

Central Bucks HS-West

TSI non-Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Regular School		122092102
Address 1		
375 W Court St		
Address 2		
City	State	Zip Code
Doylestown	PA	18901
Chief School Administrator		Chief School Administrator Email
Dr James Scanlon		jscanlon@cbsd.org
Principal Name		
Mr. Lyndell Davis		
Principal Email		
ldavis@cbsd.org		
Principal Phone Number		Principal Extension
12678932000		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Charles Malone		cmalone@cbsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Charles Malone	District Level Leaders	Central Bucks School District	cmalone@cbsd.org
Dr. James Scanlon	Chief School Administrator	Central Bucks School District	jscanlon@cbsd.org
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Vision for Learning

Vision for Learning

The mission of the Central Bucks School District's ELD program is to promote biliterate engagement opportunities, fostering student communication, enrichment, cultural sensitivity, and awareness within a secure and equitable environment. Our objective is to cultivate a sense of community throughout the district by seamlessly integrating cultural elements into the academic setting. Through mentorship and collaboration with community partners, students will not only enhance their proficiency and understanding of the education system, including the assessment process and pathways to graduation and beyond but also develop biliterate skills. Ultimately, our goal is to holistically address every student's needs, encompassing their social and emotional well-being, ensuring success both in school and in the future. The mission of the Special Education program within the Central Bucks School District, is to foster an environment where students with disabilities achieve proficiency in math, reading, and writing, as assessed by the PASA, while ensuring high graduation rates. We aim to equip students with the skills they need to succeed academically and transition into fulfilling roles as productive members of society.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	False 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Students with disabilities that are part of the 4 year graduation cohort graduate at the same rate (over 80%) with their non-disabled peers	The District provides exemplary transition services and many students stay beyond the 4 year graduation cohort.

Challenges

Indicator	Comments/Notable Observations
The District has had a large number of students that have more complex learning needs enroll in the District.	As a District, we continue to expand our programs and transition activities to meet the diverse learning needs of our students eligible for special education.
EL student subgroup underachieves on Keystone Literature and Math Exams and are below PDE targets.	Recent EL students have endured significant challenges in
Growth measures for all students do not meet statewide expectations.	As many of our students are high achieving and have hit the proficiency level threshold, growth attainment on Keystone Exams from one cohort to another continues to be a challenge for our school district.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
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<p>The District has created meaningful transition activities and community partnerships that align to post-secondary goals.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Special education programs aim to provide educational experiences that prepare students to complete high school and transition to higher education or the workforce. However, disparities in resources and support may affect the readiness of students with disabilities, influencing their performance on assessments like the PASA and potentially impacting graduation rates.</p>
<p>Indicator EL Growth measure in English Language attainment is up from previous year.</p> <p>ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations Resources have been allocated in terms of staff and materials to all CB schools to better meet the needs of ELs.</p>
<p>Indicator EL Attendance is at 81% which is up from previous year.</p> <p>ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations Central Bucks has shifted its regional programming for ELD to more of a home school based model. This has allowed families to attend their homeschool (Boundary) which has provided for ease of transportation and childcare.</p>
<p>Indicator Keystone Algebra proficiency score is up as compared to previous year.</p> <p>ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations Although only 8%. The district has put in place a logical sequence of math course for students to enroll to put them on a trajectory of success on the Keystone Exam. This will begin the middle schools and matriculate to the high schools.</p>
<p>Indicator Hispanic subgroup and Economically Disadvantaged subgroup have made gains in PVAAS growth in ELA/Literature , Math/Algebra, Science/Biology.</p> <p>ESSA Student Subgroups Hispanic, Economically Disadvantaged</p>	<p>Comments/Notable Observations Many of CB West students that are ELs come from these two subgroups.</p>
<p>Indicator Roughly 4% of ELs have scored in the Advanced range on Algebra, Literature and Biology exams</p> <p>ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations ELs who have been in the district have performed well as opposed to "Newcomers" and/or SLIFE students.</p>
<p>Indicator ELs, Hispanic and Economically Disadvantaged</p>	<p>Comments/Notable Observations Career standards are met through careful efforts towards hitting these marks each year</p>

students have all met Career Benchmark standards - 100% ESSA Student Subgroups Hispanic, Economically Disadvantaged, English Learners	through a defined Success Plan approach.
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Challenges

