program.
BR - 2.2 Analyze reporting hierarchies.	<ul style="list-style-type: none"> Review existing compliment and supervisory reporting structures. Conduct interviews with all department administrators. Identify gaps to achieve service levels. Investigate alignment of duties to maximize productivity. 	<ul style="list-style-type: none"> Continue to evaluate. 	<ul style="list-style-type: none"> Continue to evaluate.
BR - 2.3 Develop department reorganization plan.	<ul style="list-style-type: none"> Identify focus areas of service to internal and external customers. Research best management practices to optimize performance and customer service. Work with human resources and finance committee as needed. Prepare and submit a department reorganization plan to maximize all services in the most cost effective manner to the district. 	<ul style="list-style-type: none"> Re-evaluate the structure of the department. Recommend changes or realignments to human resources and finance committee. 	<ul style="list-style-type: none"> Continue to evaluate.

FOCUS V: POLICIES & PROCEDURES (PP)

GOAL PP-1

Facilities, operations, energy, and security policies and guidelines will be developed.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
PP - 1.1 Update current school board policies.	<ul style="list-style-type: none"> Research policies of other districts. Meet with school policy lawyer to create updated 700 and 800 Series Policies. Present updated policies to the school board for approval. 	<ul style="list-style-type: none"> Continue to evaluate. 	
PP - 1.2 Create a district key/ access card issuance policy.	<ul style="list-style-type: none"> Conduct a key audit. Research best management practices being used by other districts. Meet with school policy lawyer. Present updated policy to the school board for approval. Communicate the new policy with all employees and external customers. 		

GOAL PP-2

Align both school and community resources to ensure success and enrich customer experiences at district facilities.

OUTCOME	By End of Year 1	By End of Year 3	By End of Year 5
PP - 2.1 Organize the district operations department website to include resources for staff, and community members.	<ul style="list-style-type: none"> Organize existing online resources and remove unnecessary content. Organize online content in an approachable and clear navigation. 	<ul style="list-style-type: none"> Continue to update data. 	



PROGRESS

PILLAR I: TEACHING & LEARNING | ELEMENTARY

Code	Description
RR - 1.1	Survey teachers at each grade level to gain a sense of what curricular areas they feel are overloaded or could be culled to dig deeper and/or incorporate more creative/innovative models of instruction.
RR - 1.2	Evaluate existing curricular opportunities for remediation and acceleration in all content areas.
RR - 1.3 A	Identify & observe models in and out of district.
RR - 1.3 B	Determine model(s) that would work best for our programs.
RR - 2.1 A	Examine level of rigor for current assessments.
RR - 2.1 B	Identify curricular areas where assessments could incorporate opportunities for students to utilize higher level skills.
RR - 2.2	Identify units of study or curricular opportunities where students can engage in project-based learning exercises/experiences.
RR - 3.1 A	Increase commitment to provide common planning time when possible.
RR - 3.1 B	Investigate best practices in professional collaboration and begin to model strategies at administrative and principals' meetings.
RR - 3.1 C	Utilize district staff development days and in-building days for time allocated to collaboration & planning.
RR - 3.2	Determine list of initiatives to be considered in the next five years.
RR - 3.3 A	Establish a district staff development committee.
RR - 3.3 B	Identify teachers in buildings that demonstrate strong instructional skills.
GA - 1.1 A	Develop self- assessment rubrics for major projects.
GA - 1.1 B	Provide examples of student goal setting and reflection documents.
GA - 1.1 C	Continue and enhance student involvement in conferences.
GA - 1.2 A	Investigate local and state information.
GA - 1.2 B	Investigate best practice research.
GA - 2.1	Investigate educational technology resources to be shared with teachers and students.
GA - 2.2 A	Measure amount of time assessing at all grade levels.
GA - 2.2 B	Survey teachers on possible adjustments.
GA - 2.2 C	Identify assessments that most closely align with progress report indicators.
GA - 2.2 D	Investigate recommended best practices in the research.
GA - 2.3 A	Establish teacher and administrator committee to establish portfolio conference expectations.
GA - 2.3 B	Communicate changes with staff.
GA - 2.4	Review and evaluate formative and summative assessment data to determine how it is informing instruction.
SEW - 1.1 A	Establish universal strategies and common language related to social/emotional learning (SEL) for grades K-12.
SEW - 1.1 B	Evaluate effectiveness of newly created Social Worker position.
SEW - 1.2	Review implementation of trimester model and its effect on balance for our students.
SEW - 2.1 A	Conduct survey of parents/stakeholders and community members.
SEW - 2.1 B	Analyze and investigate the financial implications of a full-day program.
SEW - 2.1 C	Identify potential schools for a full-day KDG pilot program.
SEW - 2.2	Establish a process and clear referral process for students in crisis.
SEW - 3.1 A	Create common language and anchors that connect with already implemented school based positive behavior programs (i.e. Titus Paws for Pride).
SEW - 3.1 B	Develop and give a needs assessment for teachers.
SEW - 3.2 A	Educate counselors and psychologists regarding SEL anchors and common language.
SEW - 3.2 B	Counselors, social worker, and psychologists will support teachers and administrators.
IL - 1.1 A	Research personalized learning.
IL - 1.1 B	Determine how personalized learning opportunities exist in current instruction and what applications support personalized learning.
IL - 2.1 A	Identify 21st century skills and build understanding across and among current curriculum, instruction, and assessment.
IL - 2.1 B	Emphasize feedback on student performance in 21st Century skills that are embedded into everyday learning.
IL - 2.2 A	Review transitional assessment rubrics for 4 Cs.
IL - 2.2 B	Review core assessment rubrics for 4 Cs.
IL - 3.1 A	Determine potential outcomes for global citizenship and competency.
IL - 3.1 B	Identify methods currently used across the district to collaborate locally and globally.

Goal Not Yet Accomplished

Goal In Progress

Goal Accomplished

Code	Description
IL - 3.1 C	Research and explore methods beyond CB to connect and collaborate beyond the classroom.
IL - 3.2	Gather information from community about interest.
IL - 3.3 A	Research best practices in equity and diversity practices in curriculum, instruction, and assessment.
IL - 3.3 B	Establish diversity committee that represents all stakeholder groups.
IL - 3.3 C	Assess library collections to ensure all students' backgrounds and perspectives are represented.
IL - 3.4 A	Identify and celebrate languages spoken by students and families.
IL - 3.4 B	Survey ELL teachers in CB to determine student needs and effective practices.
IL - 3.4 C	Explore ELL practices in large educational systems.
IL - 4.1 A	Identify established communication systems at building and district levels.
IL - 4.1 B	Analyze use-data for district communication systems (website volume, Twitter followers, etc).
IL - 4.2 A	Identify established community partnerships.
IL - 4.2 B	Explore and research models outside of CB.
IL - 4.2 C	Consider curriculum extensions based on established partnerships.

