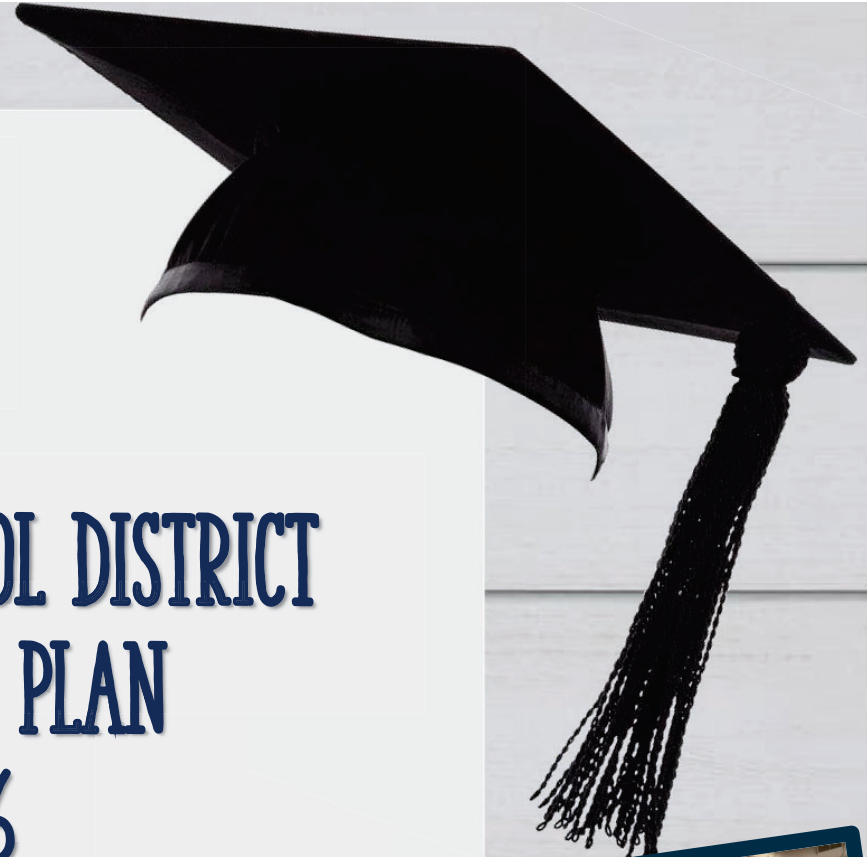




# CENTRAL BUCKS SCHOOL DISTRICT COMPREHENSIVE PLAN 2023 - 2026





# TONIGHT'S AGENDA

Overview of the Comp Plan Process

Priority Goal Areas & Action Plans for 2023-2026

Feedback

Public Review





# COMPREHENSIVE PLANNING

Honor the  
past.

Acknowledge  
the present.

Design the  
future.





# COMPREHENSIVE PLANNING OBJECTIVES



Determine the defining attributes that we hope all CBSD students possess upon graduation.



Review and analyze a broad scope of data to determine strengths and needs, along with areas for growth and their root causes.



Set priorities, establish goals, and create detailed plans to achieve those goals over the next three years.





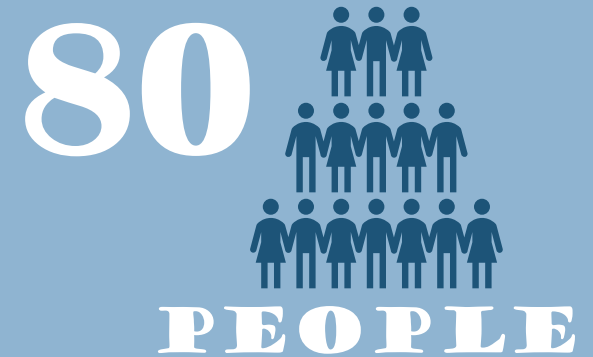
# COMMITTEE MEETINGS

Date	Time	Location	Notes
Wednesday, May 4 <sup>th</sup>	6:00-8:00pm	CB South	Portrait of a Graduate
Wednesday, June 8 <sup>th</sup>	6:00-8:00pm	CB South	Needs Assessment & Data Review
Wednesday, September 21 <sup>st</sup>	6:00-8:00pm	CB South	Strengths & Goals
Wednesday, October 19 <sup>th</sup>	6:00-8:00pm	CB South	Final Adjustments





# COMP PLAN BY THE NUMBERS



## Vision

We expect our students to be:

• Balanced Individuals	• Responsible Citizens
• Resilient Learners	• Critical Thinkers
• Effective Communicators	• Thoughtful Collaborators
• Adaptable Innovators	



### Comprehensive Plan Goal Areas

**Goal 1:** Central Bucks will focus on high-quality instruction and assessment to optimize teaching and learning.

**Goal 2:** Central Bucks acknowledges the importance of the well-being of our students. We will create safe, supportive school environments that foster resilience, develop confidence, learn from failure, and provide opportunities for goal setting and reflection.

**Goal 3:** Central Bucks is committed to utilizing the power of technology as a tool to enhance teaching and learning.

**Goal 4:** Central Bucks understands the importance of connection. Together, we will partner with our community to enhance students' experience.



# PORTRAIT OF A GRADUATE

## Attributes:



## Skills:



### Balanced Individuals

- Manage activities, expectations, and self-directed goals
- Foster positive relationships with others
- Maintain cultural and community awareness
- Value and prioritize healthy physical, social, and emotional wellness



### Responsible Citizens

- Act with integrity and empathy while demonstrating personal responsibility
- Demonstrate sensitivity to and compassion for others
- Advocate for self and others in a diverse world
- Seek opportunities to serve our community



### Resilient Learners

- Demonstrate persistence
- Embrace challenges
- Develop a healthy relationship with failure as a means for improvement
- Actively seek feedback to improve outcomes



### Critical Thinkers

- Maintain an open-minded perspective
- Apply analytical tools to make meaning of new and existing knowledge
- Consider multiple viewpoints
- Employ an inquiry-based approach when seeking solutions to complex problems



### Effective Communicators

- Actively listen to alternative viewpoints
- Develop effective verbal and nonverbal communication skills
- Demonstrate excellence in written communication
- Identify audience and purpose



### Thoughtful Collaborators

- Listen intently and seek to understand
- Exercise curiosity by asking questions
- Actively draw upon diverse expertise and skills
- Deliberately create space for others to lead



### Adaptable Innovators

- Demonstrate flexibility and thoughtfulness
- Value creativity and exploration
- Exhibit confidence to take risks and embrace failure
- Utilize self-reflection and accountability to initiate process and product



