

Central Bucks SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

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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.

Mission and Vision

Mission

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

Vision

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

Educational Values

Students

1. We provide feedback to teachers, administrators, and the school board to help improve learning and school programs. 2. We take responsibility for our academic and social-emotional growth. 3. We collaborate with teachers, peers, families, and community members to support learning and achievement. 4. We understand and follow the district's mission, vision, and comprehensive plan. 5. We take an active role in learning and leadership opportunities to reach our highest potential.

Staff

1. We provide feedback to administrators, the school board, and colleagues to support district decisions and improve student outcomes. 2. We collaborate with administrators, families, and community members to support student academic and social-emotional success. 3. We engage in professional growth and shared leadership to advance student achievement and continuous improvement. 4. We align our work with the district's mission, vision, and comprehensive plan. 5. We empower students to take an active role in their learning and leadership opportunities.

Administration

1. We use parent, staff, community, and school board feedback to guide decisions and resource allocation. 2. We ensure accountability for the academic and social-emotional success of all students. 3. We collaborate with parents, community members, and the school board to advance student achievement. 4. We communicate expectations clearly and align school practices with the district's mission, vision, and comprehensive plan. 5. We empower staff and students to be active leaders in continuous improvement and district initiatives.

Parents

1. We provide opportunities for parents to share feedback to help inform district decisions. 2. We value and encourage parent feedback to help guide district decisions and improve our schools. 3. We partner with families to support each child's academic growth and social-emotional well-being. 4. We work collaboratively with families and community members to strengthen student achievement. 5. We encourage parents to support their children in taking an active role in learning and leadership opportunities.

Community

1. We provide input to administrators and the school board to help meet student and district needs. 2. We collaborate with administrators and parents to support student academic and social-emotional growth. 3. We partner with administrators and the school board to strengthen opportunities for student success. 4. We promote and support the district's mission, vision, and comprehensive plan in

coordination with administrators and the school board. 5. We encourage engagement in student learning and leadership opportunities supported by administrators and the school board.

Other (Optional)

School Board Members 1. We use feedback from parents, administrators, and community members to guide district policy and decisions. 2, We ensure accountability for the academic and social-emotional success of all students through administrators. 3. We support collaboration among administrators, parents, and community members to advance student achievement. 4. We ensure that all district actions align with the mission, vision, and comprehensive plan. 5. We promote leadership, innovation, and continuous improvement among administrators, staff, and students.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA Achievement	English language arts achievement remains a strength across the district. Based on 2024–2025 PSSA English Language Arts data, the percentage of students scoring Advanced or Proficient increases from Grade 3 through the upper elementary grades and then levels off in the middle grades, with overall performance stabilizing at approximately 56 percent Proficient or Advanced.
ELA Growth	English language arts growth data indicate that student growth varies across grade levels, with some cohorts meeting or exceeding expected growth and others demonstrating lower rates of progress. While overall achievement remains strong, growth has not been consistently at one full year of progress across all grades, particularly in the middle grades.
Math Achievement	School-level mathematics performance reflects consistent strengths across buildings, with most schools outperforming state benchmarks in PSSA Mathematics achievement. Elementary schools demonstrate strong foundational outcomes, while middle school performance remains stable but more variable, indicating the importance of continued focus on instructional coherence as content complexity increases. Continued emphasis on vertical alignment, progress monitoring, and targeted grade-level supports will help sustain recovery and strengthen school-level mathematics outcomes.
Math Growth	At the school level, mathematics growth outcomes indicate generally strong performance across buildings, with most schools demonstrating positive growth across student groups. PVAAS data show that students in nearly all growth quintiles achieved blue or green growth indicators, reflecting effective differentiation and intervention supports. Although growth trends are strong overall, Grade 8 mathematics shows slightly more variability, with a small number of cohorts demonstrating lower growth classifications. Continued focus on targeted middle school interventions, progress monitoring, and instructional alignment will support sustained growth and improved mathematics outcomes across all schools.
Science Achievement	Science achievement remains a strength across the district. Based on 2024–2025 PSSA Science data, a majority of students met or exceeded proficiency expectations, with approximately 75 percent of Grade 4 students and 69 percent of Grade 8 students scoring Proficient or Advanced. Across both tested grades, district performance remains well above state averages, demonstrating strong relative achievement in science. While science achievement declined following the pandemic, 2025 results indicate stabilization, with clearer recovery evident at the elementary level and more modest improvement at the middle school level. These trends suggest that foundational science instruction is strong, while continued focus is needed to support sustained achievement as content complexity increases.
Math Keystone	Keystone Mathematics growth data from the 2024–2025 school year indicate that students demonstrated strong

Growth	academic growth, as measured by PVAAS. The majority of cohorts met or exceeded expected growth, with growth classifications in the Meets, Above, or Well Above Expected Growth ranges, reflecting effective instructional practices in secondary mathematics.
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Challenges

Indicator	Comments/Notable Observations
ELA Achievement	Although ELA achievement remains above state averages, overall proficiency has not yet returned to pre-pandemic levels, and performance stabilizes in the middle grades, indicating a need to strengthen instructional coherence and rigor beyond the elementary level.
ELA Growth	ELA growth is inconsistent across grade levels and schools, particularly in the middle grades, limiting students' ability to sustain one year of growth annually despite strong overall achievement.
Math Achievement	While mathematics achievement exceeds state averages at all grades, proficiency declines from Grade 3 through Grade 8, and post-pandemic recovery has been uneven, indicating a need to strengthen grade-to-grade alignment and foundational skill development.
Math Growth	Although most cohorts met or exceeded expected growth in 2024–2025, growth variability remains at key transition points, particularly in Grade 8, limiting the translation of strong growth into consistent proficiency gains.
Science Achievement	Science achievement remains strong overall; however, Grade 8 proficiency lags behind Grade 4, and recovery following the pandemic has been more modest at the middle school level, indicating a need for targeted supports as content complexity increases.
Math Keystone Achievement	Despite positive Keystone Mathematics growth outcomes, variation across cohorts suggests that instructional gains are not yet consistently resulting in higher proficiency, highlighting the need for targeted secondary supports and continued progress monitoring.
Science Growth	Science growth has not yet demonstrated consistent recovery, particularly at the middle school level, suggesting that instructional stabilization has not fully translated into accelerated student progress.
Biology Keystone Growth	Although Keystone Biology proficiency remains above the state average, achievement has not yet returned to pre-pandemic levels, indicating persistent gaps in readiness for advanced science coursework.

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

Strengths

Indicator	Comments/Notable Observations
Keystone Exam results are outstanding in comparison to other districts even though they have not yet	

returned to pre-pandemic levels. Grade Level(s) and/or Student Group(s) 10	
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Challenges

Indicator ELD Subgroup (ELA) Grade Level(s) and/or Student Group(s) 4-8	Comments/Notable Observations While English Learner students demonstrate strong academic growth across multiple grade levels, as evidenced by Meets, Above, and Well Above Expected Growth on PVAAS measures, achievement outcomes for this subgroup continue to lag behind overall student performance, particularly in English language arts and content-area assessments. This indicates a need to strengthen language development supports within core instruction, improve alignment between ELD services and grade-level content, and ensure that accelerated growth translates into sustained gains in proficiency and on-track indicators.
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Across English language arts, mathematics, and science, student achievement remains consistently above state averages on PSSA and Keystone assessments. This strong performance base allows the district to focus improvement efforts on growth consistency and subgroup acceleration, rather than broad remediation, directly supporting progress toward State Assessment Measures.

Districtwide intervention and enrichment systems, particularly in mathematics, have contributed to measurable progress, with over 250 students exiting math intervention during the 2024–2025 school year due to meeting growth expectations. These systems directly address challenges related to inconsistent growth and support On-Track Measures.

SAT, ACT, Keystone, and AP results confirm that many students demonstrate college and career readiness, providing a strong endpoint for the K–12 system. This strength allows the district to focus on improving earlier grade coherence and subgroup proficiency while maintaining high expectations at the secondary level

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Although overall achievement remains strong, growth is not consistently sustained across all grade levels, particularly during transitions from elementary to middle school and into secondary coursework. Addressing this challenge is critical to improving State Assessment Measures and ensuring students remain on track for future academic success.