PROGRESS

PILLAR I: TEACHING & LEARNING | SECONDARY

Code	Description
RR - 1.1 A	Investigate and determine 3-6 community partnerships which can be embedded into curriculum across multiple departments.
RR - 1.1 B	Work with district curriculum supervisors and curriculum committees to review partnerships and develop a specific criterion that is necessary for enrollment in the curriculum.
RR - 1.2 A	Investigate survey options toward college/career readiness through Naviance.
RR - 1.2 B	Identify 8th grade, 10th grade and 12th grade appropriate surveys.
RR - 2.1 A	Form a Secondary Differentiation Committee whose purpose is to research best practices in differentiation strategies.
RR - 2.1 B	Staff developers/special education supervisors, and curriculum specialists work to develop professional development activities targeted at teachers.
RR - 2.2 A	Establish Secondary Committee aimed at evaluating all secondary programs and services.
RR - 2.2 B	Survey all stakeholders regarding high school schedule, programs, services and course opportunities.
RR - 2.2 C	Investigate 9th grade schedule possibilities.
RR - 3.1 A	Increase commitment to provide common planning time when possible.
RR - 3.1 B	Utilize district staff development days and in-building days for time allocated to collaboration & planning.
RR - 3.1 C	Investigate online learning and professional development opportunities.
RR - 3.2 A	Focus on metacognitive skills, the "thinking" that goes into learning.
RR - 3.2 B	Development of multiple sources of feedback.
RR - 3.2 C	Focus teachers on student outcomes.
RR - 3.3 A	Establish a district staff development committee.
RR - 3.3 B	Identify teachers in buildings that demonstrate strong instructional skills.
RR - 3.3 C	Provide information and staff development to identified committee members to be able to train and support building colleagues in the implementation of any curriculum.
RR - 3.3 D	Evaluate the effectiveness of the professional development liaisons as instructional coaches.
RR - 4.1 A	Create technology benchmarks for 7th and 8th grade students.
RR - 4.1 B	Create a technology toolkit to enhance technology skills and digital citizenship.
RR - 4.2 A	Determine list of initiatives to be considered in the next five years.
RR - 4.2 B	Create a time-line for the roll-out of new initiatives.
RR - 4.2 C	Provide a schedule for staff development related to new initiatives.
RR - 4.2 D	Stagger initiatives so that they do not overlap.
RR - 4.2 E	Align observation feedback to/with district initiatives and their implementation.
GA - 1.1 A	Develop self-assessment rubrics for major projects.
GA - 1.1 B	Train teachers to evaluate assessment data and continue to improve on the implementation of assessments.

Goal Not Yet Accomplished

Goal In Progress

Goal Accomplished

Code	Description
GA - 1.1 C	Provide examples of student goal setting and reflection documents.
GA - 1.1 D	Continue and enhance student involvement in analyzing their own data.
GA - 1.2 A	Investigate local and state information.
GA - 1.2 B	Investigate best practice research.
GA - 1.2 A	Look at assessment data based on independent review.
GA - 2.1 A	Investigate educational technology resources to be shared with teachers and students.
GA - 2.1 B	Model effective performance-based assessments for teachers and students.
GA - 2.1 C	Include performance-based assessments in curriculum materials.
GA - 3.1 A	Evaluate success of newly implemented middle school schedule.
GA - 3.1 B	Form a committee to begin review of high school schedule.
GA - 3.1 C	Identify summative assessments necessary for post-secondary review.
SEW - 1.1 A	Survey stakeholder groups regarding stress/anxiety.
SEW - 1.1 B	Research secondary best practices regarding programmatic improvements/changes.
SEW - 1.1 C	Develop a district warehouse for resources.
SEW - 1.2	Review middle and high school schedules for balance measures. Coordinate efforts with local agencies and organizations for healthy partnerships.
SEW - 2.1 A	Utilize Act 48 Committee to assist in developing and selecting opportunities toward teacher development.
SEW - 2.1 B	Utilize staff developers to engage staff.
SEW - 2.2 A	Organize an existing time-line to incorporate balanced practices throughout a school day.
SEW - 2.2 B	Organize resources and content for the time-line.
IL - 1.1 A	Research and explore personalized learning.
IL - 1.1 B	Determine how personalized learning opportunities exist in current instruction and what applications support personalized learning.
IL - 1.1 C	Train teachers on important elements of personalized learning opportunities for students.
IL - 1.1 D	Integrate elements of personalized learning opportunities within the secondary level.
IL - 1.1 E	Explore creation of curricular pathways.
IL - 1.1 F	Explore untapped community partnerships.
IL - 1.1 G	Expand club and extra-curricular offerings at the middle level.
IL - 2.1 A	Explore creation of curricular pathways.
IL - 2.1 B	Explore untapped community partnerships.
IL - 2.1 C	Expand club and extra-curricular offerings at the middle level.
IL - 2.2 A	Explore alternative opportunities for students to create projects that demonstrate understanding during assessment.
IL - 2.2 B	Gather models of student projects that effectively demonstrate understanding through alternative assessments.
IL - 3.1 A	Identify methods currently used across the district to collaborate locally and globally.
IL - 3.1 B	Research and Explore methods beyond CBSD to connect and collaborate beyond the classroom.
IL - 3.1 C	Pilot methods and assess success for larger implementation.
IL - 3.1 D	Assess staffing and financial investment in programming based on methods studied.
IL - 3.1 E	Integrate opportunities to connect locally and globally in to core assessment and curriculum documents at the elementary level.
IL - 3.2 A	Explore world language models used by districts across the nation at the elementary level.
IL - 3.2 B	Assess staffing and financial investment in programming based on models studied.
IL - 3.2 C	Gather information from community about interest.
IL - 3.2 D	Determine implementation level.
IL - 3.3 A	Identify diversity in Central Bucks.
IL - 3.3 B	Research diversity practices in curriculum.
IL - 3.3 C	Develop standards for curriculum review cycles regarding diversity.
IL - 3.3 D	Analyze curriculum materials for diversity.
IL - 3.4 A	Survey ELL teachers in CBSD to determine student needs and effective practices.
IL - 3.4 B	Explore ELL practices in large educational systems.
IL - 3.4 C	Train staff in effective ELL strategies and best practices.
IL - 3.4 D	Assess staffing and financial investment in programming based on models studied.
IL - 3.4 E	Identify and celebrate languages spoken by students and families.