Indicator Students who take the PASA in 11th grade have not met with proficiency. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations The special education department at CB West is conducting a thorough analysis of existing curriculum frameworks and standards to identify areas requiring adaptation or enhancement to support students with disabilities.
Indicator Proficiency target for ELA and Mathematics not met. ESSA Student Subgroups English Learners	Comments/Notable Observations ELs overall proficiency and growth metrics are below state benchmarks. As noted, CB west is making strides to address a recent influx of EL students
Indicator Graduation rate not achieved ESSA Student Subgroups English Learners	Comments/Notable Observations ELs have not met statewide standards for graduation rate. Many CB West ELs come from interrupted school background when entering the United States. They are credit deficient and it takes significant time to meet the graduation requiremetns.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Students with disabilities that are part of the 4 year graduation cohort graduate at the same rate (over 80%) with their non-disabled peers
The District has created meaningful transition activities and community partnerships that align to post-secodary goals.
EL Growth measure in English Language attainment is up from previous year.
EL Attendance is at 81% which is up from previous year.
Keystone Algebra proficiency score is up as compared to previous year.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

The District has had a large number of students that have more complex learning needs enroll in the District.
Students who take the PASA in 11th grade have not met with proficiency.
Proficiency target for ELA and Mathematics not met in EL subgroup.
Graduation rate not achieved in EL subgroup.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
For students eligible for special education, frequent progress monitoring using CBA and Aimsweb is reviewed and used to determine student growth as aligned to IEP goals.	The staff at CB West has implemented ongoing monitoring and assessment practices to evaluate the effectiveness of the adapted curriculum and instructional strategies.
EL students scored 0% proficiency on Keystone Literature.	EL students at CB West have limited English Language proficiency due to their newcomer status. Many of the students tested have been in the country less than 3 years with limited (if any at all) formal schooling.

English Language Arts Summary

Strengths

The staff at CB West has implemented ongoing monitoring and assessment practices to evaluate the effectiveness of the adapted curriculum and instructional strategies.
Central Bucks School District has committed significant resources to address the ever-growing Immigrant community. The district has committed to de-regionalizing the ELD program so that students and families can be better connected to their schools and surrounding community.
CBSD has committed to formalizing curriculum that was once a "catch all" for the ELD program.

Challenges

The special education department needs to organize instructional materials, including adapted textbooks, supplementary resources, and technology-based tools, aligned with the scope and sequence.
Performing on a English Literature test with limited English Language proficiency, poses a significant challenge for EL students.
Securing certified ELD teachers is a challenge across the state not just in CBSD.
Regional programs exacerbates the interrupted concept and Opt Out phenomenon. Students and families want to access their local schools for a myriad of reasons - child care, work, resources, etc.

Mathematics

Data	Comments/Notable Observations
For students eligible for special education, frequent progress monitoring using CBA and Aimsweb is reviewed	The staff at CB West has implemented ongoing monitoring and assessment practices to evaluate the effectiveness of the adapted curriculum and

and used to determine student growth as aligned to IEP goals.	instructional strategies.
EL students are measured on Core Assessments, Mid Terms and Final Exams.	CB West has moved away from "General Math" programs for ELD students and has developed a progression of offerings that will solidify foundational math and language skills and position for Keystone Algebra Exams.

Mathematics Summary

Strengths

The staff at CB West has implemented ongoing monitoring and assessment practices to evaluate the effectiveness of the adapted curriculum and instructional strategies.
CBSD has identified curricular deficiencies and has worked to build coursework to position students for success in local and state assessments - standards aligned.

Challenges

The special education department needs to organize instructional materials, including adapted textbooks, supplementary resources, and technology-based tools, aligned with the scope and sequence.
Many students are Immigrant/Newcomer and have experienced trauma and limited formal schooling in their home countries. These students are expected to attain the requisite graduation credits/pathway regardless of background.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
For students eligible for special education, frequent progress monitoring using CBA and Aimsweb is reviewed and used to determine student growth as aligned to IEP goals.	The staff at CB West has implemented ongoing monitoring and assessment practices to evaluate the effectiveness of the adapted curriculum and instructional strategies.
Students are required to take courses in the STEM areas as are all CB West students. They are measured on Core assessments, Mid-terms and Final Exams.	Some science courses are earmarked for Newcomers but most are heterogenous mix of students.

