

2019-2020

A VISION *for Our* SCHOOLS



Providing Access, Resources, & Opportunities

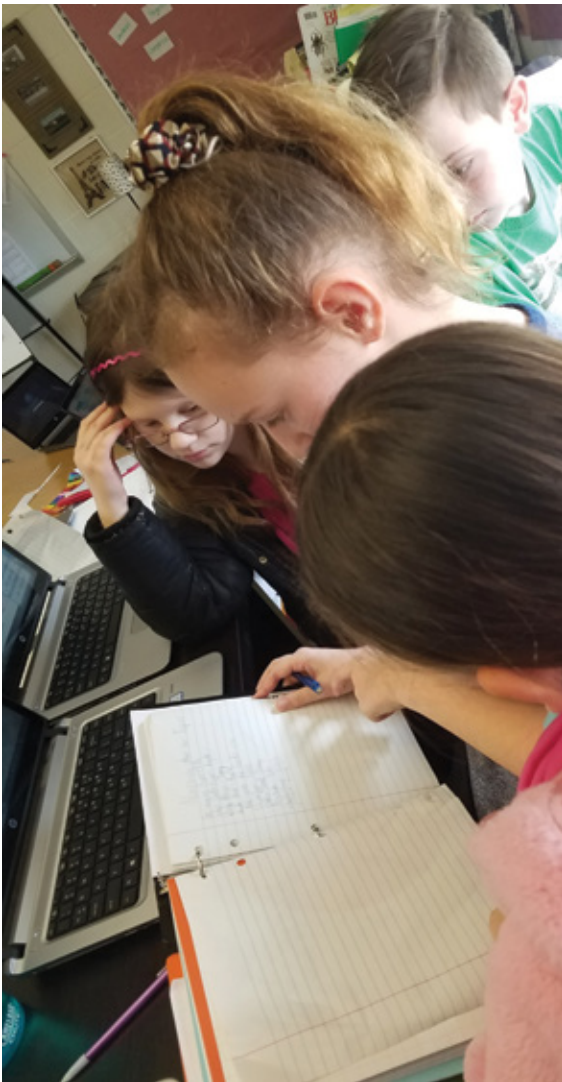
MEETING THE NEEDS OF ALL LEARNERS

OUR MISSION

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



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Pillar Goals | 2019-2020

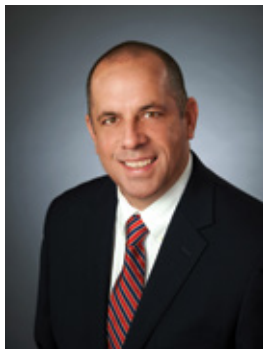
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DEAR COMMUNITY...



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 strategic planning initiatives must reflect that.

This “Vision for Our Schools” is truly a collaboration, reflective of the great diversity of perspectives and experience of our faculty. In 2016, our teachers and administrators met to chart a path forward for continuous improvement and educational excellence. We discussed, debated, and analyzed where we are as a school district, and where we want to be in the coming years. Our conversations were informed by educational best practices and focused on the singular goal of doing the best we possibly can for each of our students.

Since that time, we have 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.

In order to ensure accountability in our efforts toward accomplishing the goals we set, we prepare annual updates and adjust course as needed. This document provides a status report on our progress toward meeting the strategic objectives we set in 2018-2019, while presenting an outline of our goals for the 2019-2020 school year.

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.

Stay Well,

A handwritten signature in black ink that reads "John".

John J. Kopicki, Ed.D.

Superintendent of Schools



The Central Bucks School District Leadership Team is very pleased to present this update on progress our schools are making toward realizing the goals we set within our Vision and Strategic Plan.

Strategic planning can be both invigorating and tedious. When we engaged in this process more than three years ago, we included our

faculty at all levels to set priorities sharply focused on student achievement and what we need to accomplish in order to take an already high performing school district to even greater levels of achievement.

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.

We thank you for taking the time to read about the progress we’ve made and what we hope to accomplish in the future. We welcome and invite your feedback.

Sincerely,

A handwritten signature in black ink that reads "Beth Darcy".

Beth Darcy

President, Board of School Directors

ABOUT THIS DOCUMENT

Each summer, our administrative team reviews the progress we have made toward accomplishing our goals, and defines new goals and expectations for the coming year. This examination and planning process is a critical one for any successful school district that is focused on continuous improvement.

This “Vision for Our Schools” is our path toward excellence in each of the most essential elements of our school system. Each represented as a “pillar,” these elements are visualized by the graphic on the cover of this booklet. They are *Teaching and Learning*, *Technology*, *Community Connections*, *Finances*, and *Facilities*.

This document is divided into three sections.

- The first, *Pillar Progress*, is our progress update on 2018-2019 goals and objectives. In each of the five pillar areas, we will share progress updates, wherein we will zoom in on a particular strategic initiative and share more details on district achievements. We have reported our progress in each individual strategic initiative on the goal documents. Look for these notes in the left margin:

Complete

This strategic initiative is considered complete.

Continuous

This strategic initiative is part of the ongoing work of the district in this particular pillar area and will be included in the 2019-2020 school year’s objectives in some form.

Revised

This strategic initiative has been revised. In this case, the concept has been rewritten or revisited in another form in the 2019-2020 school year’s objectives.

- The second, *Pillar Goals*, sets forth our strategic initiatives for the 2019-2020 school year in each of the five pillar areas.
- The last section, *Our District*, includes some selected data on our students, our faculty, and our student achievement.

In addition to this document, our community is invited to learn more about the goals we have set for the coming year at www.cbsd.org/vision.





TEACHING & LEARNING | ELEMENTARY

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.



RIGOR & RELEVANCE: Curriculum, instruction, assessment and professional development will be aligned to ensure rigorous and engaging opportunities that meet the diverse needs of all students.

OBJECTIVES:

1. Collaborate across the elementary level integrating curriculum that emphasizes “depth over breadth” and provides opportunities for remediation and acceleration (differentiation).
2. Design project-based learning activities that allow for student evaluation, synthesis, and analysis of multiple sources of information.
3. Establish development guidelines for district initiatives that include opportunities for collaborative planning and training of professional development liaisons.

2018-2019 STRATEGIC INITIATIVES:

- Complete** • Provide opportunities to solicit feedback from teachers, specific to curriculum integration, innovation, and creation.
- Continuous** • Identify opportunities for remediation and acceleration in content areas.
- Continuous** • Observe and evaluate co-teaching and inclusion practices to implement best practice models.
- Continuous** • Explore, investigate and develop Project-Based Learning units at each grade level.
- Complete** • Develop ways for building staff to effectively collaborate and plan.



GROWTH & ACHIEVEMENT: Students will meet or exceed performance measures on district and classroom assessments through engaged learning, resiliency, and perseverance.

OBJECTIVES:

1. Balance instruction and assessment to ensure opportunities for effective small group and individual learning.
2. Design and implement performance-based assessments that provide students with opportunities to set personal goals, monitor progress and reflect on learning.
3. Analyze student assessment data to communicate progress and evaluate program effectiveness.

2018-2019 STRATEGIC INITIATIVES:

- Continuous** • Establish a committee of stakeholders that will evaluate the district’s assessment systems including the frequency, methods and purpose.
- Revised** • Analyze and identify effective student goal setting and reflection practices across all disciplines.



SOCIAL & EMOTIONAL WELLNESS: We will make social and emotional well-being a priority for students and staff by providing social skills, wellness instruction, and related professional development.

OBJECTIVES:

1. Promote academic, physical, and emotional health by implementing programs to improve social skills and to reduce stress and anxiety.
2. Continue to foster purposeful relationships with local community organizations.
3. Utilize counselors and psychologists to train teachers in age-appropriate best practices related to emotional wellness.

2018-2019 STRATEGIC INITIATIVES:

- Continuous** • Begin to develop Social and Emotional Learning curriculum with common language and universal strategies.
- Complete** • Develop district protocols to help families connect with community organizations.
- Complete** • Promote the role of the district social worker as a resource for staff, students, and families. They will help deliver professional development to staff and help navigate the referral process.



INNOVATION & LEADERSHIP: Technology will be integrated throughout the curriculum providing opportunities for students to problem solve, innovate, lead, and make positive contributions to their local and global communities.

OBJECTIVES:

1. Provide personalized learning opportunities through the integration of technology.
2. Drive curriculum design, and assessment, through 21st century skills including creativity, collaboration, communication and critical thinking.
3. Anchor student learning in real world experiences that honor diverse local and global perspectives.
4. Investigate best practices in public relations and school/community involvement and leverage community partnerships to support student learning.