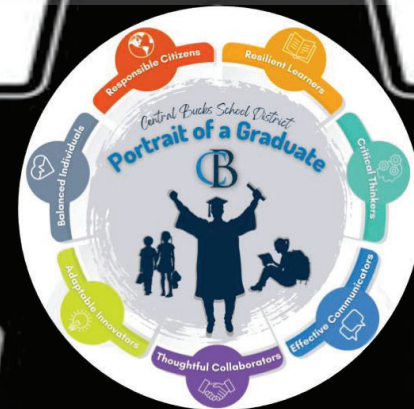
# PRIORITY AREAS



Academic  
Excellence

Community  
Engagement

Health &  
Wellness



Technology &  
Innovation



# BRINGING IT ALL TOGETHER

Academic  
Excellence

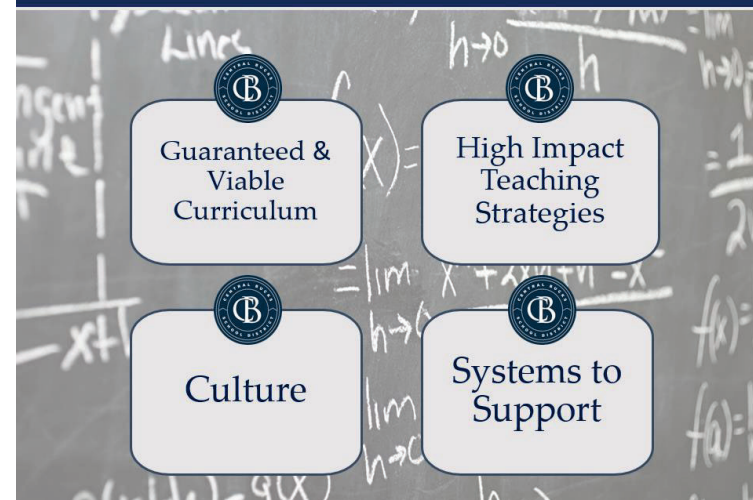
Health &  
Wellness

Technology &  
Innovation

Community  
Engagement



## THE FOUNDATIONAL FOUR





# ACTION PLAN

## Priority 1: Academic Excellence

**Goal 1: If we instruct students based on their current abilities using a comprehensive curriculum and researched-based instructional strategies, then all students will thrive in an academically rigorous setting.**

**1.1.1** Continue designing and revising the Central Bucks School District elementary and secondary curriculum through a curricular review process.

**1.1.2** Apply research-based instructional strategies, that were identified in a meta-analysis by educational researcher, John Hattie, which have a significant effect on student learning.

**1.1.3** Continually provide formative and summative student assessments to monitor student growth and achievement.

**1.1.4** Offer differentiated opportunities for student learning that meet individualized students' needs.



# ACTION PLAN

## Priority 1: Academic Excellence

**Goal 2: If we develop a systematic, data-driven, decision-making process that meets the unique and varied strengths and needs of students, then student learning will grow.**

**1.2.1** Utilize a comprehensive assessment system that readily identifies students' strengths and needs.

**1.2.2** Design a structure for data-driven discussions that promote solution-driven collaborative conversations.

**1.2.3** Implement strategic enrichment and remediation supports for students to ensure continued, and significant growth.

**1.2.4** Continually monitor and adjust the academic opportunities for students based on their changing needs.



# ACTION PLAN

## Priority 1: Academic Excellence

**Goal 3: If we design instructional choice and opportunity through an authentic and relevant curriculum, then students' learning will bridge the academic setting to real-world challenges.**

**1.3.1** Develop and plan for curricular connections between Pennsylvania State Standards learning outcomes and real-world applications.

**1.3.2** Revise and refine instructional delivery that encompasses practical problem-solving situations.

**1.3.3** Assess student knowledge through multi-modalities that reflect everyday, concrete skills and strategies.

**1.3.4** Continue collaborative professional conversations regarding the changing landscape of future vocational skills.



# ACTION PLAN

## Priority 1: Academic Excellence

**Goal 4: If we create an alumni database for the purpose of collecting reflective information, then the educational experiences of today's students will improve.**

**1.4.1** Develop a plan for ongoing communication with the graduates of the Central Bucks School District.

**1.4.2** Survey recent and elder graduates regarding their educational and vocational experiences.

**1.4.3** Design opportunities for community-based information sharing sessions led by graduates.

**1.4.4** Revise and refine curricular choice and opportunities based upon the reflections of graduates.



# ACTION PLAN

## Priority 2: Health & Wellness

**Goal 1: If we allocate staff resources to increase support for student health and wellness, then we can build each individual student's sense of self.**

**2.1.1** Prioritize staffing resources to increase student service professionals including school psychologists, social workers, and school counselors.

**2.1.2** Prioritize building student/staff relationships including required student interactions with school counselors.

**2.1.3** Seek authentic feedback from students to prioritize and support health and wellness needs.



# ACTION PLAN

## Priority 2: Health & Wellness

**Goal 2: If we increase professional development of staff and leverage community resources, then we can build each individual student's sense of confidence, while developing resiliency and problem-solving skills.**

**2.2.1** Provide professional development to classroom teachers in order to expand teacher knowledge and develop instructional strategies to support the overall health and wellness of our students.

**2.2.2** Increase staff awareness and understanding of health and wellness issues likely to affect students.

**2.2.3** Develop intervention and enrichment opportunities for students that are delivered by teachers during WIN time at elementary, I&E at middle, and Lunch & Learn at high school.

**2.2.4** Teach students to identify their stressors, what to do when presented with stressors, and the practical application and maintenance of problem-solving skills.



# ACTION PLAN

## Priority 3: Technology & Innovation

**Goal 1: If we research STEAM-related pathways, then we could expand the number of cross-curricular learning opportunities for students and design a districtwide STEAM scope and sequence.**

**3.1.1** Research districts with career pathways and STEAM-related curriculum in order to evaluate the success of existing programs and choose a model that we could implement in CBSD.

**3.1.2** Offer multi-disciplinary courses to high school students to evaluate the success of pairing an elective course and core course through project-based STEAM learning.

**3.1.3** Research STEAM-related opportunities for high school pathways and continue to identify and develop authentic community-based learning partnerships.



# ACTION PLAN

## Priority 3: Technology & Innovation

**Goal 2: If we create a data dashboard with subject area supervisors that tie into the POG, then we will have real-time data to analyze trends and themes in CBSD.**

**3.2.1** Continue to expand our use of Infinite Campus to house all data pertinent to the success of the student.

**3.2.2** Train teachers and administrators on how to utilize Data Viz to understand and analyze our data for data-driven decision making.

**3.2.3** Utilize state data to monitor student progress and compare it to other districts in the state.



# ACTION PLAN

## Priority 3: Technology & Innovation

**Goal 3: If we deploy innovative hardware and software for staff and students, then we will stay future ready for innovation and learning.**

**3.3.1** Optimize teaching and learning by integrating classroom tools into Classlink(SSO) to provide seamless access for students.