Science, Technology, and Engineering Education Summary

Strengths

The staff at CB West has implemented ongoing monitoring and assessment practices to evaluate the effectiveness of the adapted curriculum and instructional strategies.
In these courses, ELs are with their English-speaking peers which allows for more acclimation.

Challenges

The special education department needs to organize instructional materials, including adapted textbooks, supplementary resources, and technology-based tools, aligned with the scope and sequence.

As credit attainment is a priority at the HS level in order to successfully complete graduation requirements, courses need to be available for ELs. because of the complexities of HS scheduling,. often times EL students are not available to access the entire program of studies.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Not applicable to special education	
For ELs at CB West, they are enrolled in our Success Plan and complete the necessary tasks required of all students.	CB West has much available to all students including ELs regarding Career and College preparation. @Lunch and Learn, speaker series targets groups of students to entice them to a particular career.
Participation for ELs in CTC (Middle Bucks) is at an all time high.	ELs are interested in careers that are offered at our Tech Center.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Not applicable to special education

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Not applicable to special education

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
The district reviewed the 4, 5 and 6 year graduation cohort rates.	Special education programs aim to provide educational experiences that prepare students to complete high school and transition to higher education or the workforce. However, for students to benefit from these services they must stay beyond their typical graduation date and do not graduate with their cohort.
The district reviewed the PASA proficiency rates.	In response to these challenges, our district is equipped with well-trained teachers who specialize in addressing diverse learning needs. We've developed adapted and modified curricula tailored to accommodate the unique requirements of students with disabilities. Additionally, we offer flexible levels of support, ensuring that each student receives the individualized assistance necessary to excel in subjects like science, reading, and math, thereby maximizing their potential and performance on assessments like the PASA.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The district provides differentiated and individualized transition services to support students as they transition to adult life. Through personalized assessments, collaborative planning, and tailored interventions, we ensure that each student's unique needs, abilities, and aspirations are addressed. By fostering partnerships with families, community agencies, and post-secondary institutions, we empower students to achieve their goals and successfully navigate the transition to independent living, further education, and meaningful employment opportunities.

Our district is equipped with well-trained teachers who specialize in addressing diverse learning needs. We've developed adapted and modified curricula tailored to accommodate the unique requirements of students with disabilities. Additionally, we offer flexible levels of support, ensuring that each student receives the individualized assistance necessary to excel in subjects like science, reading, and math, thereby maximizing their potential and performance on assessments like the PASA.

CBSD has identified a need in better programing for its ELD student population and has made efforts in recent years in concert with the growing population in the community. Resources and curricular changes to address these needs have been made. The district has de-regionalized it's ELD program to promote a community impact to maximize resources available for students and families.

Curriculum is being aligned for more intentional and targeted interventions for students. The MTSS model in secondary schools has given rise to facilitate targeted interventions and provide staff to meet these demands/needs.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Our special education programs strive to furnish educational experiences that equip students for high school completion and successful transitions to higher education or the workforce. However, a notable challenge arises as students benefiting from these services often extend their stay beyond the typical graduation date, resulting in them not graduating with their cohort.

Due to diverse learning experiences and cognitive profiles, there have been instances where students have not achieved proficiency on the PASA. It's important to note that the assessment may not always align perfectly with the individualized education program (IEP) goals of students, further complicating their ability to demonstrate their true capabilities and achievements.

CBSD is continually looking into ways to better serve historically underserved populations among its student body. EL student enrollment has been on a significant rise over the most recent 3 years in the community. From just a few hundred students has ballooned to over 1000 in a short time period.

Curriculum is being aligned for more intentional and targeted interventions for students. The MTSS model in secondary schools has given rise to facilitate targeted interventions and provide staff to meet these demands/needs.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Exemplary

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Identifying and Addressing Individual Student Learning Needs: We have established frameworks and systems to identify and address the diverse learning needs of our students. This includes personalized learning plans, differentiated instruction strategies, and ongoing assessments to monitor progress and adjust interventions as needed.

Building Leadership Capacity and Empowering Staff: We prioritize building leadership capacity among our educators and staff members. Through professional development programs, mentorship opportunities, and collaborative leadership structures, we empower our staff to take ownership of initiatives and drive positive change within the school community.

Partnering with Local Businesses, Community Organizations, and Agencies: Collaboration with local businesses, community organizations, and agencies is integral to meeting the comprehensive needs of our school community. By fostering strong partnerships, we can access additional resources, expertise, and support services that benefit our students, staff, and families.