2018-2019 STRATEGIC INITIATIVES:

- Complete** • Research personalized learning opportunities, provide professional development, and identify potential opportunities for integration within our curriculum, instruction, and assessment.
- Continuous** • Design student feedback mechanisms for 21st century skills (creativity, collaboration, communication, and critical thinking) and align existing assessment rubrics with these same skills.
- Continuous** • Research and implement best practices in equity, global citizenship, and cultural proficiency in curriculum, instruction, and assessment.
- Continuous** • Research best practices in English Language Learner instruction and train staff in implementation.
- Continuous** • Examine analytics of district communication systems and identify current and potential community partnerships.



TEACHING & LEARNING *Progress Update*



RIGOR & RELEVANCE

Strategic Objective - Observe and evaluate co-teaching and inclusion practices to implement best practice models.

Beginning in the 2018-2019 school year, elementary students of all learning abilities were included in the “Math in Focus Calendar Counts” program implemented each day in classrooms. In order to meet the needs of all learners, a “co-teaching” model was employed, in addition to appropriate staff supports.

Students were accompanied to the lesson by a special education teacher and support staff, as appropriate. Through trial and error and graduated exposure, individual teacher pairs determined the appropriate methods for thoughtfully integrating students with disabilities into the activities that occur during this program. Additionally, classrooms including students with augmentative and alternative communication (AAC) devices and methods received training on how to support the use of AAC within this instruction.

“This critical component of our Math in Focus rollout is directly tied to our efforts to employ best practices for inclusion as a school district,” Dr. Nadine M. Garvin, assistant superintendent for elementary education, explained.

“This model affords us an increased capacity to differentiate instruction to meet the needs of all students to ensure successful learning outcomes.”

Dr. Nadine M. Garvin, Assistant Superintendent for Elementary Education

Special education department staff were consulted in order to plan for appropriate instructional methods and supports, and professional development was provided to all regular education teachers in order to ensure that all students are provided with the instructional support they need to be successful. The employment of co-teaching was central to the program. Teachers who participate in co-teaching classrooms utilize a variety of models, including team teaching, lead and support, and parallel teaching:

- **Team Teaching:** Teachers have shared responsibilities for instructional delivery during the lesson and transition responsibility back and forth during delivery of the instructional content.
- **Lead and Support:** The general education teacher takes the lead for most instruction followed by the special education teacher and instructional assistant supporting the instruction by supplementing or enhancing the lesson for students.
- **Parallel Teaching:** The general education teacher and the special education teacher present the same content at the same time to different halves of the class, allowing for maximum differentiation.

“This model affords us an increased capacity to differentiate instruction to meet the needs of all students to ensure successful learning outcomes,” Dr. Garvin added. “The social and emotional benefits witnessed for learning support students include greater engagement with academic material in the general education environment, increased confidence leading to greater participation, collaboration with peers leading to increased utilization of critical thinking and problem-solving skills, and an increased sense of belonging to the classroom community through greater opportunities for shared experiences.”



TEACHING & LEARNING *Progress Update*



SOCIAL AND EMOTIONAL WELLNESS

Strategic Objective - Begin to develop Social and Emotional Learning curriculum with common language and universal strategies.

Central Bucks educators recognize that social and emotional wellness requires students to embrace skills that empower them to effectively manage their emotional and social lives. As these skills are taught and fostered, they have a strong impact on learning, social interaction, healthy relationships, and happiness.

“To best support students as they develop and grow, we seek to proactively educate and enhance students’ social, emotional and mental well-being skills. Through varied curricula, events, experiences, lessons, and offerings, we work to embed social/emotional learning into our educational programming,” Dr. Nadine M. Garvin, assistant superintendent for elementary education said.



“Our aim is to teach children how to develop the emotional wellness, social connectivity, innovation, resiliency, and adaptability they need to achieve success in today’s fast-paced world,” she added.

The district continues to promote and incorporate mindfulness, positive classroom culture, and social and emotional wellness throughout the school day. Emphasis is placed on the importance of systematic and purposeful classroom meetings, mindfulness practices, and social skills instruction to improve students’ social and emotional well-being as well as their academic performance.

Student SEW (Social and Emotional Well-being) is a core principle of the district’s philosophy of teaching the whole child. Central Bucks aspires to achieve the following effects:

- Promote problem solving in social interactions and personal relationships.
- Develop academic, social, and emotional skills.
- Increase positive school climate.
- Build trusting relationships.

“Our aim is to teach children how to develop the emotional wellness, social connectivity, innovation, resiliency, and adaptability they need to achieve success in today’s fast-paced world.”

**Dr. Nadine M. Garvin, Asst.
Superintendent for Elementary
Education**

Specific programs like, “Zones of Regulation,” are used by teachers to provide direct instruction that addresses students’ emotional understanding through control, mindfulness, exercise, and brain-games. “These lessons will further empower children to seek balance and adopt techniques for managing stressors that arise in learning and in life,” Dr. Garvin added.



TEACHING & LEARNING | SECONDARY

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.



RIGOR & RELEVANCE: The secondary instructional program will be evaluated and differentiated to maximize real-world applications, connections, and career/college readiness using best practices.

OBJECTIVES:

1. Investigate community partnerships across all curricular areas to improve college and career readiness.
2. Create a differentiated professional development model to enhance teacher and student technological proficiencies that can be incorporated throughout all secondary curricular areas.

2018-2019 STRATEGIC INITIATIVES:

- Continuous** • Evaluate and expand existing programs and services to more effectively prepare students for future readiness and success.
- Continuous** • Investigate established community-based programs like the biotech partnership.
- Continuous** • Continue to support the learning and growth of teachers through a systemic professional development plan.
- Continuous** • Enhance the technological proficiencies of all teachers and students and identify and evaluate best practices related to instruction and assessment.
- Complete** • Work with district stakeholders to finalize a comprehensive Act 339 guidance curriculum.



GROWTH & ACHIEVEMENT: The district will continue to promote, support and evaluate the teaching of higher order thinking skills, media literacy and digital citizenship, and grading practices that promote student growth and achievement.

OBJECTIVES:

1. Analyze benchmark data from technology pilot programs and associated proficiency levels to determine future planning.
2. Continue to analyze student achievement and growth on district core, classroom and standardized assessments.
3. Institute grading guidelines that promote the use of non-graded formative assessment prior to summative evaluation.

2018-2019 STRATEGIC INITIATIVES:

- Continuous** • Finalize and implement grading guidelines that fully report what a student knows and can do, utilizing ungraded formative assessment and minimizing compliance-based factors.
- Continuous** • Continue to gather and analyze CBSD normalized and localized data to identify areas of growth and areas of need; develop action plans to address gaps in student achievement.
- Continuous** • Create a framework for counselors to use during college visits and the college planning process; continue to partner with higher education representatives to identify and publish predictors of success.



SOCIAL & EMOTIONAL WELLNESS: The district will enhance the school community by providing curriculum, professional development, and additional resources to promote the social and emotional wellness of our students and staff.

OBJECTIVES:

1. Provide curriculum, programs, professional development and community resources to address the social and emotional needs of all students.
2. Continue to integrate wellness opportunities and support services to promote staff social and emotional well-being.
3. Continue to build strong, substantive relationships among all CBSD stakeholder groups.

2018-2019 STRATEGIC INITIATIVES:

- Complete** • Continue to research, implement and refine best practices related to social and emotional wellness (e.g. the implementation of advisory period at the middle level, the formation of district-wide wellness committees and the development of a 339-guidance plan).
- Continuous** • Enhance the focus of child study teams and SAP teams to incorporate student wellness initiatives that support academic growth.
- Complete** • Continue to seek ways of capitalizing on and leveraging the expertise and resources within our school community (capitalize on our relationship with CB Cares Educational Foundation).
- Continuous** • Continuously promote student voice and input and promote social and emotional wellness for all students.
- Complete** • Partner with Lakeside Counseling Service to deliver more comprehensive services to address students' diverse needs.



INNOVATION & LEADERSHIP: The district will continue to support students' progress toward becoming leaders, independent problem-solvers, and innovators, both locally and globally, through the provision of extensive, diverse opportunities.

OBJECTIVES:

1. Provide personalized learning opportunities for all students.
2. Investigate curricular, co-curricular and extra-curricular areas and determine where additional opportunities can exist to enhance authentic student learning.
3. Design opportunities for students to develop their cultural competency by increasing curricular resources, community partnerships, and global connections.

2018-2019 STRATEGIC INITIATIVES:

- Continuous** • Research personalized learning to inspire a culture of innovation and collaboration using innovative digital tools and other relevant resources.
- Complete** • Continuously engage teachers, administration and staff developers in researching and sharing best practices in personalized learning.
- Complete** • Support the use of technology to advance diverse learning, cultural and authentic learning opportunities for all students.
- Continuous** • Use collaborative tools and strategies to expand students' authentic, real-world learning experiences by engaging with expert practitioners, both locally and globally.
- Complete** • Continue collaboration with colleagues and internal/external resources to create authentic learning experiences and critical problem-solving skills.