Despite strong growth outcomes for some subgroups, including English Learners, achievement levels continue to lag behind overall student performance, particularly in language-intensive content areas. Improving alignment between core instruction and targeted supports is essential to meeting equity expectations within the Future Ready PA Index.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA Achievement	The percentage of students scoring Proficient or Advanced increases from grade 3 through grade 6 and then levels off at approximately 56 percent in the middle grades. Overall district performance remains above the statewide average, with the state Proficient and Advanced rate at approximately 54 percent. English language arts achievement has declined since pre-2019 levels across all tested grades, with several grades showing flat or decreasing trends in recent years. Between 2021 and 2022, grades 5 and 7 showed slight increases in Proficient and Advanced performance, while all other grades declined. Middle grade achievement remains relatively stable but has not yet returned to earlier performance levels, indicating an opportunity to strengthen instructional alignment across grade transitions.
PSSA Growth	Approximately 68 percent of grade level cohorts demonstrated Meets, Above, or Well Above growth, indicating generally positive student progress in English language arts. About 32 percent of cohorts fell in the Below or Well Below growth categories, highlighting the need for targeted instructional supports. Elementary grades show stronger growth patterns, with a greater concentration of cohorts demonstrating Above and Well Above growth. Middle grades demonstrate more variability, with several cohorts meeting expected growth but fewer exceeding growth expectations. While overall growth trends are positive, inconsistent growth across grade transitions suggests an opportunity to strengthen vertical alignment and instructional coherence.
Keystone Achievement	Across Keystone content areas, approximately 70 percent of students scored Proficient or Advanced, indicating overall strong high school academic performance. English Literature demonstrates the highest achievement, with roughly three quarters of students achieving Proficient or Advanced performance. Algebra I achievement is slightly lower, with approximately two thirds of students scoring Proficient or Advanced, suggesting a need for continued focus on foundational mathematics skills. Biology achievement remains stable, with about 68 percent of students meeting or exceeding proficiency expectations. While overall Keystone achievement is positive, variation across content areas indicates an opportunity to strengthen instructional coherence and targeted supports, particularly in mathematics.
SAT	SAT English results indicate that student performance is strong overall, reflecting consistent preparation in reading, writing, and analytical reasoning. Evidence Based Reading and Writing performance aligns with or exceeds district and state benchmarks, demonstrating sustained strength in literacy outcomes. SAT English results were impacted following the pandemic, though declines were less pronounced than those observed in mathematics. Recent data show stabilization and continued strength in SAT English performance, suggesting effective literacy instruction and curricular alignment. While overall achievement remains strong, variation across student groups highlights the need for targeted supports to ensure consistent college readiness for all learners. Evidence Based Reading and Writing average: 591 Mathematics average: 590 Combined SAT average: 1183
ACT	ACT English results indicate that student performance is strong overall, reflecting effective preparation in grammar,

	usage, and reading comprehension. English performance aligns with or exceeds district and state benchmarks, demonstrating sustained strength in literacy outcomes at the secondary level. ACT English results were impacted following the pandemic, though declines were less pronounced than those observed in mathematics. Recent results show stabilization and gradual improvement in ACT English performance, suggesting strengthening instructional alignment and effective literacy supports. While overall achievement remains strong, variation across student cohorts highlights the need for targeted instructional supports to ensure consistent college readiness for all students. ACT Composite average: 26.2
AP Language and Composition	We have excellent achievement in all AP courses. In 2025 we had 334 students take AP Lang and Composition Exam with 95% of the students earning 3 or higher.
AP Literature and Composition	We have excellent achievement in all AP courses. In 2025 we had 71 students take AP Lang and Composition Exam with 96% of the students earning 3 or higher.
Primary Literacy: Dibels	During the 2024–2025 school year, the DIBELS assessment was used in kindergarten through grade three to monitor the development of foundational literacy skills, including phonemic awareness, phonics, and early reading fluency, and to inform instructional decision making. Results from the 2024–2025 school year indicate overall positive trends in early literacy development, with many students demonstrating progress toward benchmark expectations across the primary grades. Growth patterns during the 2024–2025 school year suggest that explicit instruction in phonics and foundational reading skills has contributed to improved early literacy outcomes. DIBELS data from the 2024–2025 school year was used alongside classroom based assessments and progress monitoring to identify students in need of targeted supports and guide intervention planning. While overall trends in the 2024–2025 school year are positive, continued emphasis on early identification, consistent progress monitoring, and aligned instructional practices will support sustained growth in primary literacy.

English Language Arts Summary

Strengths

English language arts achievement is strong across secondary assessments, including Keystone Literature, SAT, ACT, and Advanced Placement exams, indicating that many students demonstrate college and career ready reading, writing, and analytical skills.
Primary literacy outcomes, as measured by DIBELS during the 2024–2025 school year, show positive progress in foundational skills, reflecting the impact of explicit phonics instruction, early intervention, and consistent progress monitoring.

Challenges

While overall achievement is high, growth data from PSSA and Keystone assessments indicate variability across grade levels and cohorts, suggesting a need to strengthen vertical alignment and instructional coherence in ELA.
Despite strong aggregate performance, inconsistencies in growth and achievement across student groups highlight the need for targeted supports to ensure all students make consistent annual progress from early literacy through secondary coursework.

Mathematics

Data	Comments/Notable Observations
PSSA Achievement	The percent of students scoring Advanced or Proficient generally decreases from grades 3 through 8, indicating declining achievement across grade levels. Despite this downward trend, student performance remains significantly above district and state averages at all grade levels, reflecting strong overall mathematics achievement. Mathematics achievement has declined since 2018, with the most substantial decreases occurring following the pandemic across all grades. Recent results show a gradual recovery in mathematics achievement across most grade levels, suggesting improving instructional impact. Grade 5 has not yet demonstrated the same level of recovery, indicating a need for targeted instructional supports at this grade level.
PSSA Growth	The percent of students scoring Advanced or Proficient generally decreases from grades 3 through 8, indicating declining achievement across grade levels. Despite this downward trend, student performance remains significantly above district and state averages at all grade levels, reflecting strong overall mathematics achievement. Mathematics achievement has declined since 2018, with the most substantial decreases occurring following the pandemic across all grades. Recent results show a gradual recovery in mathematics achievement across most grade levels, suggesting improving instructional impact. Grade 5 has not yet demonstrated the same level of recovery, indicating a need for targeted instructional supports at this grade level.
Keystone Exam Achievement	Keystone mathematics achievement indicates that a majority of students meet or exceed proficiency expectations, reflecting generally strong high school mathematics performance. Student performance remains above state averages, demonstrating continued strength in mathematics achievement at the secondary level. Keystone mathematics achievement declined following the pandemic, with results not yet fully returning to pre pandemic levels. Recent data show early signs of stabilization and gradual recovery in mathematics achievement, suggesting improving instructional impact. While overall achievement remains strong, variation in proficiency levels highlights the need for targeted instructional supports to accelerate recovery and strengthen mathematical readiness.
Keystone Exam Growth	Keystone mathematics growth results indicate that many students demonstrate positive academic growth, reflecting generally effective instructional practices at the high school level. Student growth outcomes remain above state growth expectations, demonstrating continued strength in supporting student progress in secondary mathematics. Mathematics growth declined following the pandemic, with several cohorts not meeting expected annual growth benchmarks. Recent data show early signs of stabilization and gradual improvement in mathematics growth, suggesting strengthening instructional impact and targeted supports. While overall growth trends are improving, variation in growth across student cohorts highlights the need for focused instructional supports to ensure consistent progress and readiness for advanced mathematics coursework.
SAT	SAT mathematics results indicate that student growth in mathematics is positive overall, with many students demonstrating readiness for postsecondary quantitative demands. Growth in mathematics remains slightly lower than growth in literacy based SAT measures, suggesting uneven progress across content areas. SAT mathematics growth

	patterns reflect lingering post pandemic impacts, with some cohorts not demonstrating the same rate of improvement as pre pandemic trends. Recent results show gradual improvement in mathematics performance, indicating early signs of recovery and strengthening instructional impact. While overall trends are improving, variation in mathematics growth across student groups highlights the need for targeted supports to ensure consistent readiness for college level mathematics. Evidence Based Reading and Writing average: 591 Mathematics average: 590 Combined SAT average: 1183
ACT	ACT mathematics results indicate that overall student performance is strong, reflecting solid preparation in algebraic reasoning, problem solving, and quantitative skills. Mathematics performance remains above state benchmarks, demonstrating continued strength in secondary mathematics achievement across the district. ACT mathematics outcomes were more significantly impacted following the pandemic compared to literacy measures, reflecting trends also observed on PSSA, Keystone, and SAT mathematics assessments. Recent results show stabilization and gradual improvement in ACT mathematics performance, suggesting strengthening instructional alignment and targeted supports. While overall achievement remains strong, variation across student cohorts highlights the need for focused instructional supports to ensure consistent college readiness in mathematics. ACT Composite average: 26.2
AP Calculus AB	We have excellent achievement in all AP courses. In 2025 we had 275 students take AP Calc AB Exam with 97% of the students earning 3 or higher.
AP Calculus BC	We have excellent achievement in all AP courses. In 2025 we had 150 students take AP Calc BC Exam with 97% of the students earning 3 or higher.
AP Statistics	We have excellent achievement in all AP courses. In 2025 we had 288 students take AP Statistics Exam with 78% of the students earning 3 or higher.
AP Computer Science A	We have excellent achievement in all AP courses. In 2025 we had 71 students take AP Computer Science A Exam with 80% of the students earning 3 or higher.
AP Computer Science Principals	We have excellent achievement in all AP courses. In 2025 we had 273 students take AP Computer Science Principles Exam with 90% of the students earning 3 or higher.