■ Goal Not Yet Accomplished

■ Goal In Progress

■ Goal Accomplished

PROGRESS

PILLAR II: TECHNOLOGY

Code	Description
IT - 1.1 A	Choose a student device.
IT - 1.1 B	Pilot a 1:1 environment.
IT - 1.1 C	Plan 1:1 roll-out time-line.
IT - 1.1 D	Evaluate impact of 1:1 on student achievement.
IT - 1.1 E	Add additional devices in all buildings.
IT - 1.2 A	Choose a district LMS.
IT - 1.2 B	Provide optional training for teachers.
IT - 1.2 C	Pilot LMS in classrooms.
IT - 1.2 D	Evaluate impact of LMS on student achievement.
IT - 1.2 E	Create courses for teachers to access.
IT - 1.2 F	Available to K-12 teachers as an option.
IT - 1.3 A	Evaluate current device needs in all buildings.
IT - 1.3 B	Develop a typical model for elementary and secondary classrooms.
IT - 1.3 C	Pilot panel projection in selected classrooms.
IT - 1.4 A	Replace older devices every 4 years.
IT - 1.4 B	Add additional devices to all buildings.
IT - 1.4 C	Reallocate existing teacher laptops to provide more access to students.
IT - 1.4 D	Explore providing devices for lower-income students to take home.
IT - 2.1 A	Adapt the 2016 ISTE Technology Standards to become our K-6 CB Technology Standards.
IT - 2.1 B	Educate teachers, students, and parents on ISTE language.
IT - 2.1 C	Create an elementary "Technology Toolkit" that outlines skill competencies for each grade-level.
IT - 2.1 D	Explore options for secondary technology and STEM courses.
IT - 2.2 A	Utilize free resources from Common Sense Media to educate elementary students.
IT - 2.2 B	Develop digital citizenship lessons in all grade levels.
IT - 2.3 A	Research personalized learning.
IT - 2.3 B	Create a definition of personalized learning in Central Bucks.
IT - 2.3 C	Define what personalized learning could look like in Central Bucks.
IT - 3.1 A	Continue the K-12 technology committee positions to support teaching and learning.
IT - 3.1 B	Determine the need for additional full-time staff development positions.
IT - 3.2 A	Explore and investigate vendors that allow for PD tracking.
IT - 3.2 B	Implement the new tracking system.
IT - 3.2 C	Provide a variety of staff development opportunities to evaluate how the new system works.
IT - 3.3	Provide differentiated staff development opportunities through online and face-to-face workshops facilitated by school leaders.
IT - 4.1 A	Experiment with flexible learning spaces in some computer labs in grades K-12.
IT - 4.1 B	Experiment with flexible learning spaces in some classrooms.
IS - 1.1 A	Hire a consulting agency to assess our current infrastructure.
IS - 1.1 B	Provide cabling to instructional and non-instructional areas in all buildings.
IS - 1.1 C	Add updated access points to all instructional areas grades K-9.
IS - 1.1 D	Add multiple access points to large group areas, including gymnasiums, LGIs, and stadiums.
IS - 1.1 E	Add up-to-date switches to wiring closets across the district.
IS - 1.1 F	Offer guest Wi-Fi access to the community.
IS - 1.1 G	Explore wireless projection options.
IS - 2.1 A	Research DR plans from other districts.
IS - 2.1 B	Experiment with DR techniques to learn about capabilities.
IS - 2.1 C	Devise a drafted DR plan for CB.

Goal Not Yet Accomplished

Goal In Progress

Goal Accomplished

Code	Description
IS - 2.2 A	Begin exploring what district platforms can be moved to the cloud.
IS - 2.2 B	Use Microsoft Services to learn about the process.
IS - 2.2 C	Move components of SharePoint to the cloud.
IS - 2.2 D	Hire a consultant to aide in the process.
IS - 2.2 E	Devise a time-line to communicate changes.
IS - 2.3 A	Work with Schoolwires to redesign the interface and navigation of district website.
IS - 2.3 B	Communicate changes to the community.
IS - 2.3 C	Provide necessary training to students and staff on updated locations of content.
IS - 2.4 A	Conduct a student logo contest.
IS - 2.4 B	Choose a winning logo.
IS - 2.4 C	Reveal the logo to the community.
IS - 2.4 D	Post logo on CB Website.
TS - 1.1 A	Work with K-12 technology committee to provide teachers support and tips for technology integration.
TS - 1.1 B	Explore the addition of student support squads in some buildings to aide in teacher/student assistance with technology.
TS - 1.2 A	Evaluate the need for building-based staff developers.
TS - 1.2 B	Begin to develop a portal to host online tutorials for troubleshooting.
TS - 1.3 A	Clearly communicate the ways students and staff can receive support and how to request help.
TS - 1.3 B	Define roles of the help desk, building techs, apps team, network team, grades K-12 technology committee, and staff development.
PP - 1.1 A	Research AUPs being used by other districts.
PP - 1.1 B	Meet with school policy lawyer to create a CB AUP.
PP - 1.1 C	Present updated policy to the school board for approval.
PP - 1.1 D	Communicate the new policy with the community.
PP - 1.2 A	Work with teachers and curriculum bureau to determine sites that need to be unblocked for curriculum access.
PP - 1.2 B	Evaluate requested sites to ensure curriculum connection.
PP - 1.2 C	Ensure requested sites are compliant with CIPA/COPA.
PP - 1.3 A	Research policies of other districts.
PP - 1.3 B	Meet with school policy lawyer to create updated 815 policy.
PP - 1.3 C	Present updated policies to the school board for approval.
PP - 2.1 A	Explore data-visualization programs and platforms.
PP - 2.1 B	Discuss the needs with curriculum bureau and school administrators.
PP - 3.1 A	Organize existing online resources and remove unnecessary content.
PP - 3.1 B	Organize online content in an approachable, clear navigation.
PP - 3.2 A	Reorganize department pages for ease of access by staff.
PP - 3.2 B	Train departments on how to share resources on their page.
PP - 3.2 C	Communicate changes to district staff.
BR - 1.1 A	Identify and allocate funding to support technology initiatives.
BR - 1.1 B	Work with the finance committee of the school board to incorporate the technology capital budget into the school district's general fund budget to ensure a plan for recurring funding.
BR - 1.1 C	Develop metrics to help gauge the effectiveness of the technology plan and capital budgets.
BR - 1.1 D	Create a hardware refresh cycle that will help plan for device replacements and additions.
BR - 2.1 A	Evaluate leasing options offered by vendors.
BR - 2.1 B	Choose devices for purchases and obtain leasing pricing.
BR - 2.1 C	Present pricing and options to finance committee.
BR - 3.1 A	Establish benchmark and expectations for teacher technology usage.
BR - 3.1 B	Create a process for teachers to apply for innovation grants that go beyond the benchmarks.

