

Council Rock School District

Strategic Plan: 2019-2023



Strategic Planning Facilitators:

Dr. Robert Fraser, Superintendent of Schools

JoAnn Perotti, Bucks County Intermediate Unit

Three Goal Areas:	Chairpersons:
Student Wellness	Dr. Chuck Lambert: Director of Special Services Christine Taylor: Director of Human Resources Martha Taylor: Art Teacher, Council Rock High School South
Redefining Student Success	Ann Bell: Professional Development Coordinator Dr. Susan Elliott: Assistant Superintendent for Teaching and Learning Andy Sanko: Director of K-12 Education
School Safety and Security	Matthew Barrett: Security Support Specialist Nate Scott: Assistant Principal, Council Rock High School North Doug Taylor: Director of Operations

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INTRODUCTION

The Council Rock School District is unwavering in its commitment to systemic excellence and continuous improvement in all arenas, for all students. *Success for every student, every day* is our passion. Our Board of School Directors, faculty, staff, and administration recognize it as a pleasure to serve the students and families of the Council Rock community. We strive collectively, as a team of teams, to allow each and every student to achieve maximum success, both in and out of the classroom. We work collaboratively because we know we are better together, and further know that even greater success is achieved when our schools and homes function together as one.

Every single CR student is precious, and of utmost importance, and therefore it is imperative that we recognize, systemically and individually, the differences and inherent challenges of growing up today. Unlike ever before, children in our community and across the nation are encountering greater levels of stress, anxiety, depression, and even suicidal ideation. This should, and must, concern us all. These are not issues for families to work through alone, or for schools to work through alone; together, we must commit to the wellness of all of our children. To that end, you will see that this Strategic Plan prominently places student wellness as one of three core goal areas, and further is meaningfully intertwined within the other goal areas.

The Council Rock School District has a rich and well-deserved history of excellence, and we seek to build off of those immeasurable accomplishments. In doing so, we look to create a more holistic definition of student success, which is this plan's second goal area. Certainly, we will continue to plan for and expect outstanding results within the academic arena, while concurrently recognizing that there exist additional indicators of student success. We are a community where the potential exists for students to feel pressure to perform; we desire for our students to perform well academically and to thrive from a wellness standpoint, and we view these two ideas as interrelated. Specifically, we operate on the belief that students are best set up for academic success when they are at their peak wellness.

Of course, our Strategic Plan would be incomplete without an explicit focus on school safety and security, which is the third and final goal area. Again, you will see student wellness noted in this goal area, but now from more of a reactive standpoint of saying, "How do we respond, as a school, as a family, and as a community, if a student is demonstrating warning signs that they might pose a threat to themselves and/or to the safety of the school?" Naturally, this goal area also includes proactive measures designed to keep our schools safe and secure, each and every day.

This plan reflects the collective contributions of sixty-one (61) CR stakeholders, to whom we are indebted. This team is inclusive of students, parents, community members, business leaders, teachers, support staff, and administrators. Our hope, and intent, through this plan is that by 2023 we are able to recognize realities about the wellness and accomplishments of our students, and the safety of our schools and their inhabitants, that we cannot fully express at the outset of this plan. The following pages provide a roadmap to allow just that to happen.

Thank you, as always, for your support of our schools, and most importantly of our students, and also our faculty, staff, and administrators (known affectionately as Team CR), for these are the people who are in our schools striving every day to provide the best possible futures, and current realities, for every student. Thank you, as well, to our parents and community members, as the successful execution of this plan is not possible without working with and through you. Together, we will ensure *success for every student, every day*.

STRATEGIC PLANNING STEERING TEAM

Name:	Position (if employee):	School(s):	Strategic Planning Role:
Gail Acosta	CREF Executive Director	-----	Community Member
Matthew Barrett	Security Support Specialist	K-12	Special Assignment
Christine Bailey	Special Education Teacher	HES	Special Education Teacher
Ann Bell	Professional Development Coor.	K-12	Teacher
Andy Block	Board of School Director	-----	School Board
Denise Brooks	Board of School Director	-----	School Board
Nicole Crawford	Principal	GES	Administrator
Tom Cunningham	Health/PE Teacher	NMS	Teacher
Barry Desko (retired)	Director of K-12 Education	K-12	Administrator
Renee Devlin	Science Curriculum Coordinator	K-12	Teacher
Dave Diehl	Technology Education Teacher	CRN	Teacher
Matt Dykty	Gifted Teacher	MMW	Teacher
Susan Elliott	Assistant Superintendent	K-12	Administrator
Christopher Farese	-----	CRN	11 th Grade Student
Delana Fiadino	-----	CRS	Parent
Beth Fox	Principal	WES	Administrator
Carla Foy	Elementary Teacher	RES	Teacher
Robert Fraser	Superintendent	K-12	Facilitator
Gina Frattini	-----	CRS	Parent
Matt Frederickson	Director of Information Technology	K-12	Administrator
Al Funk	Principal	CRS	Administrator
Richard Galup	Senior VP, Jefferson Health	-----	Business Representative
Elyse Gannon	Literacy Specialist	RHE	Teacher
Alyssa Gormley	-----	CRS	10 th Grade Student
Karen Hansberry	Math Teacher	HMS	Teacher
Will Holmes	-----	NES	Parent
Amelia Honer	-----	CRN	10 th Grade Student
Nakia Jones-Tate	Principal	HCE	Administrator
Daneyelle Jordan	Principal	RES	Administrator
Tim Keddie	Assistant Principal	HMS	Administrator
Jim Kohlmayer	Elementary Teacher	CES	Teacher
Taylor Kredo	-----	CRS	9 th Grade Student
Megan Kurek	Elementary Teacher	NES	Teacher
Chuck Lambert	Director of Special Services	K-12	Administrator
Joe MacClay	Principal	HES	Administrator
Susan McCarthy	Principal	CRN	Administrator
Jigar Mehta	-----	SFE	Parent
Craig Miller	School Counselor	SFE	Educational Specialist
Diana Morris-Bauer	ELA Teacher	CRN	Teacher
Debbie Moskovitz	CRCHY Executive Director	-----	Community Member
Susan O'Grady	Community Relations Specialist	K-12	Administrator
Dolores O'Neill	School Counselor	HES/RES	Educational Specialist
Erin Parfitt	Latin Teacher	CRS	Teacher
JoAnn Perotti	-----	BCIU	Facilitator