**3.3.2** Utilize Canvas(LMS) to create CB Cyber courses, district PD, and high-quality/engaging instruction.

**3.3.3** Provide training on cyber security and the process for selecting new software and applications.

**3.3.4** Provide quality and timely support for students, staff, and families using district devices and programs.



# ACTION PLAN

## Priority 4: Community Engagement

**Goal 1: If we expand the curriculum to include opportunities for community engagement, we will increase authentic learning experiences for students.**

**4.1.1** Align courses with authentic occupational learning experiences.

**4.1.2** Continue to develop programs/facilities (STEM, Field Trips, Full Day Academies) that support learners exploring varied careers.

**4.1.3** Create a peer mentoring model that fosters positive relationships, leadership development, and connection to the greater school community.

**4.1.4** Utilize Lunch & Learn (High School) and Innovation & Enrichment (Middle School), WIN (Elementary School) to bring experiences and partnerships into the school day.



# ACTION PLAN

## Priority 4: Community Engagement

**Goal 2: If we develop partnerships and relationships with local community groups, leaders, resources, businesses, and institutions, we will enhance pathways to college and career readiness.**

**4.2.1** Continue to investigate and recommend community collaborations including volunteer opportunities and internships, which can be embedded into the curriculum across multiple disciplines.

**4.2.2** Identify methods to collaborate with our local community beyond the classroom and provide more opportunities for partnerships across fields and service-based learning.

**4.2.3** Increase and strengthen students' career readiness opportunities by actively engaging with college and university programs to create internship and post graduate experiences.

**4.2.4** Leverage the CBSD Educational Foundation to provide students with increased access opportunity and choice in their educational experiences.



# ACTION PLAN

## Priority 4: Community Engagement

**Goal 3: If we create a CBSD Alumni Association, we will foster a community of graduates who highlight career pathways, maintain life-long connections, and leverage resources for our district.**

**4.3.1** Establish an alumni association database to identify, locate, and partner with CB graduates.

**4.3.2** Develop a program that encourages alumni of our school district to support, mentor, and inform current students of pathways and success strategies.

**4.3.3** Foster a system for students to solicit advice and expertise from alumni in areas of educational pursuits and career goals.

**4.3.4** Revise and refine curricular choices and opportunities based on the reflections and feedback from graduates.



# BRINGING IT ALL TOGETHER

Academic  
Excellence

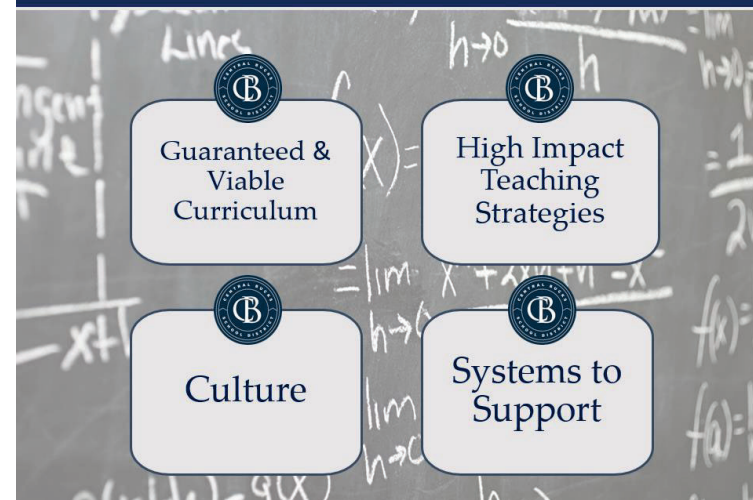
Health &  
Wellness

Technology &  
Innovation

Community  
Engagement



## THE FOUNDATIONAL FOUR





## NEXT STEPS

Present to Board - Tonight

Post for Public Review

Approve at September Board Meeting

Submit to PDE (October 31<sup>st</sup> Deadline)



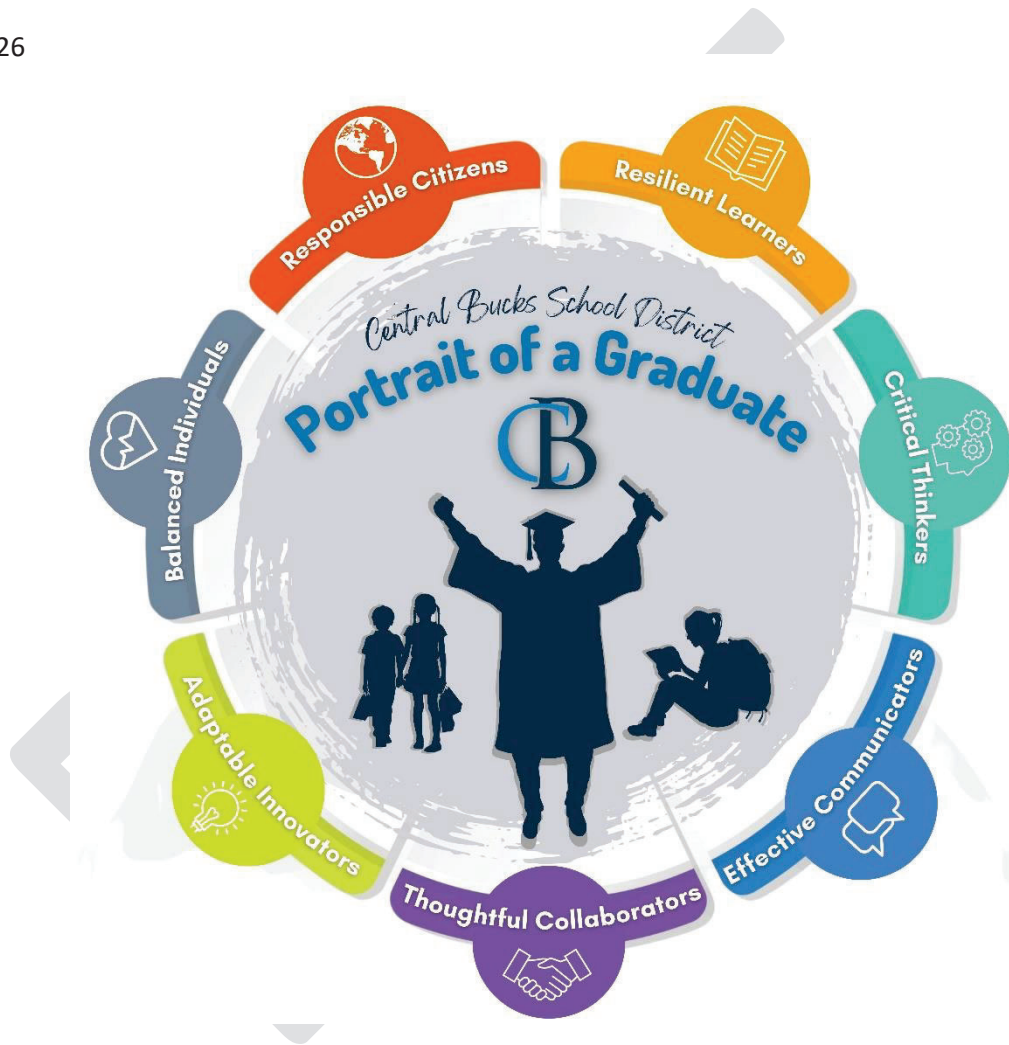
*Questions?  
Comments?  
Concerns?*



CENTRAL BUCKS SD

20 Welden Dr

Comprehensive Plan | 2023 – 2026



## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Louise Watkins	Other	CBSD - Support Staff	lwatkins@cbsd.org
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## LEA Profile

Encompassing more than 120 square miles in the heart of Bucks County, Pennsylvania – the Central Bucks School District (CBSD) is the fourth largest school district in Pennsylvania. CBSD serves students in grades kindergarten through twelve in nine municipalities: the boroughs of Chalfont, Doylestown, and New Britain; and the townships of Buckingham, Doylestown, New Britain, Plumstead, Warrington and Warwick - a population of more than 101,000. More than 3,000 faculty and staff serve more than 17,400 students in 15 elementary, 5 middle, and 3 high schools.