PROGRESS

PILLAR III: COMMUNITY CONNECTIONS

Code	Description
ID - 1.1 A	Share vision with school board, administrative cabinet, administrators, teachers and support staff.
ID - 1.1 B	Achieve collaboration through empowerment of key stakeholders who will serve as leaders in advancing each outcome.
ID - 1.2 A	Use new logo and new design for CBSD website.
ID - 1.2 B	Feature prominently the vision for the next 5 years.
ID - 1.2 C	Check analytics for website use to determine priority for updating information within the site.
ID - 1.3	Develop 4 newsletters per year that include: School board updates, Articles on elementary, middle and high school happenings, Info on district initiatives, Update on the vision.
ID - 1.4 A	Along with developing a new logo, devise a new motto, updated mission statement, beliefs, guiding principles, and learning goals.
ID - 1.4 B	Ensure that the branding and messaging is communicated and visible in all schools and workplaces.
IF - 1.1 A	Set up call line with special phone number.
IF - 1.1 B	Set up email address, to our Superintendent, with a dedicated email such as superintendentinput@cbsd.org.
IF - 1.1 C	Assign a CB Reporter to monitor the email and phone line and transcribe the information.
IF - 1.1 D	Collect information and provide monthly reports to the superintendent and board.
IF - 1.2 A	Determine issues in which public input would be helpful.
IF - 1.2 B	Assign appropriate personnel to facilitate the topical focus group.
IF - 1.2 C	Advertise/communicate the topic for focus group purposes and determine the logistics for the accommodating the session.
CP - 1.1	Work with district curriculum supervisors and curriculum committees to review partnerships and develop criteria for inclusion in the curriculum.
CP - 1.2	Collect information on the extent of outreach and philanthropy at each school.
CP - 1.3 A	Set up a 501 c3 nonprofit status.
CP - 1.3 B	Determine ways and means of communicating with our alumni.
DE - 1.1	Share facilities assessment with the board and the public and develop a 5-year plan of needed improvements.
DE - 1.2 A	Determine if Baldrige expectations and CB expectations coincide.
DE - 1.2 B	Analyze requirements to receive a Baldrige Award and begin the application process.
DE - 1.2 C	Get input from all levels of stakeholders before committing to this process.

PROGRESS

PILLAR IV: FINANCE

Code	Description
FPS - 1.1	Look at current staffing patterns, general economics, and enrollment projections to help anticipate faculty needs for the fiscal time periods 2018-19 through 2021-22. This will result in a three or four-year teaching contract.
FPS - 1.2	Develop salary and benefit projection models in preparation for contract negotiations that may result in a four or five-year support staff contract.
FPS - 1.3	Begin the process of evaluating companies that could partner with the district to reduce custodial expenses.
IS - 1.1	Develop a capital project plan that uses data from the district feasibility study along with internal reviews and other third party data to determine capital project priorities.
IS - 1.2	Update the financial plans and renovation plan priorities every year based on input received from principals, the operations department, and the school board.
IS - 1.3	Identify capital projects to allocate against the major capital fund to determine appropriate resources.
IS - 1.4	Update the financial plans and renovation plan priorities every year based on input received the technology and innovations department as well as the school board.
IS - 1.5	Update the financial plans every year based on input received from the transportation department.
IS - 1.6	Contract for an enrollment projection study with input from local municipalities on projected housing starts.
IS - 1.7	Discuss, consider, and budget for creating a district owned bus depot to park 100–120 school buses. The depot could be used for district owned buses or leased to a contractor.
IS - 1.8	Continue the 10-year focus on buildings and a three-year focus on technology. Develop project objectives and timelines to make the projects understandable.
IS - 1.9	Look for ways to restructure staffing to enhance the playability and durability of athletic fields.
BOE - 1.1	Review expenditure accounts for consolidation to comply with changes in state accounting and reduce potentially unneeded expense accounts.
BOE - 1.2	Refine the zero-based budgeting tool to better define areas of responsibilities and improve the review process to minimize missed recurring expenses that should be budgeted for yearly expenses.

Goal Not Yet Accomplished

Goal In Progress

Goal Accomplished

Code	Description
BOE - 1.3	Explore transitioning the accounting for student activities and for athletics into the business office.
BOE - 1.4 A	Current software may no longer be supported as of June 2019. Explore other software and develop implementation timelines.
BOE - 1.4 B	Should include position control to help with HR budgeting.
BOE - 1.5	During 2018-19 develop a food service bid requirement, review submissions, school board interviews if desired, award contract for five 1-year periods.
BOE - 1.6	Evaluate if a software change from the current use of Nutrikids software to the state recommended use of PrimeroEdge should take place.
BOE - 1.7	The current audit firm has been with the district for approximately 10 years. Look to bring in a new firm to audit the 2017-18 books. They may have new ideas for enhancing efficiency and perhaps a lower cost for services.
BOE - 1.8	Review the contracted professional services agreements with the finance committee of the board by budget cost center to look for ways to reduce expenses.
BOE - 1.9	Conduct a study of transportation operations to review bus routes, bus stops, maintenance procedures, bell times, a potential bus depot, and considerations for possible additional contracted services.
BOE - 1.10	Review special needs services to potentially identify efficiencies in delivering programs.
BOE - 1.11	Analyze the industry to identify when hardware/software products become available to aid in day-to-day bus route navigation.
BOE - 1.12	Analyze software offerings to determine the best fit to utilize data based metrics for budget planning and costs control.
BOE - 1.13	Work with new audit firm to determine a schedule for updating fixed asset inventories and estimated values.
BOE - 1.14	Work with the financial advisor to develop the calculations that confirm the district did not invest construction bond proceeds at a higher interest rate than the district is paying to bond investors.
PP - 1.1	Work with the Policy Committee of the School Board to update the business related (600 series).