Newcomer program allows for families and students to be received with intention to acclimate and comfort to new surroundings.

Home School initiative to keep families and students in their neighborhood schools so families can feel a part of their community and access the resources available to them.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

The influx of new students to the district (and country) has caused a reactionary approach initially. We are trying to build a program that is robust and meaningful to better position students for future success.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Students with disabilities that are part of the 4 year graduation cohort graduate at the same rate (over 80%) with their non-disabled peers	True
The District has created meaningful transition activities and community partnerships that align to post-secondary goals.	True
EL Growth measure in English Language attainment is up from previous year.	False
EL Attendance is at 81% which is up from previous year.	True
The staff at CB West has implemented ongoing monitoring and assessment practices to evaluate the effectiveness of the adapted curriculum and instructional strategies.	False
The staff at CB West has implemented ongoing monitoring and assessment practices to evaluate the effectiveness of the adapted curriculum and instructional strategies.	False
The staff at CB West has implemented ongoing monitoring and assessment practices to evaluate the effectiveness of the adapted curriculum and instructional strategies.	False
Keystone Algebra proficiency score is up as compared to previous year.	False
Newcomer program allows for families and students to be received with intention to acclimate and comfort to new surroundings.	False
Home School initiative to keep families and students in their neighborhood schools so families can feel a part of their community and access the resources available to them.	False
Not applicable to special education	False
The district provides differentiated and individualized transition services to support students as they transition to adult life. Through personalized assessments, collaborative planning, and tailored interventions, we ensure that each student's unique needs, abilities, and aspirations are addressed. By fostering partnerships with families, community agencies, and post-secondary institutions, we empower students to achieve their goals and successfully navigate the transition to independent living, further education, and meaningful employment opportunities.	False
Our district is equipped with well-trained teachers who specialize in addressing diverse learning needs. We've developed adapted and modified curricula tailored to accommodate the unique requirements of students with	True

disabilities. Additionally, we offer flexible levels of support, ensuring that each student receives the individualized assistance necessary to excel in subjects like science, reading, and math, thereby maximizing their potential and performance on assessments like the PASA.	
Identifying and Addressing Individual Student Learning Needs: We have established frameworks and systems to identify and address the diverse learning needs of our students. This includes personalized learning plans, differentiated instruction strategies, and ongoing assessments to monitor progress and adjust interventions as needed.	False
Building Leadership Capacity and Empowering Staff: We prioritize building leadership capacity among our educators and staff members. Through professional development programs, mentorship opportunities, and collaborative leadership structures, we empower our staff to take ownership of initiatives and drive positive change within the school community.	True
Partnering with Local Businesses, Community Organizations, and Agencies: Collaboration with local businesses, community organizations, and agencies is integral to meeting the comprehensive needs of our school community. By fostering strong partnerships, we can access additional resources, expertise, and support services that benefit our students, staff, and families.	False
Central Bucks School District has committed significant resources to address the ever-growing Immigrant community. The district has committed to de-regionalizing the ELD program so that students and families can be better connected to their schools and surrounding community.	True
CBSD has committed to formalizing curriculum that was once a "catch all" for the ELD program.	True
CBSD has identified curricular deficiencies and has worked to build coursework to position students for success in local and state assessments - standards aligned.	True
In these courses, ELs are with their English-speaking peers which allows for more acclimation.	False
CBSD has identified a need in better programing for its ELD student population and has made efforts in recent years in concert with the growing population in the community. Resources and curricular changes to address these needs have been made. The district has de-regionalized it's ELD program to promote a community impact to maximize resources available for students and families.	False
Curriculum is being aligned for more intentional and targeted interventions for students. The MTSS model in secondary schools has given rise to facilitate targeted interventions and provide staff to meet these demands/needs.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
The District has had a large number of students that have more complex learning needs enroll in the District.	False
Students who take the PASA in 11th grade have not met with proficiency.	True
Proficiency target for ELA and Mathematics not met in EL subgroup.	True
Graduation rate not achieved in EL subgroup.	False
The special education department needs to organize instructional materials, including adapted textbooks, supplementary resources, and technology-based tools, aligned with the scope and sequence.	False
The special education department needs to organize instructional materials, including adapted textbooks, supplementary resources, and technology-based tools, aligned with the scope and sequence.	False
The special education department needs to organize instructional materials, including adapted textbooks, supplementary resources, and technology-based tools, aligned with the scope and sequence.	False
Performing on an English Literature test with limited English Language proficiency, poses a significant challenge for EL students.	True
The influx of new students to the district (and country) has caused a reactionary approach initially. We are trying to build a program that is robust and meaningful to better position students for future success.	False
Not applicable to special education	False
Our special education programs strive to furnish educational experiences that equip students for high school completion and successful transitions to higher education or the workforce. However, a notable challenge arises as students benefiting from these services often extend their stay beyond the typical graduation date, resulting in them not graduating with their cohort.	True
Due to diverse learning experiences and cognitive profiles, there have been instances where students have not achieved proficiency on the PASA. It's important to note that the assessment may not always align perfectly with the individualized education program (IEP) goals of students, further complicating their ability to demonstrate their true capabilities and achievements.	True
Securing certified ELD teachers is a challenge across the state not just in CBSD.	True
Regional programs exacerbate the interrupted concept and Opt Out phenomenon. Students and families want to access their local schools for a myriad of reasons - child care, work, resources, etc.	True
Many students are Immigrant/Newcomer and have experienced trauma and limited formal schooling in their home countries. These students are expected to attain the requisite graduation credits/pathway regardless of background.	True
As credit attainment is a priority at the HS level in order to successfully complete graduation requirements, courses need to be available for ELs. Because of the complexities of HS scheduling, often times EL students are not available to access the entire program of studies.	False