TEACHING & LEARNING *Progress Update*



GROWTH AND ACHIEVEMENT

Strategic Objective - Finalize and implement grading guidelines that fully report what a student knows and can do, utilizing ungraded formative assessment and minimizing compliance-based factors.

The Central Bucks School District secondary grading and reporting guidelines provide teachers with a framework for accurately reporting student achievement. These guidelines were established to create a clear picture of our students' progress and achievement, as well as a shared understanding of how grades reflect students' achievement.

A Central Bucks School District grade should reflect students' academic achievement of course objectives, emanate from specific feedback on students' progress relevant to course objectives, and clearly communicate information to stakeholders in a timely and transparent manner. Grades should be consistently calculated and reported within like-courses, grade levels, departments and schools, eliminate non-achievement marks for compliance and other factors that do not indicate what a student knows and can do with the knowledge, reflect high expectations for students, and be criterion referenced.



"By accurately diagnosing students' weaknesses earlier so they receive the differentiated help necessary to achieve success, and by focusing teachers' efforts on first promoting and then measuring what our students know and can demonstrate as a result of that knowledge, all students will have the opportunity to achieve at the highest level possible."

Dr. Abram M. Lucabaugh, Asst. Superintendent for Secondary Education

The goal of these guidelines is to ensure grades reflect what students know and can do with that knowledge. The Central Bucks School District values the use of non-graded formative assessment in the form of specific, targeted feedback designed to diagnose students' weaknesses and then increase students' understanding of the material based on awareness of those weaknesses. "By accurately diagnosing students' weaknesses earlier so they

receive the differentiated help necessary to achieve success, and by focusing teachers' efforts on first promoting and then measuring what our students know and can demonstrate as a result of that knowledge, all students will have the opportunity to achieve at the highest level possible," Dr. Abram M. Lucabaugh, assistant superintendent for secondary education, said.



TEACHING & LEARNING *Progress Update*



INNOVATION AND LEADERSHIP

Strategic Objective - Continue collaboration with colleagues and internal/external resources to create authentic learning experiences and critical problem-solving skills.

In June 2019, students, scientists, parents, donors, school officials, and other invited guests gathered in a conference room at the Pennsylvania Biotechnology Center to honor “graduates” who participated in a partnership program between the center and Central Bucks School District.

This unique program allows students to engage in real-world science research with mentors and researchers.

It is a representation of the district’s goal to partner and collaborate with local resources to create authentic learning experiences and foster critical problem-solving skills. The program was funded in part through donations from Fred Beans Family of Dealerships.



“...we’ve not only gained proficiency and experience in the protocols we’ve been trained in, but we’ve gained a deeper understanding of many fields of study that could’ve never been provided in a traditional classroom setting.”

Madison Charnigo, CB East Senior

as the development of successful biotech start-ups, the facility was also home to 15 Central Bucks students (five from each Central Bucks high school) who were transported to the center each day. Once there, they participated in their AP chemistry class and engaged in internships on site over several months.

During her brief remarks at the graduation, CB East student Madison Charnigo praised

the inaugural program’s success, “Through months of experience in the labs, we’ve not only gained proficiency and experience in the protocols we’ve been trained in, but we’ve gained a deeper understanding of many fields of study that could’ve never been provided in a traditional classroom setting. The research we’ve conducted is unrivaled by high school students across the nation, and because of this program, we all will enter our future careers with advanced knowledge and skills.”



TECHNOLOGY

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.



INSTRUCTIONAL TOOLS: The Technology and Innovation (T&I) Department will provide technology tools, 21st century skills, and technology professional development to align with K-12 curriculum implementation.

OBJECTIVES:

1. Increase access to technology for students to enhance student learning.
2. Integrate 21st century skills into curriculum, instruction, and assessment.
3. Provide professional development opportunities and resources to support implementation of curriculum.

2018-2019 STRATEGIC INITIATIVES:

- Complete** • Implement a 1:1 initiative for middle schools.
- Complete** • Utilize a district learning management system (Canvas) in secondary classrooms.
- Complete** • Implement 21st century skills and digital citizenship in grades K-8.
- Continuous** • Evaluate the need for additional building-based professional development and technical support.
- Continuous** • Develop a flexible learning space model for elementary and secondary rooms.
- Continuous** • Replace interactive white boards and projectors with up-to-date technology.
- Complete** • Purchase additional devices for buildings.



INFRASTRUCTURE: The T&I Department build, support, and maximize a dynamic and reliable infrastructure with an eye toward the future.

OBJECTIVES:

1. Add ubiquitous Wi-Fi access to students, staff, and community.
2. Devise a disaster recovery plan that includes district servers to the cloud.

2018-2019 STRATEGIC INITIATIVES:

- Continuous** • Add updated access points to all K-12 instructional areas and auditoriums.
- Continuous** • Re-evaluate the network to remove end-of-life switching and provide new, modern infrastructure and management to support district needs.
- Continuous** • Continue to create procedures for potential disasters to our data and infrastructure.
- Continuous** • Implement and execute a disaster recovery plan and practice scenarios.
- Continuous** • Analyze each service and continue to move on-premises servers to cloud-based platforms.



TECHNICAL SUPPORT: The T&I Department will institute a collaborative technical and instructional support network for district staff.

OBJECTIVES:

1. Select building leaders who can help support technology and curriculum.
2. Provide targeted training and have on-demand support for teachers.
3. Delegate support roles to members of the Technology and Innovation Department.

2018-2019 STRATEGIC INITIATIVES:

- Continuous** • Evaluate the current building needs to determine if additional technology support is necessary.
- Complete** • Continue to add and train student support squads (iTeam) in each middle school.
- Continuous** • Continue to host online tutorials and resources for students and staff.
- Continuous** • Train technical staff in their areas of support to remain current (Ex: Teams, Canvas, OneNote, iPads).



POLICIES AND PROCEDURES: The T&I Department will focus on data-privacy, security policies, and guidelines to effectively organize data, assets, and resources.

OBJECTIVES:

1. Create a district Acceptable Use Policy (AUP) and update current school board policies pertaining to technology.
2. Make district data available and more easily accessible to district decision-makers.
3. Organize district online resources for students, staff, and community members.

2018-2019 STRATEGIC INITIATIVES:

- Continuous** • Communicate updated policies to students and staff.
- Complete** • Provide less restrictive filtering policies and restrictions to allow for more digital citizenship of users.
- Continuous** • Explore data-visualization programs and platforms.
- Continuous** • Continue to update our inventory system to provide data for budget and planning.
- Continuous** • Organize online content in an approachable, clear navigation.
- Continuous** • Continue to provide support to departments on how to best organize Intranet pages.



BUDGET AND RESOURCES: The T&I Department will maintain a well-organized budget to provide consistent funding in support of technology and innovation.

OBJECTIVES:

1. Develop a capital budget plan for technology purchases.
2. Explore leasing options for device purchases.
3. Provide innovation grants to teachers.

2018-2019 STRATEGIC INITIATIVES:

- Complete** • Create a hardware refresh cycle that will help plan for device replacements and additions.
- Continuous** • Develop metrics to help gauge the effectiveness of the technology plan and capital budgets.
- Continuous** • Create a process for teachers to apply for innovation grants that go beyond the benchmarks.



TECHNOLOGY Progress Update



INSTRUCTIONAL TOOLS

Strategic Objective - Implement a 1:1 initiative for middle schools.



The district's "1:1" or "one device per student" program placed a device in the hands of every student in grades 7-11 when the 2019-2020 school year began.

The roadmap for the roll-out of these tools was designed to allow for a collaborative, systematic, approach to equipping all secondary students with a device that would act as a learning tool, providing for mobility in the classroom, equity in student access to technology, and opportunities to teach 21st century skills. The use of these tools in classrooms expands access to the curriculum and enhances student learning.

Input from teachers and parents was considered in the selection of the device, the Lenovo Yoga 11e, an easy to carry resilient laptop with a 360-degree folding hinge, and active pen. Devices were rolled out to students in grades seven and eight during the 2018-2019 school year, with a plan to roll out to all grades over the following three years. The district elected to accelerate that timeline and roll out to grades 7-11 in 2019-2020, and grade 12 in 2020-2021.

Teachers participated in professional development over more than two years in order to plan for the ways in which the technology would be integrated into teaching and learning.

Using the devices outside of the classroom, students can access cloud-based Office 365 programs, student files, and Canvas classroom tools.

The initiative has had a positive effect on classroom instruction, with teachers reporting increased collaboration, more consistent use of formative assessments, and an overall sense that as a district, we're "meeting students where they are" as sophisticated learners who are called upon to navigate an increasingly digital world.