Mathematics Summary

Strengths

Across PSSA, Keystone, SAT, and ACT assessments, mathematics achievement remains consistently above district and state averages, indicating that many students are accessing grade level content and developing the skills necessary for college and career readiness. This strength provides a solid foundation to accelerate recovery efforts and refine instructional practices without the need for systemic redesign.

Recent data show early signs of stabilization and recovery in mathematics achievement and growth across most grade levels, particularly at the secondary level. This suggests that current instructional strategies, curriculum alignment, and targeted supports are beginning to take hold and can be leveraged to strengthen vertical alignment, address grade level variability, and improve consistency of growth across cohorts.

Challenges

While mathematics achievement remains strong overall, inconsistent growth across grade levels, particularly during key transitions from elementary to middle school, limits sustained progress toward State Assessment and On Track Measures. Improving coherence, pacing, and progress monitoring across grades would significantly strengthen students’ ability to make one full year of growth annually and support long term achievement gains.

Although early signs of recovery are evident, mathematics achievement and growth have not fully returned to pre pandemic levels, particularly in select grades and cohorts. Addressing unfinished learning and strengthening targeted instructional supports would have a substantial impact on students’ readiness for secondary coursework and improve College and Career Measures reflected in Keystone, SAT, and ACT mathematics outcomes.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Achievement	In 2025, PSSA science results indicate that a majority of students met or exceeded proficiency expectations. Grade 4 students achieved approximately 75 percent Proficient or Advanced, while Grade 8 students achieved approximately 69 percent Proficient or Advanced, reflecting generally strong science performance at both tested grade levels. Student performance in science remains well above state averages, with Central Bucks outperforming the state by approximately 27 percentage points in Grade 4 and 20 percentage points in Grade 8 in 2025. While science achievement declined following the pandemic, 2025 results show stabilization, with Grade 4 demonstrating clearer recovery and Grade 8 showing more modest improvement compared to pre-pandemic levels. Although overall science achievement remains strong, the gap between Grade 4 and Grade 8 proficiency rates highlights the need for targeted instructional supports, particularly at the middle school level, to strengthen science readiness and sustain recovery.
PSSA Growth	In Grade 4, science growth has been below expected levels, indicating challenges in accelerating student progress, particularly at the middle school level. Science growth was significantly impacted following the pandemic, with results not yet demonstrating a clear recovery pattern comparable to achievement trends. While recent achievement data show stabilization, science growth has not yet demonstrated consistent improvement, suggesting that instructional recovery has not fully translated into accelerated student progress. Variation in science growth across grade levels highlights the need for targeted instructional supports, stronger progress monitoring, and improved alignment of science instruction to ensure students make sufficient annual growth.
Keystone Biology Exam Achievement	In 2025, Keystone Biology results indicate that a majority of students met or exceeded proficiency expectations, with approximately 71 percent of students scoring Proficient or Advanced, reflecting generally strong high school science performance. Student performance on the Keystone Biology exam remains well above the state average, with Central Bucks exceeding the state by approximately 30 percentage points in 2025, demonstrating continued strength in secondary science achievement. Keystone Biology achievement declined following the pandemic, with

	proficiency rates dropping from pre-pandemic levels near 79–80 percent to lower post-pandemic levels, and not yet fully returning to those earlier benchmarks. Recent data show stabilization and gradual recovery in Keystone Biology achievement, with 2025 results reflecting improvement compared to the lowest post-pandemic performance levels. While overall Keystone Biology achievement remains strong, variation in proficiency across cohorts highlights the need for targeted instructional supports to accelerate recovery and strengthen college and career science readiness
Keystone Biology Exam Growth	Keystone Biology growth results indicate that students demonstrated strong academic growth, reflecting effective instructional practices at the high school level. Growth measures show that Keystone Biology students met or exceeded expected growth, even as achievement levels declined following the pandemic, indicating positive instructional impact on student learning progress. While Keystone Biology achievement has not yet fully returned to pre-pandemic proficiency levels, growth outcomes suggest students are making meaningful gains relative to where they started. Despite positive growth trends, continued focus on aligning instruction and addressing unfinished learning will be critical to ensure growth translates into higher proficiency rates and long-term science readiness.
AP Biology	We have excellent achievement in all AP courses. In 2025 we had 286 students take AP Biology Exam with 94% of the students earning 3 or higher.
AP Chemistry	We have excellent achievement in all AP courses. In 2025 we had 140 students take AP Chemistry Exam with 99% of the students earning 3 or higher.
AP Physics E/M	We have excellent achievement in all AP courses. In 2025 we had 60 students take AP Physics E/M Exam with 92% of the students earning 3 or higher.
AP Physics Newtonian Mechanics	We have excellent achievement in all AP courses. In 2025 we had 127 students take AP Physics Newtonian Mechanics Exam with 63% of the students earning 3 or higher.
AP Environmental Science	We have excellent achievement in all AP courses. In 2025 we had 147 students take AP Environmental Science Exam with 86% of the students earning 3 or higher.
ACT Results	As a district, our ACT results have continued to stay high over the last 5 years. Our strongest results occurred in 2021 with nearly identical results in both 2020 and 2022.

Science, Technology, and Engineering Education Summary

Strengths

Student achievement across English language arts, mathematics, and science remains consistently above state averages on PSSA, Keystone, SAT, ACT, and AP assessments, demonstrating strong overall academic performance and alignment to college and career expectations.

Recent data show stabilization and early post pandemic recovery across multiple assessments, including PSSA Mathematics, PSSA Science

Grade 4, and Keystone Biology, indicating that current instructional practices are beginning to positively impact student outcomes

Challenges

Despite strong achievement, growth is inconsistent across grade levels, particularly during transitions from elementary to middle school, limiting sustained progress toward Future Ready PA interim targets.

Mathematics and science achievement and growth have not fully returned to pre pandemic levels, with lingering gaps in select grades and cohorts, highlighting the need for targeted instructional supports and strengthened vertical alignment.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	Central Bucks School District compiled data on students meeting Career Readiness benchmarks in 5th, 8th, and 11th grade. Students in 5th and 8th grade complete tasks as outlined in a Scope and Sequence via Smart Futures.org. Students in 11th grade complete tasks as outlined in a Scope and Sequence via Naviance. 99% of students successfully completed the Career Readiness Benchmarks.
Review of Program of Studies	No career pathways are currently designated in planned courses for our Central Bucks School District students (but is part of our new comprehensive plan).

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)

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

Data	Comments/Notable Observations
Civics Exam	Central Bucks School District, as per Act 35, administered the United States Citizenship and Immigration Test to 11th grade students. This test is administered through several courses including American Government and Economic Systems, Advanced Placement US History, Advanced Placement Macro and Microeconomics, and Advanced Placement Comparative Government

and Politics. In total, over 90% of the students reached proficiency on the Civics exam.

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Bucks County Community College

Agreement Type

Other

Program/Course Area

Dual Enrollment Program Across Several Disciplines

Uploaded Files

Bucks CCC - Central Bucks School District Dual Enrollment MOU_50a0beb6.pdf

Bucks CCC - Central Bucks School District Dual Enrollment MOU_cdbb9691_01fb052d.pdf

Partnering Institution

Bucks County Community College

Agreement Type

Other

Program/Course Area

Auto-Enrollment Program: All Central Bucks School District Students are accepted to BCCC at the time of graduation.

Uploaded Files

Bucks CCC - Central Bucks School District Automatic Acceptance MOU_ec2a916f_9a662c3d.pdf

Partnering Institution

Delaware Valley University

Agreement Type

Dual Credit

Program/Course Area

Calculus 1, Environmental Sustainability, Sociology, Statistics and Data

Uploaded Files

Dual Enrollment with DelVal University MOU-approved 1.16.2025.pdf

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.