PROGRESS

PILLAR V: FACILITIES

Code	Description
IS - 1.1 A	Develop a facility master plan.
IS - 1.1 B	Identify funding—operating vs. capital.
IS - 1.1 C	Review project delivery methodologies.
IS - 1.1 D	Review deficiencies and prioritize with all internal customers.
IS - 1.2 A	Develop a project deployment plan.
IS - 1.2 B	Develop project scope and budgets.
IS - 1.2 C	Review project delivery methodologies.
IS - 1.2 D	Review best management practices at other grades K-12 and higher education facilities.
IS - 1.3 A	Develop a project deployment plan for all 5 middle schools.
IS - 1.3 B	Develop project scope and budgets.
IS - 1.3 C	Review project delivery methodologies.
IS - 1.4 A	Develop a project deployment plan for 5 elementary schools over the next 8-10 years.
IS - 1.4 B	Develop project scope and budgets.
IS - 1.4 C	Review project delivery methodologies.
IS - 2.1 A	Evaluate the need for an on-going facility condition assessment program on a 3-year cycle.
IS - 2.1 B	Develop comprehensive criteria for facility condition assessments.
IS - 2.1 C	Develop a facility condition index based on best management practices.
IS - 2.1 D	Contract with a consultant.
IS - 2.2 A	Evaluate the existing systems used by the district to track work orders and critical building data.
IS - 2.2 B	Develop system scope and deliverables.
IS - 2.2 C	Contract with a consultant.
IS - 2.2 D	Reporting dashboard created and shared with the board.
IS - 2.3 A	Implement a facility condition index program based on best management practices.
IS - 2.3 B	Convert all data from the facilities assessment study.
IS - 2.3 C	Identify target facilities for improvement.
IS - 2.4 A	Investigate best management reporting in facilities management.

Goal Not Yet Accomplished

Goal In Progress

Goal Accomplished

Code	Description
IS - 2.4 B	Define what data is to be reported.
IS - 2.4 C	Determine the process for project development and delivery.
IS - 3.1 A	Explore and investigate vendors that provide custodial services.
IS - 3.1 B	Research best management practices via professional organizations.
IS - 3.1 C	Engage staff and provide a variety training options.
IS - 3.1 D	Evaluate cleaning products and equipment.
IS - 3.2 A	Research and identify previous efforts.
IS - 3.2 B	Develop committee to spearhead the project.
IS - 3.2 C	Evaluate the need for additional resources.
IS - 3.2 D	Finalize "draft" document.
IS - 3.2 E	Issue "final" document.
IS - 3.2 F	Train staff.
IS - 3.3 A	Research existing sustainability efforts in the district.
IS - 3.3 B	Devise a time-line for deployment.
IS - 3.3 C	Identify focus areas to be included in the plan.
IS - 3.3 D	Meet with external business partners.
IS - 3.3 E	Research best management practices via professional associations.
IS - 4.1 A	Explore external programs and platforms.
IS - 4.1 B	Discuss the needs with school administrators.
IS - 4.1 C	Select and develop a data dashboard.
IS - 4.1 D	Create an inventory asset management system that generates clear and concise reports.
EM - 1.1 A	Research state COSTARS contracts.
EM - 1.1 B	Identify lighting projects from the facilities assessment study.
EM - 1.1 C	Allocated funding for LED lighting upgrade projects.
EM - 1.1 D	Identify and prioritize lighting control projects.
EM - 1.1 E	Develop a phased site lighting replacement schedule.
EM - 1.1 F	Present pricing and procurement options to the business manager and finance committee.
EM - 1.1 G	Identify payback periods.
EM - 1.2 A	Evaluate the existing program.
EM - 1.2 B	Meet with current provider.
EM - 1.2 C	Determine if continued participation is best option based on cost-benefit analysis.
EM - 1.2 D	Identify and verify yearly revenue projections.
EM - 1.3 A	Meet with energy service providers.
EM - 1.3 B	Meet with utility providers.
EM - 1.3 C	Establish criteria for projects.
EM - 1.3 D	Work with the business manager and finance committee to ensure support for alternative projects/programs.
EM - 2.1 A	Meet with energy service providers.
EM - 2.1 B	Meet with utility providers.
EM - 2.1 C	Establish criteria for project including, benchmarks and expectations.
EM - 2.1 D	Work with the Business Manager and Finance Committee to ensure support for alternative projects/programs.
EM - 2.1 E	Identify pilot project.
EM - 2.2 A	Meet with energy service providers.
EM - 2.2 B	Develop training program.
EM - 2.2 C	Establish expectations for energy savings providers.
EM - 2.2 D	Implement training.
EM - 3.1 A	Identify all utility providers.
EM - 3.1 B	Obtain all bills electronically.
EM - 3.1 C	Determine the district's existing energy information conditions.
EM - 3.1 D	Review industry standards.

■ Goal Not Yet Accomplished

■ Goal In Progress

■ Goal Accomplished

Code	Description
EM - 3.1 E	Identify a funding mechanism via utility savings.
EM - 3.1 F	Benchmark energy consumption at the facility level.
EM - 3.1 G	Track energy and water use.
PDT - 1.1 A	Meet with human resources.
PDT - 1.1 B	Identify existing training opportunities.
PDT - 1.1 C	Develop strategy for deployment of a comprehensive training program for all staff.
PDT - 1.2 A	Research professional associations, federal and state laws.
PDT - 1.2 B	Identify and allocate funding for training.
PDT - 1.2 C	Track training activities and distribute.
PDT - 1.2 D	Foster a learning environment that encourages employees to advance job knowledge and succeed in the district.
PDT - 1.3 A	Encourage employees to self-identify training and professional development opportunities.
PDT - 1.3 B	Identify and allocate funding for training.
PDT - 1.3 C	Track training activities and distribute.
PDT - 1.3 D	Foster a learning environment that encourages employees to advance job knowledge and succeed in the district.
PDT - 1.4 A	Provide list of professional associations (PASBO, IFMA, NFMT, etc.) and credentials to all staff.
PDT - 1.4 B	Discuss the benefits of credentials.
PDT - 1.4 C	Attend monthly/yearly workshops, webinars, and conferences.
PDT - 1.4 D	Identify and allocate funding.
PDT - 1.4 E	Develop a tracking matrix.
PDT - 1.4 F	Recognize employees who obtain and maintain credentials.
BR - 1.1 A	Identify and allocate funding to correct building deficiencies.
BR - 1.1 B	Develop a project plan for recurring projects – painting, paving, roofs, etc.
BR - 1.1 C	Work with the finance committee of the school board to provide the operations capital budget a recurring funding mechanism.
BR - 1.1 D	Develop metrics to help gauge the effectiveness of the facility master plan and capital budgets.
BR - 1.2 A	Identify and allocate funding to support day to day operations.
BR - 1.2 B	Review inventory and warehouse procedures.
BR - 1.2 C	Identify areas for potential cost savings.
BR - 1.2 D	Evaluate procurement procedures, contracts and purchase orders to obtain lowest cost.
BR - 1.2 E	Present options to finance committee.
BR - 2.1 A	Meet with human resources.
BR - 2.1 B	Identify critical key positions.
BR - 2.1 C	Conduct a review of best management practices for minimum experience and training.
BR - 2.1 D	Develop draft documents for review by administrators and union representatives.
BR - 2.2 A	Review existing compliment and supervisory reporting structures.
BR - 2.2 B	Conduct interviews with all department administrators.
BR - 2.2 C	Identify gaps to achieve service levels.
BR - 2.2 D	Investigate alignment of duties to maximize productivity.
BR - 2.3 A	Identify focus areas of service to internal and external customers.
BR - 2.3 B	Research best management practices to optimize performance and customer service.
BR - 2.3 C	Work with human resources and finance committee as needed.
BR - 2.3 D	Prepare and submit a department reorganization plan to maximize all services in the most cost effective manner to the district.
PP - 1.1 A	Research policies of other districts.
PP - 1.1 B	Meet with school policy lawyer to create updated 700 and 800 Series Policies.
PP - 1.1 C	Present updated policies to the school board for approval.
PP - 1.2 A	Conduct a key audit.
PP - 1.2 B	Research best management practices being used by other districts.
PP - 1.2 C	Meet with school policy lawyer.
PP - 1.2 D	Present updated policy to the school board for approval.
PP - 1.2 E	Communicate the new policy with all employees and external customers.
PP - 2.1 A	Organize existing online resources and remove unnecessary content.
PP - 2.1 B	Organize online content in an approachable and clear navigation.