"The one to one roll out has a lot of moving parts. We worked hard to train teachers, create a robust Wi-Fi infrastructure, and create procedures to support any technical issues that could occur. For me, this has been one of the most rewarding tasks I have been a part of in my 25 years in Central Bucks," Director of Technology and Innovation Jason Jaffe said.

"The 1 to 1 roll out has a lot of moving parts. We worked hard to train teachers, create a robust Wi-Fi infrastructure, and create procedures to support any technical issues that could occur. For me, this has been one of the most rewarding tasks that I have been a part of in my 25 years in Central Bucks."

Jason Jaffe, Director of Technology and Innovation





COMMUNITY CONNECTIONS

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.



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

OBJECTIVES:

1. Communicate a shared vision to all stakeholders, with regular progress updates.
2. Maintain a sophisticated, well-maintained web presence.
3. Provide information to constituents in a variety of formats, ensuring that individuals receive information conveniently, efficiently, and equitably.
4. Ensure district brand marks are utilized consistently and with fidelity.

2018-2019 STRATEGIC INITIATIVES:

Complete

- Communicate out and generate interest in the overall vision and plan through social media, video, web, and a community-wide kick-off entitled, "Celebration of Our Schools."

Complete

- Develop e-newsletters to report school board, district, and other news.

Revised

- Develop branding tools and templates for school administrators, staff, and others.

Continuous

- Ensure regular review and updating of web-content by editors and distribute tips and tricks to staff editors.



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

OBJECTIVES:

1. Develop avenues for input, ideas, and feedback to our superintendent and school board.
2. Ensure follow-up and consideration for input from stakeholders.
3. Provide meaningful opportunities for students to share input that will shape and influence school culture and climate.

2018-2019 STRATEGIC INITIATIVES:

Continuous

- Conduct open Community Connections meetings with the superintendent and district families in spring and fall, with a public reporting of main ideas shared.

Continuous

- Continue parent advisory meetings, utilizing key communicator model – inviting feedback and encouraging a sharing out of information to wider parent community.

Continuous

- Conduct targeted "advisory" and "focus group" model meetings with student groups regularly.

Continuous

- Ensure that administrative meetings offer time for open collaboration and dialog among administrative team members.



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

OBJECTIVES:

1. Incorporate community partnerships into curriculum review and development.
2. Seek and foster business partnerships that will result in internships, instructional, and post-secondary benefits for students.
3. Foster business relationships and partnerships to benefit CB Cares Educational Foundation.

2018-2019 STRATEGIC INITIATIVES:

Continuous

- Work in concert with the assistant superintendents to identify and open dialogue with area businesses and community leaders interested in creating and supporting instructional programs and internships to benefit our students.

Continuous

- Foster relationships with area business, community, and philanthropic organizations by attending meetings, and opening dialogue with the superintendent, district administrators, and members of the CB Cares board in order to identify partnerships and financial opportunities.

Continuous

- Work with CB Cares Educational Foundation to initialize the formation of a CBSD Alumni Association.

Revised

- Research policy and develop administrative procedures to open consideration for area business sponsorships to offset operational costs through sponsorships and advertising.



CULTURE AND CLIMATE: The district will create opportunities to celebrate successes, and promote programs that generate staff, student, district, and community pride.

OBJECTIVES:

1. Create opportunities and methods for sharing successes of students, staff, and schools so that they may be celebrated by all stakeholders.
2. Collaborate with community leaders and legislators in order to foster a shared sense of pride in our Central Bucks community.

2018-2019 STRATEGIC INITIATIVES:

Continuous

- Working in cooperation with teachers and building leaders, utilize social media, the website, and other communication vehicles to share successes, strengths, and opportunities for growth with the entire CBSD community.

Continuous

- Invite and collaborate with local legislators and community leaders to identify opportunities to celebrate CBSD and its communities.

Continuous

- Working with the Office of Human Resources, building, and employee association leadership; form a committee to research and develop a transparent, meaningful employee recognition program.

Complete

- Work with CB Cares to launch a renewed employee contribution campaign to generate interest in, ownership of, and support for this critical district partner.

Revised

- Develop processes, procedures, and methods for regular School Board recognition of student and staff achievements.



COMMUNITY CONNECTIONS *Progress Update*



INFORMATION DISSEMINATION

Strategic Objective - Develop e-newsletters to report school board, district, and other news.

Celebrating the exciting things that take place in Central Bucks buildings, classrooms, and throughout the community is a critical component of the district's overall communications plan.

"The challenge of any 21st century communications strategy is to cut through all of the noise and provide our stakeholders with welcome information that they can use and enjoy – in a way that is tailored to their lifestyle," Angela Linch, communications and public relations administrator, said.

The district launched a number of new communications in 2018-2019, including feature stories on Central Bucks students ("Student Spotlights"), e-newsletters, CB Moments videos, Superintendent's Community Connections meetings, and more. All of these items were shared with Central Bucks families and the wider community through more traditional means, including the district's Blackboard

"The challenge of any 21st century communications strategy is to cut through the noise and provide our stakeholders with information that they can use and enjoy."
Angela Linch, Communications and Public Relations Administrator

The Central Bucks Board Note

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Thank You CB Cares!



communications system and website, in addition to promoting them through a renewed social media presence on Facebook, Twitter and Instagram.

These district communications supplement the robust building-level communications that families receive in the form of regular principals' newsletters, Blackboard emails, and partner publications like CB Cares' "Backpack Newsflash."

"There is no shortage of fantastic stories to tell – whether it's an amazing teacher going above and beyond, or a student who is making a difference in their world – and our supportive, engaged community cares about them," Linch added.



FINANCES

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



FINANCIAL PLANNING AND STAFFING: Provide a first-class faculty and support staff to facilitate student achievement in an environment conducive to learning.

OBJECTIVES:

1. Develop financial models to focus on projecting and evaluating salary and benefit expenses as these areas account for over 70% of the yearly budget and have a long-term impact on the financial direction of the school district.
2. Seek out strategic partners that can help control or reduce expenses while maintaining quality service to the community and staff.

2018-2019 STRATEGIC INITIATIVES:

Complete

- Evaluate staffing needs that meet the dynamics of student enrollment, curriculum changes, school security, and student health.

Continuous

- Develop projection models to analyze the financial impact of bargaining unit negotiation proposals over a four to five-year time horizon.

Complete

- Look for creative solutions to reduce the budgetary impact of the state retirement system.

Complete

- Analyze alternative options for health care delivery systems that help reduce costs while improving staff care and wellbeing.



INFRASTRUCTURE: Create a future-focused environment by anticipating the financial capital needs of the school district with a five to ten-year outlook.

OBJECTIVES:

1. Maintain the long-term financial discipline to care for the infrastructure of the school district that over the past decades the community has generously invested in:
 - Buildings and grounds
 - Technology
 - Transportation
 - Food Service

2018-2019 STRATEGIC INITIATIVES:

Complete

- Work to build up financial resources to replace older elementary schools looking out eight to twelve years.

Complete

- Financially plan for major construction upgrades to building heating, ventilation, and air conditioning systems over the next five to seven years.

Continuous

- Develop a site for a school bus depot so the school district has the capacity to park, fuel, and maintain all vehicles needed for efficient operations (*also, potential combined site for future elementary school and playing fields*).



BUSINESS OPERATIONS AND EFFICIENCY: Develop operational efficiency and continue to develop systems that provide more information to improve financial communication.

OBJECTIVES:

1. Research and implement a new financial and human resource software system that will provide for long term financial forecasting and personnel management.
2. Leverage automated fund collection and payment software to improve family interaction with the school district and improve financial controls.
3. Develop on-going requirements for a student-based food service program.

2018-2019 STRATEGIC INITIATIVES:

- Continuous** • Implement human resource and finance software that provides data integration, and meets the school district's needs for on-boarding, benefits administration, payroll, time and attendance, accounting, purchasing, bidding, fixed assets, accounts payable, student activities, and athletics.
- Continuous** • Develop projection models to analyze the financial impact of bargaining unit negotiation proposals over a four to five-year time horizon.
- Complete** • Look for creative solutions to reduce the budgetary impact of the state retirement system.
- Continuous** • Explore transitioning the accounting for student activities and for athletics into the business office.
- Complete** • Examine the impact a late secondary school start time may have on district operations and the community.
- Complete** • Develop a food service bid requirement, review submissions, interview, and award a contract for five one-year periods.



POLICIES AND PROCEDURE: Implement school board policies and procedures in coordination with the solicitor and the Pennsylvania School Boards Association.