Central Bucks has a clear plan that outlines the Career Readiness Benchmarks for each grade level and our students successfully complete the benchmarks at a satisfactory level.

Central Bucks students successfully complete the Civics exam in 11th grade.

There are currently at least 250 students enrolled in our dual enrollment programs.

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.

Developing a Career Pathway towards graduation would help to make all of the Career Readiness Activities more authentic (and part of the new comprehensive plan).

Developing a Career Pathway towards graduation would allow students to participate in a mentor or internship program, and gain valuable work skills they do not learn in a traditional schedule and part of the new comprehensive plan).

Currently, there are over 250 high school students involved in these dual enrollment programs.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
PSSA	The Central Bucks School District PSSA Exam results for students identified as being English learners is below the state performance level at many grade levels (gr 3, 4, 5, and 8).
Keystone Exam	The Central Bucks School District Keystone Exam results for students identified as being English learners are above the state performance in Literature, Algebra, and Biology and show comparatively our students are performing better here in CB than in other districts across the state.

Students with Disabilities

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

Data	Comments/Notable Observations
Graduation Rate for Special Education Students	The Central Bucks School District graduation rate for students with a specific learning disability is above the SPP/APR Target.
PSSA	The Central Bucks School District PSSA results for students with a specific learning disability are above the state performance in English, Math, and Science in grades 5 - 6. The results for CB students in grades 3 and 4 are close to the state averages, but this is an area where our students are not performing in line with our regular education students in comparison to the state averages.
Keystone Exam	The Central Bucks School District Keystone Exam results for students with a specific learning disability are above the state performance in Literature, Algebra, and Biology and show comparatively our students are performing better here in CB than in other districts across the state.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA	The Central Bucks School District PSSA Exam results for students identified as being economically disadvantaged are above the state performance in ELA, Math, and Science and show comparatively our students are performing better here in CB than in other districts across the state.
Keystone Exam	The Central Bucks School District Keystone Exam results for students identified as being economically disadvantaged are above the state performance in Literature, Algebra, and Biology and show comparatively our students are performing better here in CB than in other districts across the state.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Asian	Central Bucks School District designated as Asian Race/Ethnicity have results that are above the state averages in PSSA and Keystone Exams.
Black	Central Bucks School District designated as Black Race/Ethnicity have results that are above the state averages in PSSA and Keystone Exams.
Hispanic	Central Bucks School District designated as Hispanic Race/Ethnicity have results that are above the state averages in PSSA and Keystone Exams.
White	Central Bucks School District designated as White Race/Ethnicity have results that are above the state averages in PSSA and Keystone Exams.
2 or More Races	Central Bucks School District designated as 2 or More Races Race/Ethnicity have results that are above the state averages in PSSA and Keystone Exams.

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.

Our graduation rates are above the SPP/APR Target for our students with specific learning disabilities.
When reviewing our data for students with specific learning disabilities, students who are economically disadvantaged, and for students of varying Racial/Ethnic backgrounds, generally our data is better than the state averages in both the PSSA and the Keystone Exam results.

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 PSSA results for students who are English Learners is below the state average in some grades.
The results for CB special education students in grades 3 and 4 are close to the state averages, but this is an area where our students are not performing in line with our regular education students in comparison to the state averages.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A
Realignment Plan	Realignment to K-5, 6-8, 9-12 bands is to occur starting the 2026-2027 academic year.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Central Bucks is strong across all academic areas (English language arts, mathematics, and science) and student achievement consistently exceeds state averages, demonstrating a strong instructional foundation and alignment to standards. This pattern has sharpened the district's focus on accelerating post pandemic recovery while sustaining high expectations.
Central Bucks growth data has been especially influential in addressing achievement challenges. PVAAS results show that many cohorts met or exceeded expected growth, particularly in Mathematics and Biology. This indicates that instructional strategies and targeted interventions are effective and can be leveraged to translate strong growth into sustained proficiency gains across grade levels.
Central Bucks elementary outcomes remain consistently strong across English language arts, mathematics, and science, reflecting effective foundational instruction and early intervention practices that support student success. This understanding has strengthened the district's ability to target instructional supports, refine vertical alignment, and focus resources strategically to sustain achievement as academic expectations increase.
Central Bucks provides equitable access to personal technology devices for all students, supporting personalized learning, engagement, and the development of essential digital skills. In addition, the district leverages a robust ecosystem of digital platforms and online systems that enhance organization, collaboration, and productivity for both staff and students, enabling efficient instructional, operational, and communication practices across the district.

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.

Central Bucks recognizes the need to clearly define and align graduation pathways that ensure all students are prepared for post-secondary
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success, as current academic and career experiences do not consistently articulate how students progress from coursework and assessments to college, career, and life-ready outcomes. Addressing this challenge during the comprehensive planning period will strengthen coherence across K–12 learning experiences and ensure that graduation requirements meaningfully support students’ diverse post-secondary goals by the end of the 2028–2029 school year.

Central Bucks recognizes the need to ensure all students feel seen, heard, and included by providing equitable access to mental health supports and professional learning that builds resilience and self-monitoring skills, as current systems and resources are not yet consistently aligned across schools to meet the diverse social-emotional needs of students. Addressing this challenge during the comprehensive planning period will strengthen whole-child supports and promote student well-being and engagement by the end of the 2028–2029 school year.

Central Bucks recognizes the need to expand and more intentionally align community partnerships and learning opportunities to ensure all students have equitable access to meaningful, real-world experiences, as current partnerships and experiences are not yet consistently embedded. Addressing this challenge during the comprehensive planning period will strengthen connections between classroom learning and post-secondary pathways and enhance student engagement and readiness by the end of the 2028–2029 school year.

Central Bucks recognizes the need to prioritize digital wellness to ensure students are prepared to be safe, ethical, and develop healthy digital habits, as current technology use and access do not yet consistently translate into explicit instruction and shared expectations around responsible, balanced, and ethical engagement in a digital world. Addressing this challenge during the comprehensive planning period will strengthen students’ readiness to navigate technology responsibly and support teaching and learning by the end of the 2028–2029 school year.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Exemplary
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Exemplary

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Our commitment to establishing a focused system for continuous improvement empowers us to foster a cohesive and forward-thinking organizational culture, allowing us to identify opportunities for growth, enhance efficiency, and deliver exceptional outcomes for all stakeholders.

Through our dedication to supporting schools with evidence-based instructional strategies and programs, we ensure equitable access to rigorous, standards-aligned instruction, nurturing the academic potential of every student and fostering a thriving learning environment.

Our commitment to recruiting and retaining fully credentialed, experienced, and high-quality leaders and teachers create a thriving educational community where expertise, passion, and dedication combine to unlock the full potential of our students, achieving remarkable academic and personal growth.

By providing comprehensive support for the development and professional learning of our central office and school-based staff, we ensure an alignment of skills, knowledge, and objectives with the district and school's mission, vision, goals, and priorities, fostering a unified and high-achieving educational community.

Through effective coordination of fiscal resources from local, state, and federal programs, we align financial support with our district's goals and priorities, enabling us to maximize the impact of every dollar spent and effectively advance our educational vision for the benefit of all stakeholders.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

By focusing on improving essential practices related to partnering with local businesses, community organizations, and agencies, we can create a dynamic system of support for our district. This concerted effort will lead to the realization of our mission and vision, ensuring that every student receives an enriching educational experience.

By maintaining a focus on the strengths outlined above, we will promote consistency through the implementation of systems that support a guaranteed and viable curriculum, utilizes high-impact instructional strategies in our classrooms, and provides ongoing supports to our staff and students in promoting a positive culture.