Central Bucks students regularly perform well above state averages on all standardized tests when compared to peers locally and at the state level. The district's three high schools are considered premier choices when compared to demographically similar institutions, with graduation rates well above 90 percent. Nearly 90% of the class of 2022 sought higher education, matriculating at some of the country's most selective colleges and universities.

This success is due, in part, to the district's engaged and supportive families and surrounding community – more than 80% of the district's funding is provided through local property taxes, and more than 60% of those funds are directed toward classroom instruction. With this support comes a deep sense of community pride in our schools, coupled with an expectation of academic excellence, which is the tradition in CBSD. The average elementary class size is about 22 students, and CBSD students enjoy access to award-winning co-curricular music, performing, and fine arts programs, more than 280 extra-curricular activities, and 43 PIAA sports.

The district's approach to teaching and learning is grounded in a rigorous curriculum delivered by excellent teachers who take part in robust, data-driven professional development. Beginning in elementary school, the district employs multi-tiered systems of supports (MTSS) to ensure targeted supports are in place for struggling students. Meeting our students' varied needs requires a strong enrichment program, and students who qualify take part in CBSD's Program for Enrichment (PEN), which provides differentiated learning experiences that build upon each students' academic strengths. CBSD's special education is rooted in the beliefs that students with disabilities should be challenged to reach their full potential; students should be educated, to the greatest extent appropriate, in the least restrictive environment; and the most effective education occurs when parents and school personnel work together to help students succeed.

Technology is fully integrated into the instructional program – with state-of-the-art hardware as the tool, teachers and technology integrators work together to enhance learning, while ensuring students are equipped with the knowledge and resources necessary to be responsible, skilled users while in school and beyond.

Local and national data, surveys, and other evidence shows a growing mental health crisis among our youth. Central Bucks has responded by increasing personnel, resources, and services to support students. A restructuring of the district's student services department focuses on family outreach and professional development to prepare staff for a holistic, collaborative approach to meeting the needs of students and families through a combination of targeted outreach, school counseling, student support, and case management.

To ensure our graduates are ready to enter a competitive world prepared to lead and succeed, groups of stakeholders developed the district's first ever, "Portrait of a Graduate," which will serve as the district's "north star," clearly defining the characteristics and attributes of a Central Bucks School District graduate. While fulfilling that commitment, Central Bucks must also respond to a changing educational and demographic landscape, requiring flexibility, careful planning, and dynamic thinking – while staying true to our history as a leader in educational opportunities and first-in-class instruction. Falling enrollment, rising costs, and a growing population of learners with specialized needs are just a few of the challenges that lie ahead. Even still, district leadership continues to consider how we can provide even greater educational opportunities for students – whether through flexible learning programs at our high schools, investments in new

technology, the development of a new educational foundation to serve as a fundraising partner, and more. With the support of our community, we are confident that we will meet and exceed any expectation, ensuring access, resource, and opportunity for all students.

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## Mission and Vision

### Mission

The Central Bucks School District will provide all students with academic excellence, health and wellness, technological innovation, and community engagement.

### Vision

We expect our students to be: \*Balanced Individuals \*Resilient Learners \*Effective Communicators \*Responsible Citizens \*Critical Thinkers \*Thoughtful Collaborators \*Adaptable Innovators

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## Educational Value Statements

### Students

1. Provide the necessary feedback to the administration to ensure they are effectively meeting the students' needs 2. Hold the school accountable for assisting all types of students and for understanding the pressure they face inside and outside the classroom 3. Share perspectives with others and be an active listener in order to achieve a collaborative and helpful community 4. Promote mission and vision ideas to peers 5. Work with fellow students to collaborate and achieve at a much higher level.

### Staff

1. Model all of the components of the Portrait of a Graduate 2. Be open to thoughtfully collaborating while effectively communicating as responsible citizens 3. Put kids first in every decision that we make 4. Collaborate with colleagues, families, and students to continually imagine how we might utilize the resources we have to meet students where they are.

### Administration

1. Provide support to teachers and encourage others to reach out for help and guidance 2. Model and provide guidance on how to implement and support teacher of the attributes 3. Put procedures in place to organize and prioritize student needs 4. Maintain educator and student focus on teaching and learning 5. Consider refinements to the course of study that would allow us to identify skills that exist within our courses that point to the goals of the POG 6. Hold other administrators/teachers/staff accountable for focusing on our mission and vision 7. Promote health and wellness of staff and students 8. Use data to make informed decisions around the vision and POG 9. Create and provide professional development and provide teachers with feedback and encouragement.

### Parents

1. Send kids to school ready to learn 2. Do what I can to support my child's teacher and participate in the process when asked 3. Reinforce the district's goals and mission with my child to help in achieving the goals 4. Be respectful of students/community/district needs and actions 5. Participate in school/district activities and outreach.

### Community

1. Provide resources and supports for professional learning 2. Support community partnerships by introducing and expanding Career Ready Bucks website 3. Connect CBSD with other districts across Bucks County to share ways technology can enhance teaching and learning.

### Other (Optional)

School Board Members 1. Keep these goals at the forefront as we make decisions about policy, finance, and other decisions that impact these goals 2. Facilitate community connections, volunteer my time, vote to support initiatives, and support the children, teachers, and staff 3. Support programs with funding through budget approval 4. Make community connections.