OBJECTIVE:

1. Policy updates and implementation.

2018-2019 STRATEGIC INITIATIVES:

- Continuous** • Work with the policy committee of the school board to update business related (600 series) policies.
- Complete** • Monitor legislative changes that impact the operation and policies of the business office, transportation, food service, and the operations of the community school program.
- Complete** • Evaluate policy review recommendations proposed by the Pennsylvania School Boards Association and the Pennsylvania Association of School Business Officials.



FINANCES *Progress Update*



BUSINESS OPERATIONS AND EFFICIENCY

Strategic Objective - Look for creative solutions to reduce the budgetary impact of the state retirement system.

School districts across the state are mandated to contribute funding for the Public School Employees' Retirement System (PSERS). Over the past several years, the required employer contribution rate has increased significantly. As a result, districts must find innovative and effective solutions to address this budgetary impact.

The Central Bucks School District board and administration have been very proactive in finding solutions for the retirement funding mandate in order to ease the tax burden on the community. During the 2018-2019 year, the district was able to plan a debt defeasance of \$30 million. This prepayment of existing debt, which was executed in July 2019, will provide budgetary relief in future years by reducing principal and interest payments, offsetting the spiking retirement costs.

"In planning the 19-20 budget, our focus was on the district's goals and objectives relative to technology, capital planning, staff development, and most importantly, a continued commitment to educational excellence - meeting every Central Bucks student's educational, social, and emotional needs."

Brian Loftus, Business Manager

Further, the 2019-2020 budget represents the fifth straight year (and the sixth out of the last seven) that the board approved a balanced budget with no property tax increase. "In planning the 19-

20 budget, our focus was on the district's goals and objectives relative to technology, capital planning, staff development, and most importantly, a continued commitment to educational excellence - meeting every Central Bucks student's educational, social, and emotional needs," Business Manager Brian Loftus explained.

"We accomplished this, and managed to offset mandated expenditures while not increasing real estate taxes," he added.

"Our ability to do this is a credit to the financial stewardship of the board, administration, staff, and entire Central Bucks community," Loftus said.





FACILITIES

The Central Bucks School District will provide facility and energy management services that are clean, safe, secure, 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.



INFRASTRUCTURE: Implement a comprehensive facility condition assessment (FCA) program to support and deliver the recommendations outlined in the 2017 District-Wide Facilities Study.

OBJECTIVES:

1. Continue to correct all critical and immediate need deficiencies.
2. District-wide high school library modernizations.
3. Develop a facility condition assessment and facility condition index program.
4. Implement a web-based facility management information system for tracking of building deficiencies.

2018-2019 STRATEGIC INITIATIVES:

- Complete** • Develop a facility condition index based on best management practices.
- Complete** • Load all deficiencies identified during the facility condition assessments into system.
- Continuous** • Develop project scope and budgets.
- Continuous** • Review best management practices at other grades K-12 and higher education facilities.
- Continuous** • Review deficiencies and prioritize with all internal customers.
- Continuous** • Create a 1, 3, 5 & 10-year project delivery plan.



ENERGY MANAGEMENT: The district will continue to implement energy conservation/efficiency projects, identify revenue opportunities, and monitor utility bill usage.

OBJECTIVES:

1. Continue to explore opportunities for guaranteed energy savings projects.
2. Increase use of state contracts for LED lighting upgrade projects.
3. Develop energy analytics for sustainability.

2018-2019 STRATEGIC INITIATIVES:

- Complete** • Research the feasibility and return on investment of an LED lighting upgrade for all site lighting district-wide.
- Continuous** • Continue to communicate with the business manager and finance committee for upcoming project plans.
- Complete** • Contract with a provider for a utility bill management system.
- Continuous** • Benchmark energy consumption.
- Revised** • Identify and resolve invoicing problems.



PROFESSIONAL TRAINING AND DEVELOPMENT: A strategically planned, engaged, and prepared workforce.

OBJECTIVES:

1. Continue to implement a comprehensive training program for all employees.
2. Increase number of employees with professional credentials and participation in professional associations.

2018-2019 STRATEGIC INITIATIVES:

- Continuous** • Reinforce a learning environment that encourages employees to advance job knowledge and succeed in the district.
- Continuous** • All employees participate in the safety & professional development training part of the Penn State Facilities Engineering Institute contract.
- Continuous** • Continue to discuss the benefits obtaining a professional FM credential.
- Continuous** • All administrators to attend a professional development training, webinar, workshop, or conference.



BUDGET AND RESOURCES: Continue to provide adequate funding levels in support of operational and capital projects for the department to align staff and increase efficiency.

OBJECTIVES:

1. Continue to develop an operating and capital budget that is fiscally responsible.
2. Continue to review the department organizational structure to optimize delivery of services to our customers.

2018-2019 STRATEGIC INITIATIVES:

- Continuous** • Work closely with the Finance Department to identify appropriate funding levels to correct building deficiencies.
- Continuous** • Identify areas for cost savings by continuing to evaluate policies, procedures, and cooperative purchasing networks.
- Continuous** • Conduct a review of the 2017 department reorganization plan and recommend realignments or changes to the Finance and Human Resources departments.
- Complete** • Benchmark the required full-time equivalent (FTE) number of employees to perform custodial services.
- Continuous** • Work closely with the HR Department to update position descriptions.



POLICIES AND PROCEDURES: Facilities, operations, energy, and security policies and guidelines will be updated or developed.

OBJECTIVES:

1. Update current school board policies.
2. Create a district key/access card policy.

2018-2019 STRATEGIC INITIATIVES:

- Revised** • Present updates to the policy committee for the 700 and 800 policies.
- Continuous** • Continue research of best management practices of other school districts and FM organizations for potential implementation.
- Continuous** • Upgrade the card access control system.
- Continuous** • Continue to conduct key audits.
- Revised** • Work closely with the Finance and Human Resources departments for implementation of new policy.



FACILITIES Progress Update



INFRASTRUCTURE

Strategic Objective - Develop a facility condition index based on best management practices.

Working with the Penn State Facilities Engineering Institute (PSFEI), the district's Facilities and Energy Management Operations (FEMO) Department implemented a Facility Condition Assessment (FCA) program.

An FCA is a comprehensive planning tool used to determine the physical condition and functional performance of a facility. It is completed by PSFEI's team of professional engineers, building system specialists, and technicians after conducting a thorough field investigation to collect data and evaluate a number of building conditions, including architecture, structural integrity, electrical, mechanical, and plumbing; as well as judging its compliance with safety and Americans with Disabilities Act codes.



Conducting FCAs on a recurring basis is a key component of an effective maintenance and repair program. The district has contracted with PSFEI to conduct FCAs at all 27 of its facilities over a three-year cycle. In order to accurately assess the status of a facility, the physical and functional condition is evaluated.

A key component of the FCA is the calculation of the Facility Condition Index (FCI). The FCI is an accepted benchmark used by facility managers worldwide to rate the overall condition of their facilities. The index is based on hard numbers, not opinions. The result is an industry standard "FCI score." The accepted benchmark values of the FCI score for determination or classification of a building or facility as "Good," "Fair," "Poor," or "Critical" condition is shown by the graphic below.

"This work will assist us in delivering on our overall goal to provide facility and energy management services that are clean, safe, secure, reliable, financially sound, and environmentally responsible in alignment with district goals."

Robert Kleimenhagen, Jr., Director of FEMO



Facility Condition Index (FCI) Scale*

*Reference Managing the Facilities Portfolio by National Association of College and University Business Officers (1991)

"This data will enable the district's FEMO department to create informed budgets, short- and long-term project plans, maintain work orders, and provide dashboards to keep the school board and community updated on the progress we are making to maintain and improve our facilities,"

Director of FEMO Robert Kleimenhagen, Jr. said, "This work will assist us in delivering on our overall goal to provide facility and energy management services that are clean, safe, secure, reliable, financially sound, and environmentally responsible in alignment with district goals."



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.



RIGOR & RELEVANCE: Curriculum, instruction, assessment, and professional development will be aligned to ensure rigorous and engaging opportunities that meet the needs of all learners.

OBJECTIVES:

1. Collaborate across all levels to develop and integrate curriculum that emphasizes “depth over breadth” by providing opportunities for intervention and enrichment.
2. Support the learning and growth of all teachers through a scaffolded professional development plan that impacts classroom instruction.
3. Enhance the instructional proficiencies of all teachers by identifying and evaluating best practices in instruction and assessment.

2019-2020 STRATEGIC INITIATIVES:

ELEMENTARY

- Provide professional learning to ensure the successful implementation of Math in Focus with emphasis on curriculum fidelity and best practices in math instruction to meet the needs of all learners using assessments to inform instruction.

SECONDARY

- Revise the curriculum review cycle to ensure a guaranteed and viable curriculum that fosters student learning goals.
- Provide professional development on instructional technologies that increase real-time feedback to teachers and students in order to enhance rigorous and relevant learning for all students.