CBSD is continually looking into ways to better serve historically underserved populations among its student body. EL student enrollment has been on a significant rise over the most recent 3 years in the community. From just a few hundred students has ballooned to over 1000 in a short time period.	False
Curriculum is being aligned for more intentional and targeted interventions for students. The MTSS model in secondary schools has given rise to facilitate targeted interventions and provide staff to meet these demands/needs.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

For ELD, the recent influx of immigrant students in the community has been a challenge due to limited English proficiency and interrupted schooling effect. The district is moving resources and programming accordingly to meet this growing demand but this does take some time to see the results. State assessments and graduation requirements are impediments to this community in terms of a fair measure given the background of many of our EL students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students who take the PASA in 11th grade have not met with proficiency.		True
Our special education programs strive to furnish educational experiences that equip students for high school completion and successful transitions to higher education or the workforce. However, a notable challenge arises as students benefiting from these services often extend their stay beyond the typical graduation date, resulting in them not graduating with their cohort.		True
Due to diverse learning experiences and cognitive profiles, there have been instances where students have not achieved proficiency on the PASA. It's important to note that the assessment may not always align perfectly with the individualized education program (IEP) goals of students, further complicating their ability to demonstrate their true capabilities and achievements.		False
Proficiency target for ELA and Mathematics not met in EL subgroup.		True
Performing on a English Literature test with limited English Language proficiency, poses a significant challenge for EL students.		True
Securing certified ELD teachers is a challenge across the state not just in CBSD.		False
Regional programs exacerbates the interrupted concept and Opt Out phenomenon. Students and families want to access their local schools for a myriad of reasons - child care, work, resources, etc.		False
Many students are Immigrant/Newcomer and have experienced trauma and limited formal schooling in their home countries. These students are expected to attain the requisite graduation credits/pathway regardless of background.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Students with disabilities that are part of the 4 year graduation cohort graduate at the same rate (over 80%) with their non-disabled peers	
The District has created meaningful transition activities and community partnerships that align to post-secondary goals.	
Our district is equipped with well-trained teachers who specialize in addressing diverse learning needs. We've developed adapted and modified curricula tailored to accommodate the unique requirements of students with disabilities. Additionally, we offer flexible levels of support, ensuring that each student receives the individualized assistance necessary to excel in subjects like science, reading, and math, thereby maximizing their potential and performance on assessments	