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
<p>Academic Excellence:</p> <ol style="list-style-type: none"><li>1. Central Bucks students have a strong performance on standardized tests, including SAT, Keystone, and AP exams, ensuring they are well-prepared for college and beyond.</li><li>2. Central Bucks School district offers a large quantity and wide variety of AP courses, empowering students to explore their interests and pursue advanced learning in many subject areas, enhancing their overall academic growth.</li><li>3. The Central Bucks professional development program provides extensive training and support to teachers in the classrooms, equipping them with the latest pedagogical strategies and content knowledge necessary to effectively prepare our students for life after graduation.</li></ol>	Yes
<p>Community Engagement:</p> <ol style="list-style-type: none"><li>1. Central Bucks uses multiple methods to engage all stakeholders effectively. Whether through traditional channels like public meetings, or through online methods such as newsletters, emails, mobile applications, social media, and more.</li><li>2. Central Bucks establishes partnerships with our local community (i.e., Biotech Center, Barclay Famer's Marker, Community Based Learning, etc.) to foster a sense of shared responsibility for students' growth and collective service to our community.</li></ol>	Yes
<p>Health &amp; Wellness:</p> <ol style="list-style-type: none"><li>1. Central Bucks school counselors provide a wide range of services to support our students in need.</li><li>2. Central Bucks prioritizes the safety of our students by providing training to our staff on risk and threat assessment protocols to ensure that school staff are well-prepared to identify and respond to potential risks.</li><li>3. Central Bucks social workers play a vital role in addressing social, emotional, and behavioral needs, providing individualized support and interventions to help students (and families) succeed, including students are homeless and/or in foster care programs.</li></ol>	Yes
<p>Tech &amp; Innovation:</p> <ol style="list-style-type: none"><li>1. Central Bucks ensures that every student has access to their own personal technology device, empowering them to engage in personalized learning and develop essential digital skills.</li><li>2. Central Bucks incorporates a diverse range of online systems and software applications designed to meet the needs of staff and students facilitating efficient organization, collaboration, and productivity in all areas of work and study.</li></ol>	Yes

## Challenges

Challenge	Consideration In Plan
<p>Academic Excellence:</p> <ol style="list-style-type: none"> <li>1. Central Bucks strives to improve reading and literature skills in all grades, specifically in the primary grades K-2, with a focus on having all students able to read by grade three.</li> <li>2. Central Bucks recognizes the need for more courses to support career pathway opportunities at the high school level.</li> <li>3. Central Bucks has noticed a significant drop in PSSA assessment scores and vows to increase and/or return to previous scoring levels and focus on growth in all scoring categories.</li> </ol>	Yes
<p>Community Engagement:</p> <ol style="list-style-type: none"> <li>1. Central Bucks strives to leverage the expertise and network of alumni to enhance community engagement efforts.</li> <li>2. Central Bucks recognizes the need to expand and strengthen partnerships with local community organizations and stakeholders to maximize community engagement and strengthen student outcomes.</li> <li>3. Central Bucks seeks to expand our community engagement efforts to include and address the needs of all community members, including seniors and homeowners without children in our schools.</li> </ol>	Yes
<p>Health &amp; Wellness:</p> <ol style="list-style-type: none"> <li>1. Central Bucks recognizes the need to provide teachers with the necessary knowledge and skills to promote physical and mental well-being among students through targeted training programs, access to resources, and collaborations with experts in the field.</li> <li>2. Central Bucks recognizes the importance of student attendance and will engage in efforts to reduce truancy and improve student attendance.</li> <li>3. Central Bucks seeks to continue to promote employee health and wellness through expanding healthcare options that focus on a proactive approach to a healthy work-life balance.</li> </ol>	Yes
<p>Technology &amp; Innovation:</p> <ol style="list-style-type: none"> <li>1. Central Bucks recognizes the need to leverage technology as an innovative tool to enhance instruction while modeling its responsible and ethical use in the classroom.</li> <li>2. Central Bucks seeks to increase students' access to STEAM pathways and curricular opportunities.</li> <li>3. Central Bucks recognizes the importance of data-driven decision-making and will operationalize systems to house, analyze, and reflect upon student data.</li> </ol>	Yes

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
AP Exam results are strong for both classes	Educators, administrators, and students come together to identify and analyze the key factors that have contributed to the impressive performance in AP Exam results for both classes. Through collaborative examination, they delve into various aspects, including effective teaching methods, the rigor of the curriculum, student engagement, resource availability, and teacher-student communication. By understanding these elements, the aim is to extract valuable insights and best practices that can be applied to future AP courses, promoting continuous improvement and better academic outcomes for students.
SAT Results are strong	College Preparedness: Strong SAT results indicate that students possess the necessary academic skills and knowledge to handle the rigor of college-level coursework. High SAT scores often correlate with a solid foundation in critical thinking, problem-solving, and subject mastery. As a result, colleges can feel more confident in admitting students with strong SAT scores, knowing they are more likely to excel academically and contribute positively to the campus community.

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
PSSA results drop in 2021 in comparison to previous years and have not improved since	Examine the implementation of the guaranteed and viable curriculum in light of the PSSA results drop in 2021. Analyze whether the curriculum provides students with essential learning opportunities and whether it is effectively delivered by educators to ensure that all students have access to a rigorous and coherent educational experience.	Yes	Examine the implementation of the guaranteed and viable curriculum in light of the PSSA results drop in 2021. Analyze whether the curriculum provides students with essential learning opportunities and whether it is effectively delivered by educators to ensure that all students have access to a rigorous and coherent educational experience.
Reading/Literature Growth Across Multiple Grades, students are consistently not growing as significantly as they are in other school districts	Learn from high-performing districts: effective literacy programs, teacher professional development, community involvement, early intervention, data-driven decision-making, and cultivating a reading culture to address reading/literature growth disparities	Yes	Learn from high-performing districts: effective literacy programs, teacher professional development, community involvement, early intervention, data-driven decision-making, and cultivating a reading culture to address reading/literature growth disparities

	through MTSS implementation, implementation of guaranteed and viable curriculum, and high-impact teaching strategies.		through MTSS implementation, implementation of guaranteed and viable curriculum, and high impact teaching strategies.
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## Action Plan

Action Plan for: Comprehensive Curriculum						
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Academic Excellence</li> </ul>		If we instruct students based on their current abilities using a comprehensive curriculum and researched-based instructional strategies, then all students will thrive in an academically rigorous setting.		We will use a variety of methods to gain a comprehensive understanding our district's academic excellence goal and continuously refine our instructional approaches based on the findings. Regular collaboration among teachers, administrators, and other stakeholders is essential to ensure the success of this monitoring and evaluation process.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Continue designing and revising the Central Bucks School District elementary and secondary curriculum through a curricular review process.	07/01/2023	06/30/2026	CBSD Administration & Staff	PDE Required Training on Structured Literacy District Curriculum Materials and Courses of Study	Yes	No
Apply research-based instructional strategies, which were identified in a meta-analysis by educational researcher, John Hattie, which have a significant effect on student learning.	07/01/2023	06/30/2026	CBSD Administration & Staff Staff Developers Instructional Coaches	Hattie's Work Reinforcement and Positive Feedback in Classroom Observations	Yes	No
Continually provide formative and summative student	07/01/2023	06/30/2026	CBSD Administration & Staff	Assessment Templates	No	No

assessments to monitor student growth and achievement.						
Offer differentiated opportunities for student learning that meet individualized students' needs.?	07/01/2023	06/30/2026	CBSD Administration & Staff	MTSS Programmatic Training and Resources	No	No