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
Across English language arts, mathematics, and science, student achievement remains consistently above state averages on PSSA and Keystone assessments. This strong performance base allows the district to focus improvement efforts on growth consistency and subgroup acceleration, rather than broad remediation, directly supporting progress toward State Assessment Measures.	False
Districtwide intervention and enrichment systems, particularly in mathematics, have contributed to measurable progress, with over 250 students exiting math intervention during the 2024–2025 school year due to meeting growth expectations. These systems directly address challenges related to inconsistent growth and support On-Track Measures.	False
SAT, ACT, Keystone, and AP results confirm that many students demonstrate college and career readiness, providing a strong endpoint for the K–12 system. This strength allows the district to focus on improving earlier grade coherence and subgroup proficiency while maintaining high expectations at the secondary level	False
English language arts achievement is strong across secondary assessments, including Keystone Literature, SAT, ACT, and Advanced Placement exams, indicating that many students demonstrate college and career ready reading, writing, and analytical skills.	False
Primary literacy outcomes, as measured by DIBELS during the 2024–2025 school year, show positive progress in foundational skills, reflecting the impact of explicit phonics instruction, early intervention, and consistent progress monitoring.	False
Student achievement across English language arts, mathematics, and science remains consistently above state averages on PSSA, Keystone, SAT, ACT, and AP assessments, demonstrating strong overall academic performance and alignment to college and career expectations.	False
Recent data show stabilization and early post pandemic recovery across multiple assessments, including PSSA Mathematics, PSSA Science Grade 4, and Keystone Biology, indicating that current instructional practices are beginning to positively impact student outcomes	False
Central Bucks has a clear plan that outlines the Career Readiness Benchmarks for each grade level and our students successfully complete the benchmarks at a satisfactory level.	False
Central Bucks students successfully complete the Civics exam in 11th grade.	False

Our graduation rates are above the SPP/APR Target for our students with specific learning disabilities.	False
When reviewing our data for students with specific learning disabilities, students who are economically disadvantaged, and for students of varying Racial/Ethnic backgrounds, generally our data is better than the state averages in both the PSSA and the Keystone Exam results.	False
Our commitment to establishing a focused system for continuous improvement empowers us to foster a cohesive and forward-thinking organizational culture, allowing us to identify opportunities for growth, enhance efficiency, and deliver exceptional outcomes for all stakeholders.	False
Central Bucks is strong across all academic areas (English language arts, mathematics, and science) and student achievement consistently exceeds state averages, demonstrating a strong instructional foundation and alignment to standards. This pattern has sharpened the district's focus on accelerating post pandemic recovery while sustaining high expectations.	True
Central Bucks growth data has been especially influential in addressing achievement challenges. PVAAS results show that many cohorts met or exceeded expected growth, particularly in Mathematics and Biology. This indicates that instructional strategies and targeted interventions are effective and can be leveraged to translate strong growth into sustained proficiency gains across grade levels.	True
Central Bucks elementary outcomes remain consistently strong across English language arts, mathematics, and science, reflecting effective foundational instruction and early intervention practices that support student success. This understanding has strengthened the district's ability to target instructional supports, refine vertical alignment, and focus resources strategically to sustain achievement as academic expectations increase.	True
Central Bucks provides equitable access to personal technology devices for all students, supporting personalized learning, engagement, and the development of essential digital skills. In addition, the district leverages a robust ecosystem of digital platforms and online systems that enhance organization, collaboration, and productivity for both staff and students, enabling efficient instructional, operational, and communication practices across the district.	True
Across PSSA, Keystone, SAT, and ACT assessments, mathematics achievement remains consistently above district and state averages, indicating that many students are accessing grade level content and developing the skills necessary for college and career readiness. This strength provides a solid foundation to accelerate recovery efforts and refine instructional practices without the need for systemic redesign.	False
Recent data show early signs of stabilization and recovery in mathematics achievement and growth across most grade levels, particularly at the secondary level. This suggests that current instructional strategies, curriculum alignment, and targeted supports are beginning to take hold and can be leveraged to strengthen vertical alignment, address grade level variability, and improve consistency of growth across cohorts.	False
Through our dedication to supporting schools with evidence-based instructional strategies and programs, we	False

ensure equitable access to rigorous, standards-aligned instruction, nurturing the academic potential of every student and fostering a thriving learning environment.	
Our commitment to recruiting and retaining fully credentialed, experienced, and high-quality leaders and teachers create a thriving educational community where expertise, passion, and dedication combine to unlock the full potential of our students, achieving remarkable academic and personal growth.	False
By providing comprehensive support for the development and professional learning of our central office and school-based staff, we ensure an alignment of skills, knowledge, and objectives with the district and school's mission, vision, goals, and priorities, fostering a unified and high-achieving educational community.	False
Through effective coordination of fiscal resources from local, state, and federal programs, we align financial support with our district's goals and priorities, enabling us to maximize the impact of every dollar spent and effectively advance our educational vision for the benefit of all stakeholders.	False
There are currently at least 250 students enrolled in our dual enrollment programs.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
Although overall achievement remains strong, growth is not consistently sustained across all grade levels, particularly during transitions from elementary to middle school and into secondary coursework. Addressing this challenge is critical to improving State Assessment Measures and ensuring students remain on track for future academic success.	False
Despite strong growth outcomes for some subgroups, including English Learners, achievement levels continue to lag behind overall student performance, particularly in language-intensive content areas. Improving alignment between core instruction and targeted supports is essential to meeting equity expectations within the Future Ready PA Index.	False
While overall achievement is high, growth data from PSSA and Keystone assessments indicate variability across grade levels and cohorts, suggesting a need to strengthen vertical alignment and instructional coherence in ELA.	False
Despite strong aggregate performance, inconsistencies in growth and achievement across student groups highlight the need for targeted supports to ensure all students make consistent annual progress from early literacy through secondary coursework.	False
While mathematics achievement remains strong overall, inconsistent growth across grade levels, particularly	False

<p>during key transitions from elementary to middle school, limits sustained progress toward State Assessment and On Track Measures. Improving coherence, pacing, and progress monitoring across grades would significantly strengthen students' ability to make one full year of growth annually and support long term achievement gains.</p>	
<p>Although early signs of recovery are evident, mathematics achievement and growth have not fully returned to pre pandemic levels, particularly in select grades and cohorts. Addressing unfinished learning and strengthening targeted instructional supports would have a substantial impact on students' readiness for secondary coursework and improve College and Career Measures reflected in Keystone, SAT, and ACT mathematics outcomes.</p>	False
<p>Despite strong achievement, growth is inconsistent across grade levels, particularly during transitions from elementary to middle school, limiting sustained progress toward Future Ready PA interim targets.</p>	False
<p>Developing a Career Pathway towards graduation would help to make all of the Career Readiness Activities more authentic (and part of the new comprehensive plan).</p>	False
<p>Developing a Career Pathway towards graduation would allow students to participate in a mentor or internship program, and gain valuable work skills they do not learn in a traditional schedule and part of the new comprehensive plan).</p>	False
<p>Our PSSA results for students who are English Learners is below the state average in some grades.</p>	False
<p>The results for CB special education students in grades 3 and 4 are close to the state averages, but this is an area where our students are not performing in line with our regular education students in comparison to the state averages.</p>	False
<p>By focusing on improving essential practices related to partnering with local businesses, community organizations, and agencies, we can create a dynamic system of support for our district. This concerted effort will lead to the realization of our mission and vision, ensuring that every student receives an enriching educational experience.</p>	False
<p>By maintaining a focus on the strengths outlined above, we will promote consistency through the implementation of systems that support a guaranteed and viable curriculum, utilizes high-impact instructional strategies in our classrooms, and provides ongoing supports to our staff and students in promoting a positive culture.</p>	False
<p>Central Bucks recognizes the need to clearly define and align graduation pathways that ensure all students are prepared for post-secondary success, as current academic and career experiences do not consistently articulate how students progress from coursework and assessments to college, career, and life-ready outcomes. Addressing this challenge during the comprehensive planning period will strengthen coherence across K-12 learning experiences and ensure that graduation requirements meaningfully support students' diverse post-secondary goals by the end of the 2028-2029 school year.</p>	True