like the PASA.	
Building Leadership Capacity and Empowering Staff: We prioritize building leadership capacity among our educators and staff members. Through professional development programs, mentorship opportunities, and collaborative leadership structures, we empower our staff to take ownership of initiatives and drive positive change within the school community.	
EL Attendance is at 81% which is up from previous year.	
Central Bucks School District has committed significant resources to address the ever-growing Immigrant community. The district has committed to de-regionalizing the ELD program so that students and families can be better connected to their schools and surrounding community.	
CBSD has committed to formalizing curriculum that was once a "catch all" for the ELD program.	
CBSD has identified curricular deficiencies and has worked to build coursework to position students for success in local and state assessments - standards aligned.	
Curriculum is being aligned for more intentional and targeted interventions for students. The MTSS model in secondary schools has given rise to facilitate targeted interventions and provide staff to meet these demands/needs.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implement a comprehensive early intervention system to identify and address learning gaps well before students reach the 11th grade, ensuring timely and targeted support to promote proficiency on the PASA assessment.
	Develop targeted transition planning initiatives within special education programs to facilitate timely high school completion and seamless transitions to higher education or the workforce, ensuring that students benefiting from these services graduate alongside their cohort.
	If we raise the bar for EL students in core content areas by facilitating pathways for access to high quality, rigorous courses, students will be equipped for career and college pathways.
	If we prioritize EL students language acquisition while providing high quality teaching and learning programs, scores will rise.

Goal Setting

Priority: Implement a comprehensive early intervention system to identify and address learning gaps well before students reach the 11th grade, ensuring timely and targeted support to promote proficiency on the PASA assessment.

Outcome Category			
Other			
Measurable Goal Statement (Smart Goal)			
By the end of the academic year, the school district will implement a comprehensive early intervention system to identify and address learning gaps for students before they reach the 11th grade, with the aim of promoting proficiency on the PASA assessment. This will be measured by a 20% reduction in the number of students performing below proficiency level on the PASA assessment compared to the previous academic year, as evidenced by assessment data and progress monitoring records. Additionally, at least 90% of identified students will receive targeted support aligned with their specific learning needs within specified timeframes.			
Measurable Goal Nickname (35 Character Max)			
PASA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Quarter 1, the school district will conduct a comprehensive assessment of current assessment data, student performance records, and intervention strategies to identify existing learning gaps and areas for improvement. This will include analyzing PASA assessment results, reviewing student progress monitoring data, and evaluating the effectiveness of existing intervention programs.	By the end of Quarter 2, the school district will develop and implement a standardized early intervention system based on the findings from the assessment conducted in Quarter 1. This will involve creating protocols for early identification of learning gaps, establishing criteria for targeted support interventions, and training staff on the implementation of the early intervention system.	By the end of Quarter 3, the school district will monitor the implementation of the early intervention system and assess its effectiveness in addressing learning gaps and promoting proficiency on the PASA assessment. This will include collecting data on the number of students identified for early intervention, tracking their progress over time, and adjusting intervention strategies as needed based on ongoing assessments and feedback.	By the end of Quarter 4, the school district will evaluate the impact of the early intervention system implemented throughout the year. This will involve analyzing PASA assessment results and progress monitoring data to measure improvements in student performance and proficiency levels compared to baseline data. Additionally, feedback will be solicited from students, parents/guardians, and staff to assess the effectiveness of the early intervention system and identify areas for further refinement or enhancement in the upcoming academic year.

Priority: Develop targeted transition planning initiatives within special education programs to facilitate timely high school completion and seamless transitions to higher education or the workforce, ensuring that students benefiting from these services graduate alongside their cohort.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
By the end of the academic year, the special education department will implement targeted transition planning initiatives to support students in achieving timely high school completion and seamless transitions to higher education or the workforce. This will be measured by a 10% increase in the number of students benefiting from special education services who graduate alongside their cohort, as evidenced by graduation rates and transition success metrics. Additionally, at least 80% of participating students will have a documented transition plan aligned with their individualized education program (IEP) goals.			
Measurable Goal Nickname (35 Character Max)			
Special Education Graduation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Quarter 1, the special education department will conduct an assessment of current transition planning practices and identify areas for improvement. This will include reviewing transition planning protocols, gathering feedback from stakeholders, and analyzing graduation rates and transition success metrics from the previous academic year.	By the end of Quarter 2, the special education department will develop and implement revised transition planning protocols and procedures based on the findings from the assessment conducted in Quarter 1. This will involve creating standardized templates for transition plans, establishing clear timelines for transition planning meetings, and providing professional development opportunities for staff on effective transition planning strategies.	By the end of Quarter 3, the special education department will monitor the implementation of transition planning initiatives and assess their effectiveness in supporting students' timely high school completion and transition to higher education or the workforce. This will involve collecting data on the number of students benefiting from special education services who have transition plans aligned with their IEP goals and tracking progress towards graduation alongside their cohort.	By the end of Quarter 4, the special education department will evaluate the impact of the transition planning initiatives implemented throughout the year. This will include analyzing graduation rates and transition success metrics for students benefiting from special education services, as well as soliciting feedback from students, parents/guardians, and staff on the effectiveness of the transition planning process. Adjustments to transition planning protocols and procedures will be made as needed based on the evaluation findings.