THE CENTRAL BUCKS SCHOOL DISTRICT

ACHIEVEMENT DATA

College-Bound and National Merit Statistics

CLASS OF 2016

- Attending 4-year college: **77%**
- Attending 2 year college, or special training: **14.5%**
- Class of 2016 National Merit Semi-Finalists: **17**
- Class of 2016 National Merit Commended Students: **39**

2016 SAT Results

- SAT Score: **1660** (national average: 1484)
Results are prior to the March, 2016 SAT redesign
- Percentage taking the SAT: **88%**

2016 Pennsylvania System of State Assessment Proficiency Levels

	Students Achieving PROFICIENT or ADVANCED Levels STATEWIDE %	Students Achieving PROFICIENT or ADVANCED Levels CENTRAL BUCKS %
MATHEMATICS		
Grade 3	54%	77%
Grade 4	47%	72%
Grade 5	44%	71%
Grade 6	41%	69%
Grade 7	37%	70%
Grade 8	31%	63%
ENGLISH/LANGUAGE ARTS		
Grade 3	61%	85%
Grade 4	59%	84%
Grade 5	61%	87%
Grade 6	61%	88%
Grade 7	61%	89%
Grade 8	58%	83%
SCIENCE		
Grade 4	76%	92%
Grade 8	58%	81%

2016 Keystone Exams Proficiency Levels

	Students Achieving PROFICIENT or ADVANCED Levels STATEWIDE %	Students Achieving PROFICIENT or ADVANCED Levels CENTRAL BUCKS %
CLASS OF 2017		
Algebra I	37%	89%
Literature	55%	90%
Biology	43%	84%

Average of Students' Most Recent SAT Scores

The following scores are averages of SAT scores earned by students in the Class of 2016 on their most recent administration of the SAT as reported by The College Board.

	CRITICAL READING	MATH	WRITING	TOTAL
District Average	544	568	548	1660
PA Average	500	506	481	1487
National Average	494	508	482	1484

National Merit Competition Statistics

CLASS	GRADUATES	SEMI-FINALISTS	COMMENDED	TOTAL
2010	1,524	15	34	49
2011	1,673	18	47	65
2012	1,558	16	39	55
2013	1,630	20	39	55
2014	1,702	12	39	51
2015	1,606	19	36	55
2016	1,628	17	39	56

A Look at the Class of 2016

- **1,628** graduates
- **703** Scholar's Diplomas
- **355** Presidential Awards for Educational Excellence
- **591** awards and scholarships
- **17** National Merit Semi-finalists / **39** Commended students
- Combined average SAT scores **1660**
- **92%** will pursue further education
- Graduation rate of **99%**

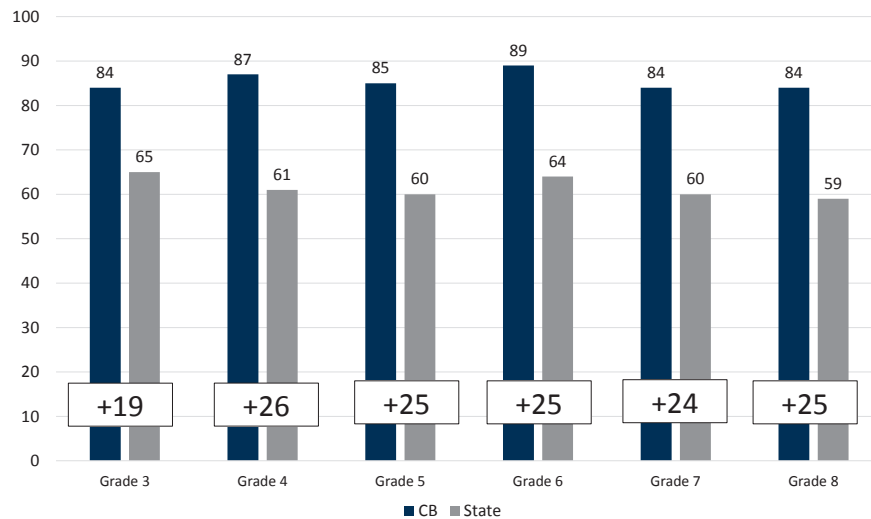
District College Enrollment

- Class of 2009: **93%**
- Class of 2010: **92%**
- Class of 2011: **91%**
- Class of 2012: **93%**
- Class of 2013: **92%**
- Class of 2014: **91%**
- Class of 2015: **93%**
- Class of 2016: **92%**