GROWTH & ACHIEVEMENT: Student assessment data will be analyzed across all grade levels to communicate progress, evaluate program effectiveness, and inform instruction.

OBJECTIVES:

1. Increase student achievement by leveraging assessment data to inform instruction and provide opportunities for enrichment and intervention.
2. Gather and analyze normalized and localized assessment data to identify areas of growth and need; develop action plans to address gaps in student achievement.
3. Increase student voice by providing opportunities for students to reflect on direct feedback specific to their own learning.

2019-2020 STRATEGIC INITIATIVES:

ELEMENTARY

- Review data, identify resources, and use developmentally appropriate instructional practices to promote differentiation for all students.
- Analyze data from district-wide math screener (at specified points) to determine student needs for enrichment and support.

SECONDARY

- Develop structures to support intervention and enrichment time for our students.
- Provide professional development for our teachers in analyzing assessment data to deliver intervention and enrichment opportunities for our students.



SOCIAL & EMOTIONAL WELLNESS: Provide curriculum, professional development, interventions, and protocols to promote the social and emotional wellness of our students and staff.

OBJECTIVES:

1. Promote academic, physical, and emotional health by implementing programs and strategies to improve social skills and reduce stress and anxiety.
2. Implement wellness initiatives that support student and staff well-being.

2019-2020 STRATEGIC INITIATIVES:

- ELEMENTARY**
 - Adopt initiatives to address the social and emotional wellness of students and staff based on the needs within each building.
 - Promote the awareness, understanding, acceptance, and value of diversity in its many forms.
- SECONDARY**
 - Investigate the use of a universal screening protocol/process for social and emotional wellness at the secondary level.
 - Provide professional development opportunities for staff wellness and social/emotional well-being.



INNOVATION & LEADERSHIP: Create opportunities for students to problem solve, innovate, lead, and contribute to their local and global communities.

OBJECTIVES:

1. Provide personalized learning opportunities for all staff and students characterized by high levels of rigor and relevance.
2. Utilize a blended learning approach to accommodate different learning styles and readiness levels, and to increase access to diverse learning materials both in and out of school.
3. Leverage internal and external resources to create authentic learning experiences, develop critical thinking skills, and increase problem-solving capabilities.

2019-2020 STRATEGIC INITIATIVES:

- ELEMENTARY**
 - Expose students to Project-Based Learning opportunities that include elements of research development, collaboration, problem solving, and presentation skills that can impact our local and global communities.
 - Utilize Math in Focus resources to provide personalized and differentiated learning opportunities for all students.
- SECONDARY**
 - Develop and/or research independent study to increase access, opportunities, and choice for students.
 - Develop partnerships with community organizations and local businesses to increase access, opportunities, and choice for students.



TECHNOLOGY

2019-2020

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.



INSTRUCTIONAL TOOLS: The Technology and Innovation Department (T&I Department) will provide technology tools, 21st century skills, and technology professional development to align with K-12 curriculum implementation.

OBJECTIVES:

1. Increase access to technology for students to enhance student learning.
2. Integrate 21st century skills into curriculum, instruction, and assessment.
3. Provide professional development opportunities and resources to support implementation of curriculum.

2019-2020 STRATEGIC INITIATIVES:

- Implement a 1:1 initiative for high schools.
- Utilize a district learning management system (Canvas) in high school classrooms.
- Implement 21st century skills and digital citizenship in all grades.
- Evaluate the need for additional building-based professional development and technical support.
- Develop a flexible learning space model for elementary and secondary rooms.
- Create opportunities for staff and students to earn technical certifications (Microsoft, ISTE, Seesaw, and Apple).
- Align curriculum and technology goals to strengthen teaching and learning in all grades.



INFRASTRUCTURE: The T&I Department will build, support, and maximize a dynamic and reliable infrastructure with an eye toward the future.

OBJECTIVES:

1. Make ubiquitous Wi-Fi access available to students, staff, and community.
2. Devise a disaster recovery plan that includes migrating district servers to the cloud.

2019-2020 STRATEGIC INITIATIVES:

- Continue to update access points in all instructional areas and auditoriums.
- Re-evaluate the network to remove end-of-life switching and provide new modern infrastructure and management to support district needs.
- Continue to create procedures for potential disasters to our data and infrastructure.
- Implement and execute a disaster recovery plan and practice scenarios.
- Analyze each service and continue to move on-premises servers to cloud-based platforms.
- Build a dynamic and reliable network that blends on-premises and cloud services with a focus on security and performance first.



TECHNICAL SUPPORT: The T&I Department will institute a collaborative technical and instructional support network for district staff.

OBJECTIVES:

1. Select building leaders who can help support technology and curriculum.
2. Provide targeted training and have on-demand support for teachers.
3. Delegate support roles to members of the T&I Department.

2019-2020 STRATEGIC INITIATIVES:

- Evaluate the current building needs to determine if additional technology support is necessary.
- Continue to add and train student support teams (iTeam) in each high school.
- Continue to host online tutorials and resources for students and staff.
- Train technical staff in their areas of support to remain current (Ex: Teams, Canvas, OneNote, and iPads).



POLICIES AND PROCEDURES: The T&I Department will focus on data-privacy, security policies, and guidelines to effectively organize data, assets, and resources.

OBJECTIVES:

1. Create a district Acceptable Use Policy (AUP) and update current school board policies pertaining to technology.
2. Make district data available and more easily accessible to district decision-makers.
3. Organize online resources for students, staff, and community members.

2019-2020 STRATEGIC INITIATIVES:

- Communicate updated policies to students and staff.
- Provide less restrictive filtering policies and restrictions to allow for more digital citizenship of users.
- Implement a data-visualization platform to help inform district decisions.
- Continue to update our inventory system to provide data for budget and planning.
- Organize online content in an approachable, clear navigation for easy access for all stakeholders.



BUDGET AND RESOURCES: The T&I Department will maintain a well-organized budget to provide consistent funding in support of technology and innovation.

OBJECTIVES:

1. Develop a capital budget plan for technology purchases.
2. Explore leasing options for device purchases.
3. Provide innovation grants to teachers.

2019-2020 STRATEGIC INITIATIVES:

- Create a hardware refresh cycle that will help plan for device replacements and additions.
- Develop metrics to help gauge the effectiveness of the technology plan and capital budgets.
- Create a process for teachers to apply for innovation grants that go beyond the benchmarks.



COMMUNITY CONNECTIONS 2019-2020

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.



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

OBJECTIVES:

1. Communicate progress on the district's visionary goals through regular progress updates in order to ensure accountability to all stakeholder groups.
2. Maintain a sophisticated, well-maintained web presence.
3. Provide information to constituents in a variety of formats, ensuring that individuals receive information conveniently, efficiently, and equitably.
4. Ensure district brand marks are utilized consistently and with fidelity.

2019-2020 STRATEGIC INITIATIVES:

- Host the second annual "Celebration of Our Schools" event.
- Produce a revised, abridged "Vision" document to communicate strategic initiatives for the 2019-2020 school year, and progress made from the previous year.
- Develop branding tools and templates for school administrators, staff, and others.
- Evaluate the current website for a potential revision of the district's template in the following year.
- Transition secondary teacher websites to a staff directory format with contact information, and links to Canvas pages.



INPUT AND FEEDBACK: The district will place value on input, ideas and feedback from multiple sources including: students, teachers, administrators, parents, and members of the community.

OBJECTIVES:

1. Develop avenues for input, ideas, and feedback to our superintendent and school board.
2. Ensure follow-up and consideration for input from stakeholders.
3. Provide meaningful opportunities for students to share input that will shape and influence school culture and climate.

2019-2020 STRATEGIC INITIATIVES:

- Conduct open Community Connections meetings with the superintendent and district families in spring and fall, with a public reporting of main ideas shared.
- Continue parent advisory meetings, utilizing key communicator model – inviting feedback and encouraging a sharing out of information to wider parent community.
- Conduct targeted "advisory" and "focus group" model meetings with student groups regularly.



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

OBJECTIVES:

1. Incorporate community partnerships into curriculum review and development.
2. Seek and foster business partnerships that will result in internships, instructional, and post-secondary benefits for students.
3. Foster business relationships and partnerships to benefit CB Cares Educational Foundation.

2019-2020 STRATEGIC INITIATIVES:

- Work in concert with the assistant superintendents to identify and open dialogue with area businesses and community leaders interested in creating and supporting instructional programs and internships to benefit students.
- Foster relationships with area business, community, and philanthropic organizations by attending meetings, and opening dialogue with the superintendent, district administrators, and members of the CB Cares board in order to identify partnerships and financial opportunities.
- Work with CB Cares Educational Foundation to initialize the formation of a CBSD Alumni Association.



CULTURE AND CLIMATE: The district will create opportunities to celebrate successes, and promote programs that generate staff, student, district, and community pride.