Central Bucks recognizes the need to ensure all students feel seen, heard, and included by providing equitable access to mental health supports and professional learning that builds resilience and self-monitoring skills, as current systems and resources are not yet consistently aligned across schools to meet the diverse social-emotional needs of students. Addressing this challenge during the comprehensive planning period will strengthen whole-child supports and promote student well-being and engagement by the end of the 2028–2029 school year.	True
Central Bucks recognizes the need to expand and more intentionally align community partnerships and learning opportunities to ensure all students have equitable access to meaningful, real-world experiences, as current partnerships and experiences are not yet consistently embedded. Addressing this challenge during the comprehensive planning period will strengthen connections between classroom learning and post-secondary pathways and enhance student engagement and readiness by the end of the 2028–2029 school year.	True
Central Bucks recognizes the need to prioritize digital wellness to ensure students are prepared to be safe, ethical, and develop healthy digital habits, as current technology use and access do not yet consistently translate into explicit instruction and shared expectations around responsible, balanced, and ethical engagement in a digital world. Addressing this challenge during the comprehensive planning period will strengthen students’ readiness to navigate technology responsibly and support teaching and learning by the end of the 2028–2029 school year.	True
Mathematics and science achievement and growth have not fully returned to pre pandemic levels, with lingering gaps in select grades and cohorts, highlighting the need for targeted instructional supports and strengthened vertical alignment.	False
Currently, there are over 250 high school students involved in these dual enrollment programs.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>Central Bucks recognizes the need to clearly define and align graduation pathways that ensure all students are prepared for post-secondary success, as current academic and career experiences do not consistently articulate how students progress from coursework and assessments to college, career, and life-ready outcomes. Addressing this challenge during the comprehensive planning period will strengthen coherence across K–12 learning experiences and ensure that graduation requirements meaningfully support students’ diverse post-secondary goals by the end of the 2028–2029 school year.</p>	<p>Academic, career, and experiential learning opportunities have evolved over time without a clearly articulated, districtwide framework that connects coursework, assessments, and experiences to defined post-secondary pathways. Finally, graduation requirements and success indicators have not been consistently aligned to diverse post-secondary outcomes, making it difficult for students and families to clearly understand how learning experiences translate into college, career, and life readiness.</p>	<p>True</p>
<p>Central Bucks recognizes the need to ensure all students feel seen, heard, and included by providing equitable access to mental health supports and professional learning that builds resilience and self-monitoring skills, as current systems and resources are not yet consistently aligned across schools to meet the diverse social-emotional needs of students. Addressing this challenge during the comprehensive planning period will strengthen whole-child supports and promote student well-being and engagement by the end of the 2028–2029 school year.</p>	<p>Social-emotional learning practices have expanded in response to growing student needs, but systems for coordination, consistency, and equitable access across schools have not been fully aligned. In addition, professional learning related to resilience and self-monitoring skills has varied by role and building, resulting in inconsistent implementation of strategies that support the whole child. Finally, clear structures for monitoring access, effectiveness, and student voice across wellness supports are still emerging, limiting the district’s ability to ensure all students feel consistently seen, heard, and supported.</p>	<p>True</p>
<p>Central Bucks recognizes the need to expand and more intentionally align community partnerships and learning opportunities to ensure all students have equitable access to meaningful, real-world experiences, as current partnerships and experiences are not yet consistently embedded. Addressing this challenge during the comprehensive planning period will strengthen connections between classroom</p>	<p>Community partnerships and real-world learning experiences have developed organically rather than through a coordinated, districtwide framework, resulting in inconsistent access across schools, grade levels, and disciplines. In addition, clear structures for aligning partnerships to curriculum, graduation pathways, and post-secondary outcomes have not been consistently defined, limiting the scalability and sustainability</p>	<p>True</p>

<p>learning and post-secondary pathways and enhance student engagement and readiness by the end of the 2028–2029 school year.</p>	<p>of existing efforts. Finally, roles, expectations, and communication related to community engagement are not uniformly established, which reduces the district’s ability to systematically leverage community resources to support equitable student learning experiences.</p>	
<p>Central Bucks recognizes the need to prioritize digital wellness to ensure students are prepared to be safe, ethical, and develop healthy digital habits, as current technology use and access do not yet consistently translate into explicit instruction and shared expectations around responsible, balanced, and ethical engagement in a digital world. Addressing this challenge during the comprehensive planning period will strengthen students’ readiness to navigate technology responsibly and support teaching and learning by the end of the 2028–2029 school year.</p>	<p>Technology access expanded rapidly across the district without a corresponding, districtwide scope and sequence for digital wellness and digital citizenship instruction, resulting in inconsistent expectations for students across grade levels. In addition, professional learning for staff has focused more heavily on instructional use of technology than on modeling and teaching healthy, ethical, and balanced digital behaviors, limiting consistent implementation in classrooms. Finally, shared language and guidance for students and families around digital wellness have not been clearly defined or embedded, reducing the effectiveness of existing tools and resources in supporting responsible technology use,</p>	<p>True</p>

Analyzing Strengths

Analyzing Strengths	Discussion Points
<p>Central Bucks is strong across all academic areas (English language arts, mathematics, and science) and student achievement consistently exceeds state averages, demonstrating a strong instructional foundation and alignment to standards. This pattern has sharpened the district’s focus on accelerating post pandemic recovery while sustaining high expectations.</p>	<p>Central Bucks can leverage its strong instructional foundation and achievement to focus improvement efforts on accelerating growth and closing remaining gaps, rather than broad remediation. This strength allows the district to maintain high expectations while targeting coherence, enrichment, and support at key transition points. Building on this foundation positions Central Bucks to sustain post-pandemic recovery and advance long-term college, career, and life readiness.</p>
<p>Central Bucks growth data has been especially influential in addressing achievement challenges. PVAAS results show that many cohorts met or exceeded expected growth, particularly in Mathematics and Biology. This indicates that instructional strategies and targeted interventions are effective and can be leveraged to translate strong growth into sustained proficiency gains across grade</p>	<p>Central Bucks can leverage strong growth outcomes on PVAAS, to expand and refine instructional strategies and targeted interventions that are already demonstrating impact. This strength provides an opportunity to intentionally translate strong growth into sustained proficiency gains, especially at key transition points and across grade levels, while maintaining high expectations for all students.</p>

levels.	
Central Bucks elementary outcomes remain consistently strong across English language arts, mathematics, and science, reflecting effective foundational instruction and early intervention practices that support student success. This understanding has strengthened the district’s ability to target instructional supports, refine vertical alignment, and focus resources strategically to sustain achievement as academic expectations increase.	Central Bucks can leverage its consistently strong elementary outcomes to reinforce and extend effective instructional practices, early intervention systems, and data-informed decision-making as students transition to more rigorous coursework. This strength provides a clear opportunity to strengthen vertical alignment and proactively target supports in the middle grades, ensuring that early gains are sustained and student achievement remains strong as academic expectations increase.
Central Bucks provides equitable access to personal technology devices for all students, supporting personalized learning, engagement, and the development of essential digital skills. In addition, the district leverages a robust ecosystem of digital platforms and online systems that enhance organization, collaboration, and productivity for both staff and students, enabling efficient instructional, operational, and communication practices across the district.	Central Bucks can leverage its districtwide access to devices and robust digital systems to move beyond access and focus on intentional, responsible use of technology. This strength enables the district to integrate digital wellness, ethics, and real-world technology skills into instruction, supporting both student learning and healthy digital habits.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Central Bucks will ensure all students master essential knowledge and skills while engaging in flexible, high-quality instruction that prepares them for success in college, career, and life.
	Central Bucks acknowledges the importance of the whole child, and the need for all students to feel seen and heard. We pledge to build students’ sense of self.
	Central Bucks will partner with and engage our community to enhance students’ experience and the district's reputation as a high-quality educational institution.
	Central Bucks is committed to utilizing the power of technology as a tool to enhance teaching and learning.

Goal Setting

Priority: Central Bucks will ensure all students master essential knowledge and skills while engaging in flexible, high-quality instruction that prepares them for success in college, career, and life.

Outcome Category		
Rigorous Courses of Study Section		
Measurable Goal Statement (Smart Goal)		
By the end of 2028-2029 school year, we will define graduation pathways that prepare students for post-secondary success.		
Measurable Goal Nickname (35 Character Max)		
Academic Excellence: Goal 1		
Target Year 1	Target Year 2	Target Year 3
If the district establishes foundational systems for graduation pathways—such as identifying multiple pathway options, reviewing current graduation requirements, and training staff on pathway structures— then we will be able to launch initial pathway components, expand student awareness, and prepare for full implementation in subsequent years.	If the district expands implementation by piloting pathways with selected student groups, monitoring student progress, and refining supports based on data— then we will be positioned to fully implement districtwide graduation pathways that effectively prepare all students for post-secondary success by the end of the 2028–2029 school year.	By the end of 2028-2029 school year, we will define graduation pathways that prepare students for post-secondary success.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of 2028-2029 school year, we will identify priority and supporting standards within the curriculum to ensure all essential skills are mastered while maintaining academic excellence.		
Measurable Goal Nickname (35 Character Max)		
Academic Excellence: Goal 2		
Target Year 1	Target Year 2	Target Year 3
If we conduct a comprehensive review of current curriculum documents, identify essential skills, and begin prioritizing standards within each content area, then we will establish a clear foundation of priority and supporting standards	If we refine and align priority and supporting standards across grade levels by collaborating with curriculum teams, calibrate instructional expectations, and develop supporting resources, then we will have a districtwide, consistent	By the end of 2028-2029 school year, we will identify priority and supporting standards within the curriculum to ensure all essential skills are mastered while