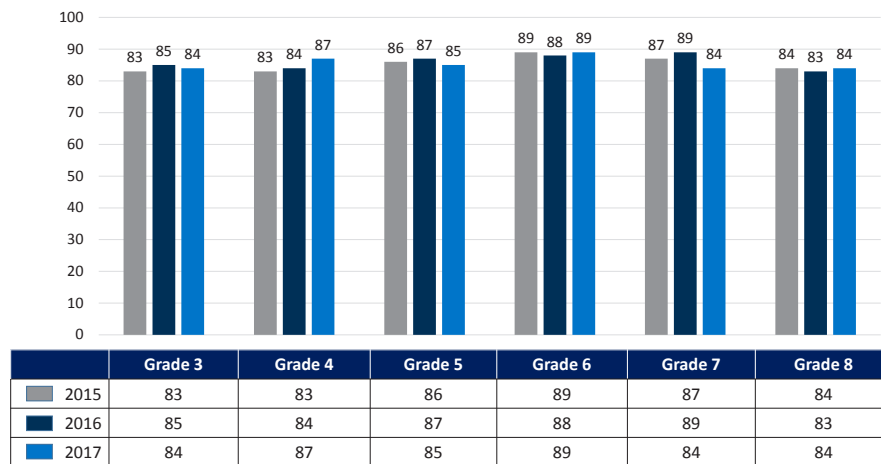
PSSA 2016-2017

Over 19,000 PSSA Tests Completed by Central Bucks Students

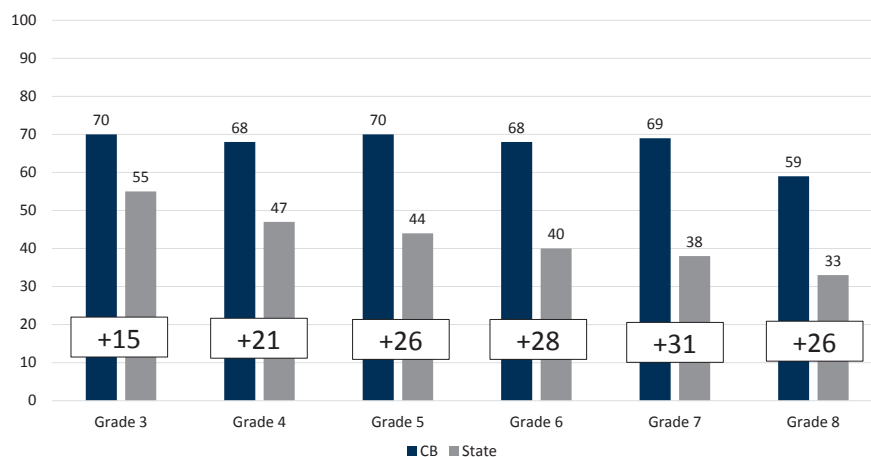
Central Bucks and State English Language Arts PSSA Scores



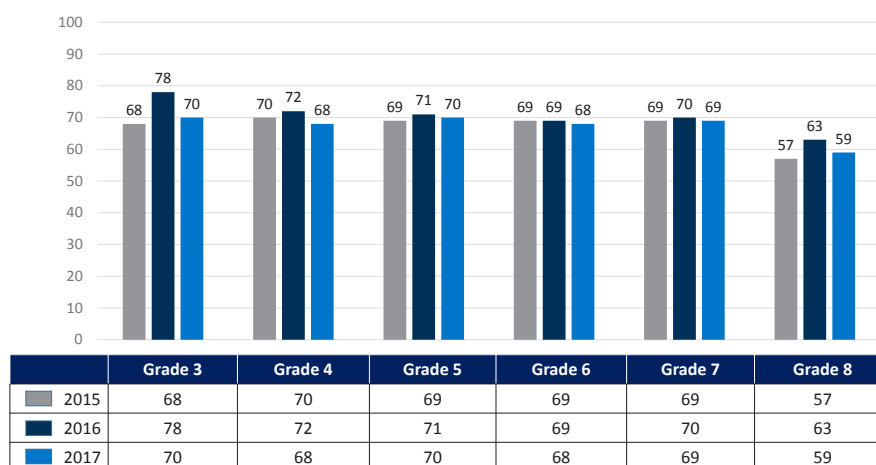
Longitudinal ELA Data: 2015-2017



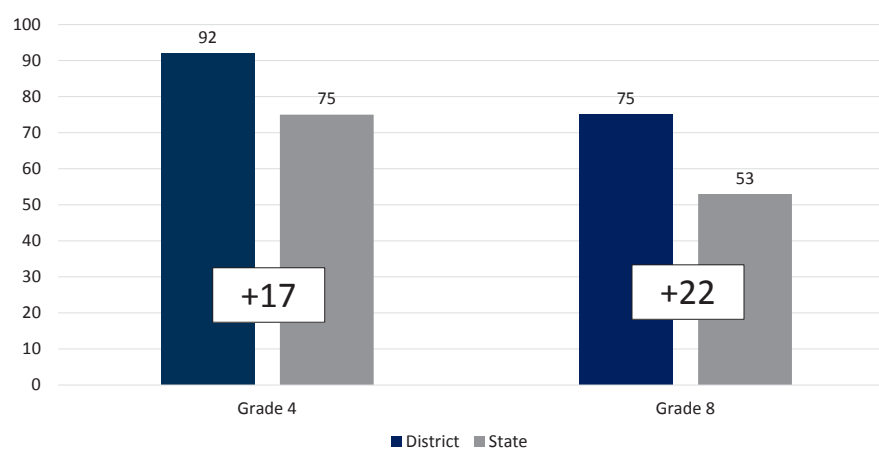
Central Bucks and State Math PSSA Scores