Action Plan for: Systematic, Data Driven, Decision Making						
Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Academic Excellence</li> </ul>		If we develop a systematic, data-driven, decision-making process that meets the unique and varied strengths and needs of students, then student learning will grow.			Review and analysis of multiple data points including common assessments and state standardized assessments.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Utilize a comprehensive assessment system that readily identifies students' strengths and needs.	07/01/2023	06/30/2026	CBSD Administration & Staff	MTSS Programmatic Training & Resources Assessment Data (STAR, Standardized, & Curriculum Based)	No	No
Design a structure for data-driven discussions that promote solution-driven collaborative conversations.	07/01/2023	06/30/2026	CBSD Administration & Staff	Discussion Protocols	No	No
Implement strategic enrichment and remediation supports for students to ensure continued, and significant growth.	07/01/2023	06/30/2026	CBSD Administration & Staff	MTSS Programmatic Training & Resources	Yes	No

Continually monitor and adjust the academic opportunities for students based on their changing needs.	07/01/2023	06/30/2026	CBSD Administration & Staff	PDE Required Training (Ethics & CR-SE)	Yes	No
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Action Plan for: Choice & Opportunity						
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Academic Excellence</li> </ul>		If we design instructional choice and opportunity through an authentic and relevant curriculum, then students' learning will bridge the academic setting to real-world challenges.		The monitoring and evaluation of academic excellence will be carried out through regular student performance assessments aligned with real-world challenges, supplemented by feedback from students, parents, and teachers. Additionally, the curriculum's effectiveness will be assessed through the implementation of application projects and longitudinal studies, while performance rubrics and peer/self-assessment will provide further insights into students' progress and metacognitive development. Graduate and alumni tracking will be utilized to gauge the long-term impact of instructional choices, ensuring the curriculum bridges the academic setting to real-world challenges effectively.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop and plan for curricular connections between Pennsylvania State Standards learning outcomes and real-world applications.	07/01/2023	06/30/2026	CBSD Administration & Staff	Courses of Study Curriculum Review Cycle	No	No
Revise and refine instructional delivery that encompasses practical problem-solving situations?	07/01/2023	06/30/2026	CBSD Administration & Staff	Curriculum Resources Courses of Study	No	No
Assess student knowledge through	07/01/2023	06/30/2026	CBSD Administration & Staff	Multiple	No	No

multi-modalities that reflect everyday, concrete skills and strategies.						
Continue collaborative professional conversations regarding the changing landscape of future vocational skills.	07/01/2023	06/30/2026	CBSD Administration & Staff	Career Readiness Resources	Yes	No

Action Plan for: Alumni Database						
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Academic Excellence</li> </ul>		If we create an alumni database for the purpose of collecting reflective information, then the educational experiences of today's students will improve.		Creating an alumni database for collecting reflective information from graduates and current students will enable educational institutions to monitor and evaluate academic excellence. By conducting regular surveys, interviews, and focus groups, the institution can identify areas for improvement, measure alumni satisfaction and success, and compare experiences of past and present students. This data-driven approach will lead to enhancements that improve the educational experiences of today's students.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop a plan for ongoing communication with the graduates of the Central Bucks School District.	07/01/2023	06/30/2026	CBSD Administration Alumni Committee	Educational Foundation Alumni Database	No	Yes
Survey recent and elder graduates regarding their educational and	07/01/2023	06/30/2026	CBSD Administration Alumni Committee	Educational Foundation Alumni Database	No	No

vocational experiences.?						
Design opportunities for community-based information sharing sessions led by graduates.?	07/01/2023	06/30/2026	CBSD Administration Alumni Committee	Communication Tools	No	No
Revise and refine curricular choice and opportunities based upon the reflections of graduates.	07/01/2023	06/30/2026	CBSD Administration & Staff Alumni Committee	Surveys (FORMS) Communication Tools	No	No

Action Plan for: Allocate Staff & Increase Support						
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Health &amp; Wellness</li> </ul>		If we allocate staff resources to increase support for student health and wellness, then we can build each individual student's sense of self.		The Monitoring/Evaluation plan involves three key action steps to enhance student health and wellness. The plan includes increasing student service professionals, prioritizing student/staff relationships, and gathering authentic feedback from students. Regular monitoring through surveys, interactions logs, and quarterly meetings will be conducted, and data will be analyzed to assess the program's impact on building each student's sense of self and well-being, leading to continuous improvement efforts.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Prioritize staffing resources to increase student service professionals including school psychologists, social workers, and school counselors.	07/01/2023	06/30/2026	CBSD Administration & Staff	Budget for Additional Staff	No	No
Prioritize building student/staff	07/01/2023	06/30/2026	CBSD Administration & Staff	WIN/I&E/L&L Morning Meeting & Closing Circle	No	No

relationships including required student interactions with school counselors.						
Seek authentic feedback from students to prioritize and support health and wellness needs.	07/01/2023	06/30/2026	CBSD Administration & Staff	PAYS Survey Morning Meeting & Closing Circle WIN/I&E/Lunch & Learn	No	Yes

Action Plan for: Professional Development						
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Health &amp; Wellness</li> </ul>		If we increase professional development of staff and leverage community resources, then we can build each individual student's sense of confidence, while developing resiliency and problem-solving skills.		The Monitoring/Evaluation plan involves three key action steps to enhance student health and wellness. The plan includes increasing student service professionals, prioritizing student/staff relationships, and gathering authentic feedback from students. Regular monitoring through surveys, interactions logs, and quarterly meetings will be conducted, and data will be analyzed to assess the program's impact on building each student's sense of self and well-being, leading to continuous improvement efforts.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide professional development to classroom teachers in order to expand teacher knowledge and develop instructional strategies to support the overall health and wellness of our students.	07/01/2023	06/30/2026	CBSD Administration & Staff	Threat/Risk Assessment Training	Yes	No
Increase staff awareness and understanding of health and wellness	07/01/2023	06/30/2026	CBSD Administration & Staff	Student Services Resources and Training	Yes	No

issues likely to affect students.						
Develop intervention and enrichment opportunities for students that are delivered by teachers during WIN time at elementary, I&E at middle, and Lunch & Learn at high school.	07/01/2023	06/30/2026	CBSD Administration & Staff	MTSS Resources & Training BCIU Supports	No	No
Teach students to identify their stressors, what to do when presented with stressors, and the practical application and maintenance of problem-solving skills.	07/01/2023	06/30/2026	CBSD Administration & Staff	Risk/Threat Assessment Training	No	No