that guides instructional planning and informs professional development needs.	framework that prepares teachers for full implementation of prioritized standards and ensures students progressively master essential skills.	maintaining academic excellence.
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Priority: Central Bucks acknowledges the importance of the whole child, and the need for all students to feel seen and heard. We pledge to build students’ sense of self.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By the end of 2028-2029 school year, we will have expanded community partnerships and learning opportunities for students.		
Measurable Goal Nickname (35 Character Max)		
Community Engagement: Goal 1		
Target Year 1	Target Year 2	Target Year 3
If we map existing community-connected learning opportunities, establish baseline partnership data, and begin outreach to alumni, local organizations, and businesses, then we will create the foundational network and infrastructure needed to expand authentic learning experiences and enhance community collaboration in the following years.	If we pilot expanded community-connected learning opportunities, formalize new partnerships, and develop systems for coordinating and monitoring engagement, then we will strengthen our network of community collaborators and be positioned for districtwide expansion of authentic, community-connected learning experiences by 2028–2029.	By the end of 2028-2029 school year, we will have expanded community partnerships and learning opportunities for students.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By the end of 2028-2029 school year, we will have streamlined and clearly defined sources and conditions for district and school communication.		
Measurable Goal Nickname (35 Character Max)		
Community Engagement: Goal 2		
Target Year 1	Target Year 2	Target Year 3
If we conduct a districtwide audit of existing communication tools, platforms, and practices, and begin developing clear guidelines that define	If we refine, align, and pilot the new communication guidelines across selected schools and departments—while training staff, gathering	By the end of 2028-2029 school year, we will have streamlined and clearly defined sources and

communication sources, expectations, and usage conditions, then we will establish a baseline understanding of our current system and create the foundational structure needed to improve communication consistency and accessibility.	feedback, and evaluating effectiveness— then we will strengthen communication clarity, enhance ease of use for families and staff, and prepare for full districtwide implementation of streamlined communication systems by 2028–2029.	conditions for district and school communication.
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Priority: Central Bucks will partner with and engage our community to enhance students’ experience and the district's reputation as a high-quality educational institution.

Outcome Category		
Wellness		
Measurable Goal Statement (Smart Goal)		
By the end of 2028-2029 school year, we will ensure all students feel seen, heard, and included by providing equitable access to mental health supports and professional learning that fosters resilience and self-monitoring skills.		
Measurable Goal Nickname (35 Character Max)		
Health & Wellness: Goal 2		
Target Year 1	Target Year 2	Target Year 3
If we establish a district baseline of student mental-health needs and access (screeners, referral data, climate surveys), map current services and gaps across schools, and launch foundational professional learning on trauma-informed, culturally responsive, and Tier 1 SEL practices, then we will build the infrastructure and shared practices necessary to increase equitable access to supports and consistently promote student resilience and self-monitoring in every classroom.	If we expand access by implementing a tiered support model (clear referral pathways, timely interventions, and progress-monitoring), increase provider capacity through strategic staffing/partnerships, and deliver job-embedded PD with coaching cycles focused on resilience-building routines and self-monitoring strategies, then we will measurably improve student access and outcomes—reflected in higher utilization of supports, improved student-reported belonging and inclusion, and more consistent classroom practices—positioning us for full-scale sustainability by 2028–2029.	By the end of 2028-2029 school year, we will ensure all students feel seen, heard, and included by providing equitable access to mental health supports and professional learning that fosters resilience and self-monitoring skills.

Outcome Category
Wellness
Measurable Goal Statement (Smart Goal)

By the end of 2028-2029 school year, we will promote physical well-being as a foundation for academic and behavioral success by ensuring equitable access to health resources and modeling inclusive practices.		
Measurable Goal Nickname (35 Character Max)		
Health & Wellness: Goal 1		
Target Year 1	Target Year 2	Target Year 3
If we assess current student health needs, review access to physical-wellness resources across schools, and provide foundational professional learning on inclusive and health-promoting practices, then we will establish a clear baseline and create the initial systems required to ensure equitable access to health supports and strengthen the conditions for students' physical well-being.	If we expand and align health resources across school sites, increase student participation in wellness programs, and implement consistent inclusive practices through targeted staff training and partnerships with community health providers, then we will strengthen our infrastructure for promoting physical well-being and position the district for full-scale implementation that supports academic and behavioral success by 2028–2029.	By the end of 2028-2029 school year, we will promote physical well-being as a foundation for academic and behavioral success by ensuring equitable access to health resources and modeling inclusive practices.

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

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
By the end of 2028-2029 school year, we will prioritize digital wellness to ensure students are better prepared to be safe, ethical, and have healthy digital habits in a technological world.		
Measurable Goal Nickname (35 Character Max)		
Technology & Innovation: Goal 1		
Target Year 1	Target Year 2	Target Year 3
If we establish baseline data on students' digital habits and provide staff with foundational training on digital wellness, then we can begin implementing consistent expectations for safe, ethical, and healthy technology use. If we introduce schoolwide lessons and routines that promote balanced digital behaviors, then students will start developing awareness of responsible	If we expand digital-wellness instruction across content areas and increase access to tools that support safe and ethical technology use, then students will demonstrate more consistent and healthy digital habits. If we strengthen family partnerships and provide targeted supports for groups with identified digital-wellness gaps, then we will reduce inequities and improve students'	By the end of 2028-2029 school year, we will prioritize digital wellness to ensure students are better prepared to be safe, ethical, and have healthy digital habits in a technological world.

online practices.	readiness to navigate the digital world responsibly.	
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Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
By the end of 2028-2029 school year, we will create a unified K–12 data dashboard to support data-driven decisions and improve student outcomes districtwide.		
Measurable Goal Nickname (35 Character Max)		
Technology & Innovation: Goal 2		
Target Year 1	Target Year 2	Target Year 3
If we conduct a comprehensive audit of existing data systems, identify key metrics and data sources needed for a unified dashboard, and collaborate with stakeholders to define dashboard requirements, then we will establish a clear foundation and technical specifications necessary to begin building a coherent, user-centered K–12 data dashboard.	If we build and pilot the initial version of the unified dashboard, integrate priority data sources, and provide staff training and feedback loops to refine ease of use and functionality, then we will strengthen our capacity for consistent, districtwide data use and position the system for full implementation and expansion by the 2028–2029 school year.	By the end of 2028-2029 school year, we will create a unified K–12 data dashboard to support data-driven decisions and improve student outcomes districtwide.

Action Plan

Measurable Goals

Academic Excellence: Goal 1	Academic Excellence: Goal 2
Community Engagement: Goal 1	Community Engagement: Goal 2
Health & Wellness: Goal 2	Technology & Innovation: Goal 1
Health & Wellness: Goal 1	Technology & Innovation: Goal 2

Action Plan For: Graduation Pathways

Measurable Goals:
<ul style="list-style-type: none"> By the end of 2028-2029 school year, we will define graduation pathways that prepare students for post-secondary success.

Action Step		Anticipated Start Date	Anticipated Completion Date
Formalize our Principles of Teaching and Community Internship opportunities to provide students with “real-world” opportunities within a new pathway model.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Course Study Internship agreements, mentor guidelines, and placement procedures	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Increase student access to advanced opportunities, including dual enrollment for college credit and industry-recognized certifications, ensuring every student graduates with a head start on their chosen career or post-secondary path.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff Staff Developers Instructional Coaches	Dual-enrollment MOUs and industry certification testing resources	No	Yes

Action Step	Anticipated Start Date	Anticipated Completion
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			Date
Conduct a comprehensive review of high-performing school districts with existing graduation pathways including pathways for students with a variety of post-secondary aspirations including skilled trades, technical certifications, and university-prep pathways. Define graduation pathways starting no later than the 2029–2030 school year.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Data Assessment Updated course of study Research summaries on high-performing districts' pathway models.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A districtwide, board-approved graduation pathway framework—covering internships/teaching practicums, dual enrollment, and industry certifications—implemented for all incoming Grade 9 students, with public guides and growing student participation and credit/credential attainment.	Cabinet, C&I, and secondary leaders conduct biannual implementation reviews using SIS/exported dashboards (placements, dual-enrollment credits, certification pass rates, pathway enrollments), complemented by mentor/student surveys and policy compliance checks.

Action Plan For: Community Engagement

Measurable Goals:
<ul style="list-style-type: none"> By the end of 2028-2029 school year, we will have expanded community partnerships and learning opportunities for students. By the end of 2028-2029 school year, we will have streamlined and clearly defined sources and conditions for district and school communication.