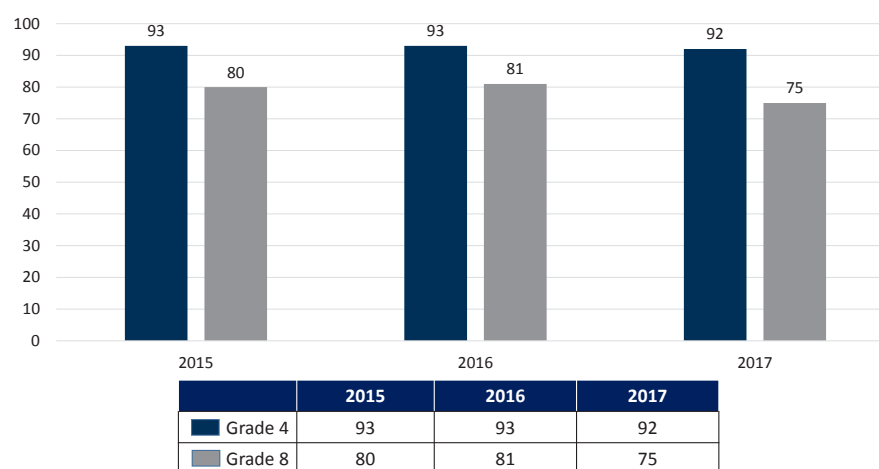
Longitudinal Math Data: 2015-2017



Central Bucks and State Science PSSA Scores



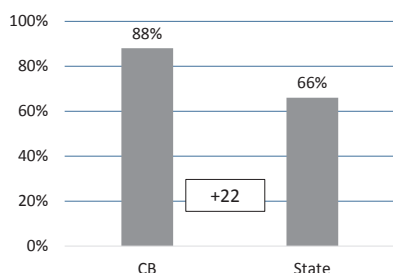
Longitudinal Science Data: 2015-2017



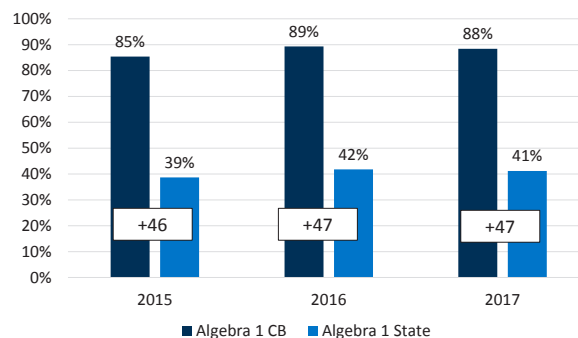
KEYSTONE EXAMS 2016-2017

Over 3,100 Spring Tests Completed by Central Bucks Students

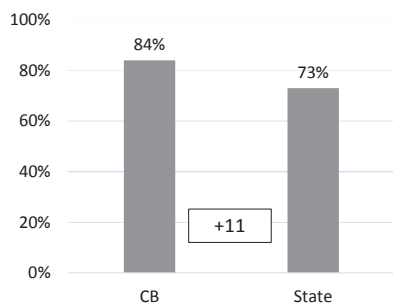
Algebra I 2017 Accountability Data



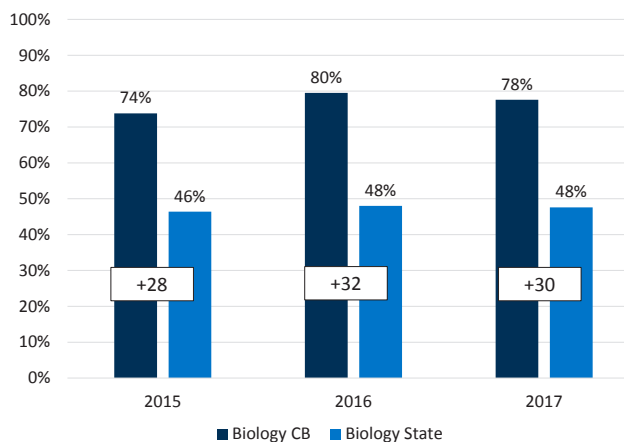
Algebra I Spring Administrations



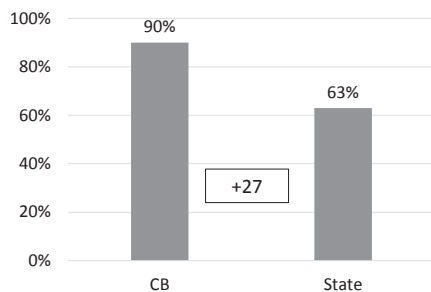
Biology 2017 Accountability Data



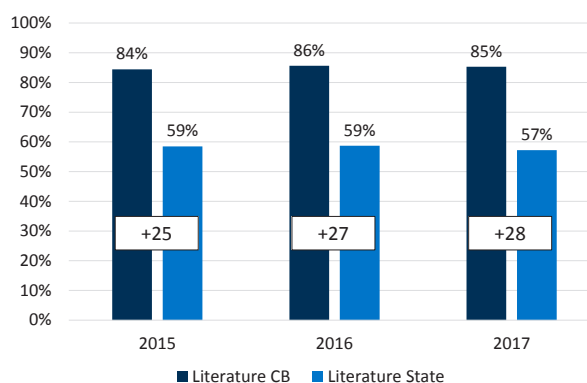
Biology Spring Administrations



Literature 2017 Accountability Data



Literature Spring Administrations





SCHOOL	PA	NATIONAL
CB West	#25	#1028
CB East	#32	#1207
CB South	#40	#1566

686 PA Public High Schools, 22,000 National Public High Schools



SCHOOL	PA
CB West	#21
CB South	#39
CB East	#35

656 PA Public High Schools in Results

SAT: Class of 2017

2017 SCORES	CRITICAL READING/WRITING	MATH	TOTAL	NUMBER OF TEST TAKERS
CB East	597	604	1201	439
CB South	585	582	1167	521
CB West	591	594	1185	373
District	591	592	1183	1333
PA	540	533	1073	81,989
National	538	533	1071	1,837,256

ACT Profile: Class of 2017 Average Score for 2017 Graduates

SCHOOL	ENGLISH	MATH	READING (SOCIAL STUDIES)	SCIENCE	COMPOSITE
CB East	25.5	25.5	25.3	24.7	25.4
CB South	24.1	24.8	24.8	24.3	24.6
CB West	25.4	25.9	25.9	25.0	25.7
District	25.0	25.4	25.3	24.6	25.2
PA	23.4	23.4	24.2	23.3	23.7
National	20.3	20.7	21.4	21.0	21.0

2017 AP Scores by Department

DEPARTMENT	CLASS SIZE	TOTAL TESTED	% TESTED	# 3, 4, 5	% 3, 4, 5
English	572	394	69%	337	86%
Math	1372	917	67%	825	90%
Music	11	8	73%	7	88%
Science	967	489	51%	410	84%
Social Studies	1428	966	68%	842	87%
World Language	204	67	33%	52	78%

AP Scholars

- **AP Scholar**
Scores of 3 or higher on three or more AP exams: **226**
- **AP Scholar with Honors**
Average score of at least 3.25 on all AP exams taken and scores of 3 or higher on four or more AP exams: **131**
- **AP Scholar with Distinction**
Average score of at least 3.5 on all AP exams taken and a score of 3 or higher on five or more AP exams: **200**
- **National AP Scholar**
Scores of 4 or higher on eight or more AP exams: **32**



PILLARS *of* EXCELLENCE

"If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them."

HENRY DAVID THOREAU





Central Bucks School District provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, Central Bucks School District complies with applicable state and local laws governing nondiscrimination in employment in every location in which the school district has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. Central Bucks School District expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of Central Bucks School District's employees to perform their job duties may result in discipline up to and including discharge.