OBJECTIVES:

1. Create opportunities and methods for sharing successes of students, staff, and schools so that they may be celebrated by all stakeholders.
2. Collaborate with community leaders and legislators in order to foster a shared sense of pride in our Central Bucks community.

2019-2020 STRATEGIC INITIATIVES:

- Invite and collaborate with local legislators and community leaders to identify opportunities to celebrate CBSD and its communities.
- Work with the Human Resources Office to research, develop, and implement a transparent, meaningful employee recognition program.
- Develop processes, procedures, and methods for regular school board recognition of student and staff achievements.



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



FINANCIAL PLANNING AND STAFFING: Provide a first-class faculty and support staff to facilitate student achievement in an environment conducive to learning.

OBJECTIVES:

1. Develop financial models to focus on projecting and evaluating salary and benefit expenses as these areas account for over 70% of the yearly budget and have a long-term impact on the financial direction of the school district.
2. Seek out strategic partners that can help control or reduce expenses while maintaining quality service to the community and staff.

2019-2020 STRATEGIC INITIATIVES:

- Evaluate staffing needs that meet the dynamics of student enrollment, curriculum changes, school security, and student health.
- Look for creative solutions to reduce the budgetary impact of the state retirement system.
- Implement projection models to analyze the financial impact of bargaining unit negotiation proposals in conjunction with the impact of the Act 1 Index over a four to five-year time horizon.



INFRASTRUCTURE: Create a future-focused environment by anticipating the financial capital needs of the school district with a five to ten-year outlook.

OBJECTIVES:

1. Maintain the long-term financial discipline to care for the infrastructure of the school district that over the past decades the community has generously invested in:
 - Buildings and grounds
 - Technology
 - Transportation
 - Food Service

2019-2020 STRATEGIC INITIATIVES:

- Plan disciplined general fund transfers to develop financial resources for possible replacement of older elementary schools in eight to twelve years.
- Financially plan for major construction upgrades to building heating, ventilation, and air conditioning systems over the next three to five years.
- Develop a site for a school bus depot providing the school district with the capacity to park, fuel, and maintain all vehicles needed for efficient operations (*also, potential combined site for future elementary school and playing fields*).



BUSINESS OPERATIONS AND EFFICIENCY: Develop operational efficiency and continue to develop systems that provide more information to improve financial communication.

OBJECTIVES:

1. Implement a new financial and human resource software system that will provide for long term financial forecasting and personnel management in an efficient and compliant manner.
2. Identify creative solutions to reduce the budgetary impact of the state retirement system.
3. Develop on-going requirements for a student-based food service program.

2019-2020 STRATEGIC INITIATIVES:

- Implement human resource and finance software that provides data integration, data integrity, and position control while meeting the school district's needs for on-boarding, benefits administration, payroll, accounting, purchasing, bidding, accounts payable, and student activities.
- Upgrade the Kronos time and attendance software to a cloud-hosted platform.
- Develop a reporting process to efficiently and compliantly satisfy the reporting requirements of the Every Student Succeeds Act.



POLICIES AND PROCEDURE: Implement school board policies and procedures in coordination with the solicitor and the Pennsylvania School Boards Association.

OBJECTIVE:

1. Policy updates and implementation.

2019-2020 STRATEGIC INITIATIVES:

- Work with the policy committee to update business related (600 series) policies.
- Monitor legislative changes that impact the operation and policies of the business office, transportation, food service, and the operations of the community school program.
- Evaluate policy review recommendations proposed by the Pennsylvania School Boards Association and the Pennsylvania Association of School Business Officials.



FACILITIES

2019-2020

The Central Bucks School District will provide facility and energy management services that are clean, safe, secure, 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.



INFRASTRUCTURE: Implement a comprehensive facility condition assessment (FCA) program to support and deliver the recommendations outlined in the 2017 District-Wide Facilities Study.

OBJECTIVES:

1. Continue to correct all critical and immediate deficiencies identified in the FCAs.
2. Implement security improvements recommended in the risk & vulnerability assessments.
3. Standardize professional services contracts, project specifications, and enhance construction inspection.
4. Develop a district-wide high school library modernization plan.

2019-2020 STRATEGIC INITIATIVES:

- Continue to load all deficiencies identified during the facility condition assessments into the WebiFM system.
- Develop project scope and budgets for security enhancements.
- Review best management practices at other grades K-12 and higher education facilities.
- Review deficiencies and prioritize with all internal customers.
- Implement the 3, 5 & 10-year project delivery plan.



ENERGY MANAGEMENT: The district will continue to implement energy conservation/efficiency projects, identify revenue opportunities, and monitor utility bill usage.

OBJECTIVES:

1. Explore opportunities for guaranteed energy savings projects & retro-commissioning of buildings.
2. Increase use of state contracts for LED lighting upgrade projects.
3. Develop energy analytics for sustainability.

2019-2020 STRATEGIC INITIATIVES:

- Begin implementation of the LED lighting upgrade for all site lighting district-wide and identify buildings that are candidates for retro-commissioning.
- Continue to communicate with the business manager and finance committee for upcoming project plans.
- Benchmark energy consumption via EnergyCAP.
- Identify and resolve invoicing problems, and implement an audit program.
- Develop a District-Wide Sustainability Plan.



PROFESSIONAL TRAINING AND DEVELOPMENT: A strategically planned, engaged, and prepared workforce.

OBJECTIVES:

1. Continue to implement a comprehensive training program for all employees.
2. Increase number of employees with professional credentials and participation in professional associations.

2019-2020 STRATEGIC INITIATIVES:

- Encourage employees to advance job knowledge and succeed in the district.
- All employees will participate in the safety and professional development training as part of the Penn State Facilities Engineering Institute contract.
- Continue to discuss the benefits obtaining a professional facilities management credential.
- All administrators to attend a professional development training, webinar, workshop, or conference.



BUDGET AND RESOURCES: Continue to provide adequate funding levels in support of operational and capital projects for the department to align staff and increase efficiency.

OBJECTIVES:

1. Continue to develop an operating and capital budget that is fiscally responsible.
2. Continue to review the department organizational structure to optimize delivery of services to our customers

2019-2020 STRATEGIC INITIATIVES:

- Continue to work with the finance department to identify appropriate funding levels to correct building deficiencies identified in the FCA program.
- Continue to identify areas for cost savings through evaluation of policies, procedures, and cooperative purchasing networks.
- Complete the review of the 2017 department reorganization plan and implement realignments or changes to the Finance and Human Resources departments.
- Continue to identify work that can be completed “in-house” in lieu of contracts.
- Continue to work with the Human Resources Department to update position descriptions.



POLICIES AND PROCEDURES: Facilities, operations, energy, and security policies and guidelines will be updated or developed.

OBJECTIVES:

1. Update current school board policies.
2. Create a district key/access card policy.

2019-2020 STRATEGIC INITIATIVES:

- Present updates to the policy committee for the 700 and 800 policies.
- Develop a draft key/access card policy for review by the policy committee.
- Continue to conduct key audits.
- Issue new access cards with updated pictures and Central Bucks logo.
- Work closely with the Finance and Human Resources departments for implementation of new policy.