Action Plan for: STEAM Pathways						
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Technology &amp; Innovation</li> </ul>		If we research STEAM-related pathways, then we could expand the number of cross-curricular learning opportunities for students and design a districtwide STEAM scope and sequence.		The comprehensive planning goal for Technology & Innovation focuses on expanding cross-curricular learning opportunities through STEAM-related pathways. The plan includes researching successful models in other districts, offering multi-disciplinary courses through project-based STEAM learning, and establishing authentic community-based learning partnerships. The progress will be monitored through metrics such as the number of STEAM-related pathways created, student enrollment in multi-disciplinary courses, student performance, and feedback from stakeholders, aiming to enhance students' educational experiences and future career prospects.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Research districts with career pathways and STEAM-related curriculum in order to evaluate the success of existing programs and choose a model that we could implement in CBSD.	07/01/2023	06/30/2026	CBSD Administration & Staff	To research districts with successful career pathways and STEAM-related curriculum for potential implementation in CBSD, plan to assemble a diverse team, allocate resources for travel, technology, and data collection tools. Gather data through site visits, interviews, and surveys, analyzing both qualitative and quantitative information to evaluate program success. Finally, select a suitable model, adapt it to CBSD's context, and establish a plan for implementation, teacher training, and ongoing monitoring.	No	No
Offer multi-disciplinary courses to high school students to evaluate the success of pairing an elective course and core course through project-based STEAM learning.	07/01/2023	06/30/2026	CBSD Administration & Staff	Courses of Study	No	No
Research STEAM-related opportunities for high school pathways and continue to identify and develop authentic community-based learning partnerships.	07/01/2023	06/30/2026	CBSD Administration & Staff	Look for's model for research	No	No

Action Plan for: Data Dashboard						
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Technology &amp; Innovation</li> </ul>		If we create a data dashboard with subject area supervisors that tie into the POG, then we will have real-time data to analyze trends and themes in CBSD.		The Technology & Innovation Goal focuses on integrating technology for data-driven decision making and student success. The plan involves creating a real-time data dashboard, expanding Infinite Campus usage, providing Data Viz training, and utilizing state data for monitoring and comparisons. Monitoring entails assessing dashboard implementation, evaluating Infinite Campus integration, measuring training impact, and regularly reviewing stakeholder feedback and key performance indicators to ensure effective implementation and continuous improvement.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Continue to expand our use of Infinite Campus to house all data pertinent to the success of the student.	07/01/2023	06/30/2026	CBSD Administration & Staff	Infinite Campus Training Innovation & Teach Teams	No	No
Train teachers and administrators on how to utilize Data Viz to understand and analyze our data for data-driven decision making.	07/01/2023	06/30/2026	CBSD Administration & Staff	Innovation & Tech Training Modules/Workshops	Yes	No
Utilize state data to monitor student progress and compare it to other districts in the state.	07/01/2023	06/30/2026	CBSD Administration & Staff	Dataviz Training & Resources	No	No

Action Plan for: Hardware & Software						
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Technology &amp; Innovation</li> </ul>		If we deploy innovative hardware and software for staff and students, then we will stay future ready for innovation and learning.		The comprehensive planning goal is to stay future-ready for innovation and learning by deploying innovative hardware and software for staff and students. The process for monitoring and evaluating this goal includes establishing clear objectives and key performance indicators (KPIs), collecting data on deployment and adoption rates, conducting regular progress reports, and gathering feedback from staff and students. Classroom observations, technology audits, and continuous professional development are also essential components of the evaluation process to ensure successful integration of the hardware and software and make data-driven adjustments for future planning.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Optimize teaching and learning by integrating classroom tools into Classlink(SSO) to provide seamless access for students.	07/01/2023	06/30/2026	CBSD Administration & Staff		No	No
Utilize Canvas(LMS) to create CB Cyber courses, district PD, and high-quality/engaging instruction.	07/01/2023	06/30/2026	CBSD Administration & Staff		Yes	No
Provide training on cyber security and the process for selecting new software and applications.	07/01/2023	06/30/2026	Provide quality and timely support for students, staff, and families using district devices and programs.		Yes	No

Action Plan for: Expand Curriculum						
Measurable Goals			Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Community Engagement</li> </ul>			If we expand the curriculum to include opportunities for community engagement, we will increase authentic learning experiences for students.		The goal of increasing authentic learning experiences through community engagement will be evaluated by collecting data on indicators such as course alignment, program development, student participation, and mentoring success. Regular data analysis and progress reviews will be conducted to assess the effectiveness of the action plans and make adjustments as needed. Stakeholders will be responsible for specific aspects of the evaluation, and regular communication will keep all parties informed of the progress and findings.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Align courses with authentic occupational learning experiences.	07/01/2023	06/30/2026	CBSD Administration & Staff		No	No
Continue to develop programs/facilities (STEM, Field Trips, Full Day Academies) that support learners exploring varied careers.	07/01/2023	06/30/2026	CBSD Administration & Staff		No	No
Create a peer mentoring model that fosters positive relationships, leadership development, and connection to the greater school community.	07/01/2023	06/30/2026	Utilize Lunch & Learn (High School) and Innovation & Enrichment (Middle School), WIN (Elementary School) to bring experiences and partnerships into the school day.		No	No

Action Plan for: Partnerships						
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Community Engagement</li> </ul>		If we develop partnerships and relationships with local community groups, leaders, resources, businesses, and institutions, we will enhance pathways to college and career readiness.		The monitoring and evaluation plan aims to enhance college and career readiness through community engagement. It involves tracking the development and impact of partnerships with local groups, assessing interdisciplinary curriculum enhancements, and measuring student involvement in volunteer opportunities and internships. The plan evaluates the effectiveness of service-based learning initiatives, monitors career readiness outcomes from college collaborations, and gauges the influence of the CBSD Educational Foundation on educational experiences. Continuous assessment of quantitative and qualitative data guides adjustments to ensure the successful achievement of community engagement goals.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Continue to investigate and recommend community collaborations including volunteer opportunities and internships, which can be embedded into the curriculum across multiple disciplines.	07/01/2023	06/30/2026	CBSD Administration & Staff		No	No
Identify methods to collaborate with our local community beyond the classroom and provide more opportunities for partnerships across fields and service-based learning.	07/01/2023	06/30/2026	CBSD Administration & Staff		No	No
Increase and strengthen students' career readiness opportunities by actively engaging with college and university	07/01/2023	06/30/2026	CBSD Administration & Staff		No	No

programs to create internship and post graduate experiences.						
Leverage the CBSD Educational Foundation to provide students with increased access opportunity and choice in their educational experiences.	07/01/2023	06/30/2026	CBSD Administration & Staff		No	No