Action Step	Anticipated Start Date	Anticipated Completion Date	
Embed and expand authentic, community-connected learning experiences across grade levels and disciplines through real-world applications, service learning, and career exploration supported by alumni and community partners.	2026-07-01	2029-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration &	Community partner directories and contacts Risk-management forms	No	No

Staff	and logistical support materials		
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Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and sustain strategic partnerships with local businesses, higher education institutions, nonprofit organizations, and municipal agencies to expand internships, mentoring, job shadowing, and post-secondary pathways.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Partnership agreements/MOUs Tracking tools for internships, mentoring, and shadowing opportunities Communication and outreach materials for partner recruitment	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish and grow a districtwide alumni network to keep graduates informed and engaged while connecting them with students to support mentoring, career awareness, internships, and post-secondary pathways.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Outreach and communication templates for alumni engagement Volunteer/mentor guidelines for alumni participation	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify, consolidate, and clearly define district-approved communication platforms to reduce confusion and inconsistency, and to ensure accurate, accessible information is easily available to families, staff, students, and the community.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Platform inventory and evaluation tools Accessibility and style guidelines	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish districtwide communication standards and policies, content governance practices, and accessibility and style expectations, supported by professional learning for staff responsible for creating and managing communications.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Communication style guide and branding toolkit Content governance and accessibility policies	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Strengthen two-way communication and community engagement through strategic promotion of district initiatives and activities, expanded feedback opportunities, improved clarity and accessibility of information, and the use of data to regularly evaluate effectiveness and inform continuous improvement.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Feedback tools (surveys, forms, listening-session templates) Communication analytics dashboards. Multilingual materials and community outreach supports.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A coherent engagement ecosystem encompassing expanded community-connected learning, an active partner network, a functioning alumni program, and a streamlined communications stack governed by districtwide standards for clarity, accessibility, and two-way feedback.	Communications, Community Relations, and building leaders complete quarterly analytics and quality audits (platform usage, accessibility scans, partner CRM activity, alumni participation, engagement/sentiment surveys, event attendance) to drive continuous improvement.

Action Plan For: Technology and Innovation

Measurable Goals:
<ul style="list-style-type: none"> By the end of 2028-2029 school year, we will create a unified K–12 data dashboard to support data-driven decisions and improve student outcomes districtwide. By the end of 2028-2029 school year, we will prioritize digital wellness to ensure students are better prepared to be safe, ethical, and have healthy digital habits in a technological world.

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and implement a K through 12 Digital Citizenship and Digital Wellness scope and sequence for students and staff that supports responsible and healthy technology use.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Digital citizenship curriculum maps and lesson materials LMS-based instructional modules and parent guides	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish district guidelines and instructional resources for Artificial Intelligence ethics and responsible use to support teaching and learning.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Courses of Study Pilot Programs Feedback in Classroom Discussion Protocols Policy & Procedures	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Create and refine a Technology Pathway that provides students with real world, professional technology learning experiences that prepare them for the future.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Courses of Study Pathway course of study documents Technology tools and equipment aligned to industry needs	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Align dashboard data to the district’s viable curriculum to provide teams of educators with actionable insights to improve individual teacher practice, collective team practice, and provide targeted and timely intervention to cause learning.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Data Dashboard Platform Common Formative Assessments (CFAs) Curriculum Maps & Pacing Guides	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A unified K–12 technology program consisting of an implemented Digital Citizenship/Wellness sequence, board-adopted AI ethics and use guidelines, a sequenced Technology Pathway with experiential learning and certifications, and a live K–12 data dashboard aligned to the viable curriculum.	IT, data teams, and instructional leaders run monthly/trimester checks (dashboard usage and data-quality audits, policy compliance reviews, classroom implementation logs/walkthroughs, pathway enrollment and certification outcomes) and incorporate PLC feedback loops.

Action Plan For: Maintaining Academic Excellence

Measurable Goals:
<ul style="list-style-type: none"> By the end of 2028-2029 school year, we will identify priority and supporting standards within the curriculum to ensure all essential skills are mastered while maintaining academic excellence.

Action Step		Anticipated Start Date	Anticipated Completion Date
Departments will conduct a targeted review of existing course documents to review and finalize the priority and supporting standards required to ensure student mastery of essential content and skills.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Data Assessment Standards review templates and pacing tools	No	No

Action Step	Anticipated	Anticipated
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		Start Date	Completion Date
Implement and monitor dedicated courses that explicitly teach executive functioning, time management, and collaboration skills for all students to learn foundational skills required for post-secondary success.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Course Study Courses of study for EF/time-management curricula Teacher resources for modeling and assessing EF skills	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Align the district’s Multi-Tiered Systems of Support (MTSS) framework to ensure Tier 1 instruction and Tiered Interventions are specifically designed to move every student toward mastery of the most critical grade-level concepts.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	MTSS intervention menus and resources Course study materials aligned to tiered instructional expectations.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Published priority/supporting standards with aligned pacing and common assessments, enhanced Tier 1 instruction through MTSS alignment, and new EF/collaboration courses yielding measurable gains on student skill indicators.	Department chairs and MTSS teams conduct marking-period curriculum/assessment audits and 4–6-week intervention cycle reviews using CFA results, screener trends, and EF rubric data to adjust instruction and supports.

Action Plan For: Mental Wellness

Measurable Goals:
<ul style="list-style-type: none"> By the end of 2028-2029 school year, we will promote physical well-being as a foundation for academic and behavioral success by ensuring equitable access to health resources and modeling inclusive practices. By the end of 2028-2029 school year, we will ensure all students feel seen, heard, and included by providing equitable access to mental health supports and professional learning that fosters resilience and self-monitoring skills.

Action Step		Anticipated Start Date	Anticipated Completion Date
Allocate mental health resources (e.g., counseling, Social-Emotional Learning programs) equitably across schools based on student needs.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Discussion Protocols Student services protocols and SEL resources PDE-required threat/risk assessment materials	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement professional learning for staff to practice strategies for supporting students' emotional regulation and resilience.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Discussion Protocols PDE Required Training scenario-based guidance Threat/Risk Assessment Training	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Use data-driven approaches (surveys, MTSS tiers) to identify gaps and adjust resource distribution to ensure all students have access to mental wellness supports.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Student Services Resources and Training MTSS Resources & Training BCIU Supports	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide equitable opportunities for physical activity and nutrition education across all grade levels and school settings.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

CBSD Administration & Staff	Course Study Classroom and program implementation supports	No	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Develop professional learning modules that help staff integrate movement and wellness breaks into academic instruction while maintaining classroom engagement.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Course Study Discussion Protocol Sample lessons and movement-integration templates Assessment data and observation tools for wellness activities	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Monitor participation data to ensure resources are distributed fairly and address barriers for underserved student groups.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CBSD Administration & Staff	Course Study Assessment Data Classroom Observation	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An equitable, data-informed wellness system with timely access to counseling/SEL supports, scenario-based staff learning, integrated movement/wellness practices, and broadened participation in physical health programs across student groups.	Student Services and building teams review quarterly caseload/utilization and disaggregated participation dashboards, plus 3×/year climate/MTSS tier data and walkthrough evidence, using findings to reallocate resources and address access barriers.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Community Engagement	Establish districtwide communication standards and policies, content governance practices, and accessibility and style expectations, supported by professional learning for staff responsible for creating and managing communications.
Technology and Innovation	Develop and implement a K through 12 Digital Citizenship and Digital Wellness scope and sequence for students and staff that supports responsible and healthy technology use.
Technology and Innovation	Establish district guidelines and instructional resources for Artificial Intelligence ethics and responsible use to support teaching and learning.
Maintaining Academic Excellence	Implement and monitor dedicated courses that explicitly teach executive functioning, time management, and collaboration skills for all students to learn foundational skills required for post-secondary success.
Mental Wellness	Implement professional learning for staff to practice strategies for supporting students' emotional regulation and resilience.
Mental Wellness	Develop professional learning modules that help staff integrate movement and wellness breaks into academic instruction while maintaining classroom engagement.

Artificial Intelligence

Action Step		
<ul style="list-style-type: none"> Establish district guidelines and instructional resources for Artificial Intelligence ethics and responsible use to support teaching and learning. 		
Audience		
K-12 Educators		
Topics to be Included		
AI Literacy, Appropriate use of AI		
Evidence of Learning		
Teachers will complete...		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Technology and Innovation	2026-08-24	2027-06-18

Learning Format

Type of Activities	Frequency
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Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">• 3c: Engaging Students in Learning• 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Communications Activities

Alumni Relations					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	CBSD Alumni	Partnerships, Internships, Speaker Series	Director of Communications	07/15/2026	07/15/2027

Communications

Type of Communication	Frequency
Email	Often and As Needed
Newsletter	Monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date