Priority: If we prioritize EL students language acquisition while providing high quality teaching and learning programs, scores will rise.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
EL students will increase proficiency level on Keystone Literature Exam by 5%.			
Measurable Goal Nickname (35 Character Max)			
English Language Acquisition			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
June 2025 - 1% increase on 2024 Keystone Lit	June 2026 - 2% increase on 2025 Keystone Lit	June 2026 - 2% increase on 2025 Keystone Lit	June 2027 - Growth attained on 2027 Keystone Lit

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
EL students will increase proficiency level on Keystone Algebra Exam by 5%.			
Measurable Goal Nickname (35 Character Max)			
Keystone Algebra			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
June 2025 - 1% increase on 2024 Keystone Algebra	June 2026 - 2% increase on 2025 Keystone Algebra	June 2026 - 2% increase on 2025 Keystone Algebra	June 2027 - Growth attained on 2027 Keystone Algebra

Priority: If we raise the bar for EL students in core content areas by facilitating pathways for access to high quality, rigorous courses, students will be equipped for career and college pathways.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
EL students will meet state requirement threshold for graduation rate of the combined 4 and 5 year cohort.			
Measurable Goal Nickname (35 Character Max)			
Graduation Rate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
June 2025, EL student graduation	June 2026, EL student graduation	June 2027, EL student graduation	June 2028,, EL student

rate will raise 1%.	rate will raise 1%.	rate will raise 1%.	graduation rate will raise 1%.
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Action Plan

Measurable Goals

PASA	Special Education Graduation
English Language Acquisition	Keystone Algebra
Graduation Rate	

Action Plan For: Data-Driven Instruction (DDI)

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By the end of the academic year, the school district will implement a comprehensive early intervention system to identify and address learning gaps for students before they reach the 11th grade, with the aim of promoting proficiency on the PASA assessment. This will be measured by a 20% reduction in the number of students performing below proficiency level on the PASA assessment compared to the previous academic year, as evidenced by assessment data and progress monitoring records. Additionally, at least 90% of identified students will receive targeted support aligned with their specific learning needs within specified timeframes. By the end of the academic year, the special education department will implement targeted transition planning initiatives to support students in achieving timely high school completion and seamless transitions to higher education or the workforce. This will be measured by a 10% increase in the number of students benefiting from special education services who graduate alongside their cohort, as evidenced by graduation rates and transition success metrics. Additionally, at least 80% of participating students will have a documented transition plan aligned with their individualized education program (IEP) goals.

Action Step		Anticipated Start/Completion Date	
Regularly collect and analyze assessment data, including PASA scores, graduation rates and other academic performance indicators, to identify trends and patterns in student learning gaps. Use this data to inform instructional decisions and identify areas where students need additional support.		2024-09-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Alyssa Wright Daniel Bartleson	Obtain access to assessment tools, including standardized tests such as the PASA, as well as formative assessments and classroom-based assessments aligned with academic standards.	No	
Action Step		Anticipated Start/Completion	

		Date	
Utilize data analysis tools and software to analyze assessment data, identify trends, and visualize patterns in student learning gaps to promote graduation.		2024-10-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Alyssa Wright Daniel Bartleson	Identify and gather resources, materials, and interventions aligned with the identified learning gaps to provide targeted support to students. This may include instructional materials, intervention programs, and teaching resources.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved student outcomes and graduation rates, evidenced by progress toward closing learning gaps and increased proficiency levels on the PASA assessment and other academic measures.	Student progress toward closing learning gaps and achieving proficiency on academic measures will be monitored continuously throughout the academic year by all special education case managers. This will involve tracking individual student performance, assessing the effectiveness of interventions, and adjusting strategies as needed to support student success.

Action Plan For: Multi Tiered Systems of Support

Measurable Goals:
<ul style="list-style-type: none"> EL students will increase proficiency level on Keystone Algebra Exam by 5%. EL students will increase proficiency level on Keystone Literature Exam by 5%.