Action Plan for: CBSD Alumni Association						
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Community Engagement</li> </ul>		If we create a CBSD Alumni Association, we will foster a community of graduates who highlight career pathways, maintain life-long connections, and leverage resources for our district.		The monitoring and evaluation plan for the comprehensive planning goal of creating a CBSD Alumni Association includes establishing an alumni database, developing a mentorship program, fostering a system for alumni-student interactions, and revising curricular choices based on alumni feedback. The plan involves tracking progress through data collection and analysis, conducting surveys and feedback sessions, establishing key performance indicators (KPIs), and regularly comparing achievements to set goals. Adjustments and improvements will be made based on evaluation results to ensure the success of the association in fostering a supportive community of graduates for the educational district.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish an alumni association database to identify, locate, and partner with CB graduates.	07/01/2023	06/30/2026	CBSD Administration & Staff Alumni Committee		No	No
Develop a program that encourages alumni of our school district to support,	07/01/2023	06/30/2026	CBSD Administration & Staff Alumni Committee		No	No

mentor, and inform current students of pathways and success strategies.						
Foster a system for students to solicit advice and expertise from alumni in areas of educational pursuits and career goals.	07/01/2023	06/30/2026	CBSD Administration & Staff		No	No
Revise and refine curricular choices and opportunities based on the reflections and feedback from graduates.	07/01/2023	06/30/2026	CBSD Administration & Staff		No	No

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Comprehensive Curriculum	<ul style="list-style-type: none"> <li>Continue designing and revising the Central Bucks School District elementary and secondary curriculum through a curricular review process.</li> <li>Apply research-based instructional strategies, that were identified in a meta-analysis by educational researcher, John Hattie, which have a significant effect on student learning.</li> </ul>
Systematic, Data Driven, Decision Making	<ul style="list-style-type: none"> <li>Implement strategic enrichment and remediation supports for students to ensure continued, and significant growth.</li> <li>Continually monitor and adjust the academic opportunities for students based on their changing needs.</li> </ul>
Choice & Opportunity	<ul style="list-style-type: none"> <li>Continue collaborative professional conversations regarding the changing landscape of future vocational skills.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>Provide professional development to classroom teachers in order to expand teacher knowledge and develop instructional strategies to support the overall health and wellness of our students.</li> <li>Increase staff awareness and understanding of health and wellness issues likely to affect students.</li> </ul>
Data Dashboard	<ul style="list-style-type: none"> <li>Train teachers and administrators on how to utilize Data Viz to understand and analyze our data for data-driven decision making.</li> </ul>

Hardware & Software	<ul style="list-style-type: none"> <li>Utilize Canvas(LMS) to create CB Cyber courses, district PD, and high-quality/engaging instruction.</li> <li>Provide training on cyber security and the process for selecting new software and applications.</li> </ul>
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## Professional Development Activities

Academic Excellence: Mastery Learning						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Apply research-based instructional strategies, that were identified in a meta-analysis by educational researcher, John Hattie, which have a significant effect on student learning.</li> </ul>	Grades 7-12	<ul style="list-style-type: none"> <li>-Overview of Mastery Learning</li> <li>-Sample Units and Curriculum documents</li> <li>-Best teaching practices in a Mastery Learning environment</li> <li>-Creation of intervention and enrichment resources</li> </ul>	<ul style="list-style-type: none"> <li>-Completed work in Canvas course</li> <li>-Submitted Unit plans</li> <li>-Responses to professional readings and models</li> </ul>	-Dr. Charles Malone – Asst. Superintendent of Schools for Secondary -Richard Kratz – Director of Teaching & Learning	07/01/2023	06/30/2026
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly		<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>2b: Establishing a Culture for Learning</li> </ul>			

		<ul style="list-style-type: none"> <li>• 2c: Managing Classroom Procedures</li> <li>• 2e: Organizing Physical Space</li> <li>• 3a: Communicating with Students</li> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 3c: Engaging Students in Learning</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 4e: Growing and Developing Professionally</li> </ul>	
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Academic Excellence: MTSS						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>• Implement strategic enrichment and remediation supports for students to ensure continued, and significant growth.</li> </ul>	K-9	<ul style="list-style-type: none"> <li>- Overview of MTSS framework - MTSS in CBSD - Universal Assessment - Data-informed intervention and enrichment</li> </ul>	<ul style="list-style-type: none"> <li>- Completed work in Canvas course - Administering and interpreting universal assessment - Designing intervention and enrichment opportunities for students - Participation in building-level MTSS data meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Dr. Nadine Garvin – Asst. Superintendent of Schools for Elementary - Dr. Charles Malone - Asst. Superintendent of Schools for Secondary - MTSS Leadership Team</li> </ul>	08/01/2023	06/30/2026
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Inservice day	5-7 times per year		<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1f: Designing Student Assessments</li> <li>• 3a: Communicating with Students</li> <li>• 3b: Using Questioning and Discussion Techniques</li> </ul>			

		<ul style="list-style-type: none"> <li>• 3c: Engaging Students in Learning</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 4a: Reflecting on Teaching</li> <li>• 4b: Maintaining Accurate Records</li> <li>• 4c: Communicating with Families</li> <li>• 4d: Participating in a Professional Community</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 4f: Showing Professionalism</li> </ul>	
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Health & Wellness: Trauma Informed Practices						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>• Provide professional development to classroom teachers in order to expand teacher knowledge and develop instructional strategies to support the overall health and wellness of our students.</li> </ul>	K-12	<ul style="list-style-type: none"> <li>- Foundational Understanding of trauma</li> <li>- Causes of trauma</li> <li>- Strategies to support students who may have experienced trauma</li> </ul>	<ul style="list-style-type: none"> <li>- Completed work in Canvas course</li> </ul>	Alyssa Marton - Director of Pupil Services	08/21/2023	06/30/2026
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	1-2 per year per the PD calendar		<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> </ul>			

		<ul style="list-style-type: none"> <li>• 2b: Establishing a Culture for Learning</li> <li>• 2d: Managing Student Behavior</li> </ul>	
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Technology & Innovation: Educational Technology						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>• Utilize Canvas(LMS) to create CB Cyber courses, district PD, and high-quality/engaging instruction.</li> </ul>	K-12	<ul style="list-style-type: none"> <li>- Accessibility - Course design and personalization - Microsoft 365 - Technology Best Practices</li> </ul>	<ul style="list-style-type: none"> <li>- Completed work in Canvas course / in-person</li> </ul>	<ul style="list-style-type: none"> <li>- Lindsay Smith – Supervisor of Educational Technology</li> </ul>	08/21/2023	06/30/2026
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Independent study	1x/year		<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1f: Designing Student Assessments</li> </ul>			

## Communications Action Steps

Evidence-based Strategy	Action Steps
Alumni Database	<ul style="list-style-type: none"> <li>Develop a plan for ongoing communication with the graduates of the Central Bucks School District.</li> </ul>
Allocate Staff & Increase Support	<ul style="list-style-type: none"> <li>Seek authentic feedback from students to prioritize and support health and wellness needs.</li> </ul>

## Communications Activities

CBSD Portrait of a Graduate					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Staff, students, and community members	Seven Attributes: Balanced Individuals (BI) Responsible Citizens (RC) Resilient Learners (RL) Critical Thinkers (CT) Effective Communicators (EC) Thoughtful Collaborators (TC) Adaptable Innovators (AI)	Administrators	08/21/2023	06/30/2026
Communications					
Type of Communication			Frequency		
Other			Ongoing using multiple methods (screencasts, newsletters, etc.)		