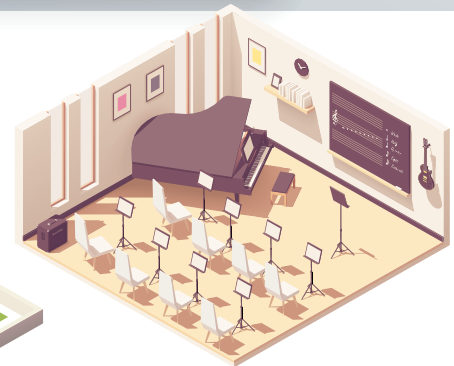
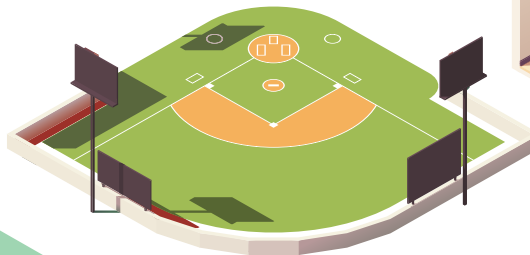
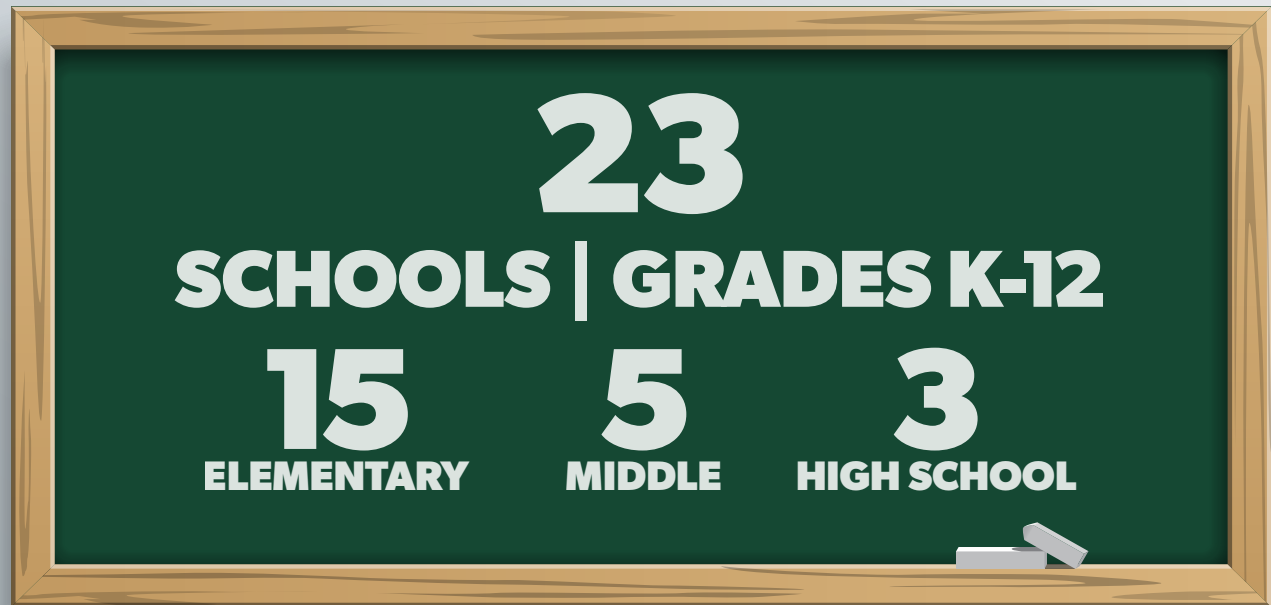
9 MUNICIPALITIES

BOROUGH

CHALFONT, DOYLESTOWN AND NEW BRITAIN

TOWNSHIP

BUCKINGHAM, DOYLESTOWN, NEW BRITAIN
PLUMSTEAD, WARRINGTON AND WARWICK



280+
EXTRA-CURRICULAR
OPPORTUNITIES

240+
COURSE OFFERINGS FOR
SECONDARY STUDENTS

60
CO-CURRICULAR
PROGRAMS

43
PIAA SPORTS

3,000+ FACULTY AND STAFF

70%
**OF STAFF WITH MORE THAN
10 YEARS OF SERVICE**

86%
**TEACHERS HOLD A
MASTER'S DEGREE
OR GREATER**



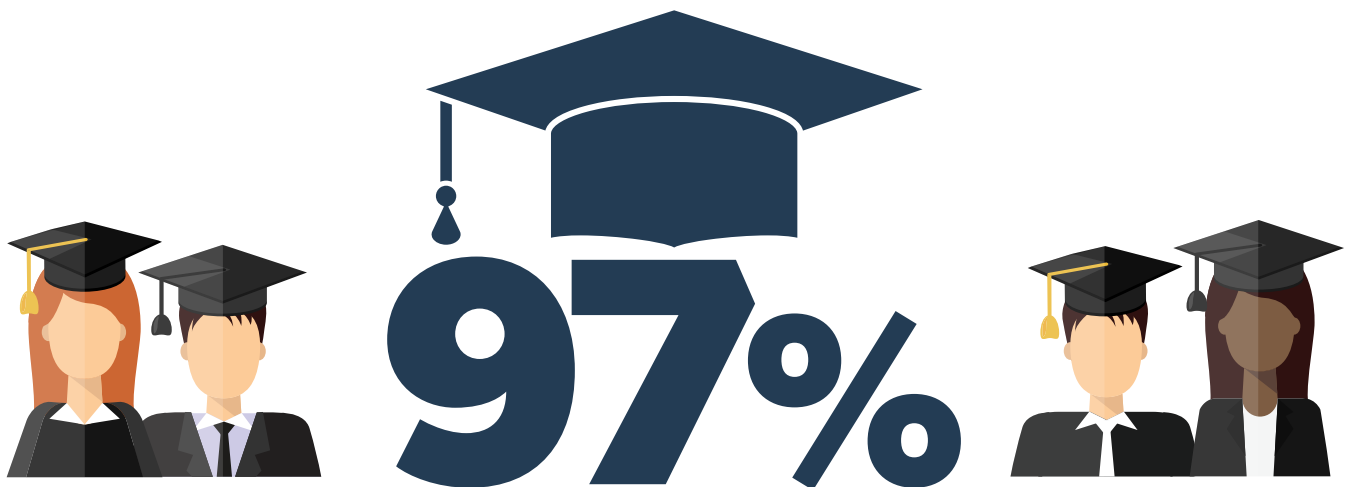
\$342,248,613

WITH NO INCREASE TO THE REAL ESTATE TAX MILLAGE RATE

18,000+ STUDENTS



AVERAGE ELEMENTARY SCHOOL CLASS SIZE: 22.3



GRADUATE IN 4 YEARS

98%

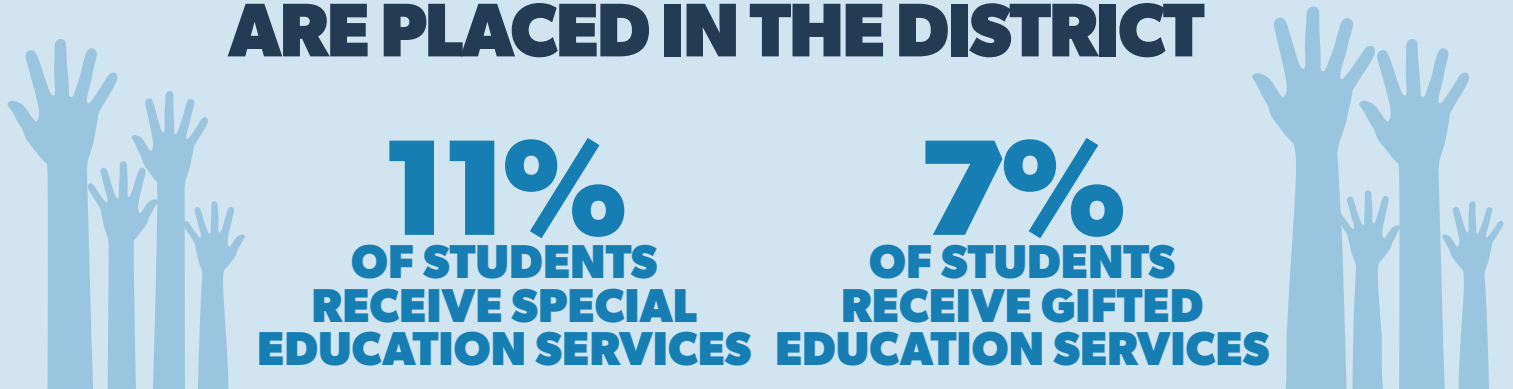
**SPECIAL EDUCATION STUDENTS
ARE PLACED IN THE DISTRICT**

11%

**OF STUDENTS
RECEIVE SPECIAL
EDUCATION SERVICES**

7%

**OF STUDENTS
RECEIVE GIFTED
EDUCATION SERVICES**



ELA
PSSA
CENTRAL BUCKS
GRADES 4-8



#2

OF 13 PUBLIC SCHOOL DISTRICTS
IN BUCKS COUNTY

#31

OF 648 PARTICIPATING LEAs
IN THE COMMONWEALTH



MATH
PSSA
CENTRAL BUCKS
GRADES 4-8



#3

OF 13 PUBLIC SCHOOL DISTRICTS
IN BUCKS COUNTY

#53

OF 647 PARTICIPATING LEAs
IN THE COMMONWEALTH



ALGEBRA
TEST SCORES
CENTRAL BUCKS

#1

OF 13 PUBLIC SCHOOL DISTRICTS IN BUCKS COUNTY

#11

OF 597 PARTICIPATING LEAs
IN THE COMMONWEALTH



LITERATURE
TEST SCORES
CENTRAL BUCKS

#2

OF 13 PUBLIC SCHOOL DISTRICTS IN BUCKS COUNTY

#18

OF 587 PARTICIPATING LEAs
IN THE COMMONWEALTH



BIOLOGY
TEST SCORES
CENTRAL BUCKS

#2

OF 13 PUBLIC SCHOOL DISTRICTS IN BUCKS COUNTY

#16

OF 587 PARTICIPATING LEAs
IN THE COMMONWEALTH



CENTRAL BUCKS
SCHOOL DISTRICT

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www.cbsd.org/vision