Action Step	Anticipated Start/Completion Date	
Central Bucks West HS will target interventions for EL students who have underachieved on statewide assessments by providing parallel support in securing English Language.	2024-09-02	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Lyndell Davis, Principal Stacy Gray, ELD and WL Coordinator	Staffing commensurate with the population need. Curriculum to support parallel structures	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Students will increase proficiency on WIDA and Keystone examinations progressively until state benchmark is achieved.	MTSS/CST team at CB West will disaggregate subgroup data for ease of analysis during weekly meetings. Team will enroll students in L/L support for preparation for state assessments.
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Action Plan For: Career Pathways

Measurable Goals:
<ul style="list-style-type: none"> EL students will meet state requirement threshold for graduation rate of the combined 4 and 5 year cohort.

Action Step		Anticipated Start/Completion Date	
CB West HS will provide a clear pathway for ELs to access to ensure successful completion of course work in line with CBSD rigorous graduation requirements to position ELs for on time graduation and career/college readiness.		2024-09-02	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lyndell Davis, Principal Stacy Gray, ELD/WL Coordinator	College and Career Counselor Curriculum revisions to support pathways to graduation and skill attainment. Staff commensurate with EL population	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
With careful oversight, revisions to course programming, and targeted interventions, EL graduation rate will continue to improve incrementally over the next 4 years.	D/F reporting via MTSS/CST process - weekly. Counselor intervention to inform parents/guardians in native language quarterly. Yearly curriculum review by Teaching and Learning Team to ensure pathway to success via Cyclical Process.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data-Driven Instruction (DDI)	Utilize data analysis tools and software to analyze assessment data, identify trends, and visualize patterns in student learning gaps to promote graduation.

Data-Driven Instruction (DDI): Leveraging Assessment Data for Enhanced Teaching and Learning for Students with IEPs

<p>Action Step</p> <ul style="list-style-type: none"> Utilize data analysis tools and software to analyze assessment data, identify trends, and visualize patterns in student learning gaps to promote graduation.
<p>Audience</p> <p>Special Education Teachers, General Education Teachers, School Administrators</p>
<p>Topics to be Included</p> <p>1. Understanding the Principles of Data-Driven Instruction (DDI) 2. Importance of Assessment Data in Informing Instructional Decisions 3. Types of Assessment Data: Formative vs. Summative Assessments 4. Strategies for Collecting and Organizing Assessment Data 5. Data Analysis Techniques: Identifying Trends and Patterns 6. Interpreting Assessment Results: Making Informed Decisions 7. Utilizing Data to Differentiate Instruction and Address Learning Gaps 8. Implementing Tiered Interventions Based on Data Analysis 9. Progress Monitoring: Assessing the Effectiveness of Interventions 10. Collaborative Data Meetings: Engaging Educators in Data-Driven Discussions 11. Integrating Technology Tools for Data Analysis and Reporting 12. Communicating Assessment Data to Parents/Guardians and Stakeholders 13. Reflection and Action Planning: Using Data to Drive Continuous Improvement 14. Case Studies and Best Practices in Data-Driven Instruction 15. Professional Learning Communities: Collaborating for Data-Driven Decision-Making</p>
<p>Evidence of Learning</p> <p>Evidence of learning for the Data-Driven Instruction (DDI) professional development activity could include: 1. Completion of pre- and post-assessments to measure participants' understanding of DDI principles before and after the training. 2. Analysis of participant reflections or self-assessments regarding their ability to apply DDI concepts in their teaching practice. 3. Submission of action plans or implementation projects outlining how participants intend to integrate DDI strategies into their classrooms. 4. Observation and feedback from instructional coaches or mentors regarding the implementation of DDI techniques in participant classrooms. 5. Analysis of student performance data to assess any improvements in student outcomes following the implementation of DDI strategies. 6. Participant engagement in collaborative data meetings or professional learning communities focused on DDI practices. 7. Documentation of any changes in instructional practices or classroom strategies as a result of the professional development activity. 8. Participant feedback surveys or evaluations assessing the effectiveness and relevance of the DDI training in supporting their instructional goals. 9. Demonstrations of competency in utilizing technology tools for data analysis and reporting, if applicable. 10. Anecdotal evidence or case studies highlighting success stories or</p>

challenges encountered in implementing DDI strategies in participant classrooms.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Alyssa Wright/Director of Pupil Services Daniel Bartleson/Special education Supervisor	2024-09-01	2025-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	PLC meetings could be scheduled monthly to provide educators with consistent opportunities to collaborate, share insights, and reflect on their implementation of DDI strategies.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date