Liz Potash	Health/PE Curriculum Coordinator	K-12	Teacher
Hannah Pressman	Technology Integration Specialist	K-6	Teacher
John Radick	Assistant Principal	CRS	Administrator
Ken Rooney	Math Specialist	MMW	Teacher
Andrew Rosenfeld	-----	CRS	10 th Grade Student
Andy Sanko	Director of K-12 Education	K-12	Administrator
Nate Scott	Assistant Principal	CRN	Administrator
Bill Stone	Director of Business Administration	K-12	Administrator
Anthony Tabasso	CEO, KVK Technologies	-----	Business Representative
Isabelle Taber	-----	CRN	12 th Grade Student
Christine Taylor	Director of Human Resources	K-12	Administrator
Doug Taylor	Director of Operations	K-12	Administrator
Martha Taylor	Art Teacher	CRS	Teacher
Althea Tomlinson	Technology Integration Specialist	CRN, CRS	Teacher
Zack Vile	Assistant Principal	NMS	Administrator
Lachele Vaughan	Music Teacher	RHE	Teacher
Stephanie Warshaw	School Social Worker	K-12	Educational Specialist

STRATEGIC PLAN: EXECUTIVE SUMMARY

Goal Area One: Student Wellness

Goal Statement: Embed the necessary and appropriate personnel, programs, and practices to promote the social emotional development of our students

- **Strategy One:** Enhance a consistent K-12 focus on mental health/Social Emotional Learning (SEL)
- **Strategy Two:** Implement Positive Behavioral Interventions and Supports (PBIS) in all elementary schools
- **Strategy Three:** Embrace and incorporate diversity in all of its various dimensions, and continue to build an inclusive and welcoming environment for all students and District stakeholders
- **Strategy Four:** Study school start times and potential opportunities to delay high school opening times
- **Strategy Five:** Analyze potential implementation of a revised high school master schedule and opportunities to provide students with additional course options

Goal Area Two: Redefining Student Success

Goal Statement: Embed into District culture that academic metrics are relevant to student success, and equally important are indicators that are more holistic in nature; we will plan for continuous improvement and systemic excellence in all areas

- **Strategy One:** Identify academic and non-academic measures that are hallmarks of student success and serve as guideposts for desired outcomes for all District students
- **Strategy Two:** Implement Professional Learning Communities (PLCs) districtwide
- **Strategy Three:** Emphasize active student engagement in preparation for 21st century college and a global workforce (inclusive of STEAM, Learning Management System (LMNS), virtual courses, and dual enrollment)
- **Strategy Four:** Develop and implement a comprehensive assessment system which provides data to inform teaching and learning at the student, classroom, and school levels

Goal Area Three: School Safety and Security

Goal Statement: Create the optimal conditions necessary, from both a proactive and reactive standpoint, to result in the continual safety of our students, staff, and other stakeholders who visit our schools

- **Strategy One:** Ensure the presence of K-12 mechanisms to access mental health resources that effectively support the mental health needs of students and families
- **Strategy Two:** Implement ALICE districtwide
- **Strategy Three:** Recreate District Safety and Security Master Plan and school-specific plans

GOAL AREA ONE: STUDENT WELLNESS

Goal Statement: Embed the necessary and appropriate personnel, programs, and practices to promote the social emotional development of our students

Strategy 1: Enhance a consistent K-12 focus on mental health/Social Emotional Learning (SEL)

Rationale for Strategy: Increasing numbers of students are struggling with demands both at school and away from school, and consequently are struggling with any combination of stress, anxiety, and depression; it is important that schools promote emotional, mental, social, and physical well-being, both in addition to and as a pathway to academic achievements

Action Step 1A: Increase opportunities for student and counselor interactions

Description of Action Step	Collaborate with students and counselors to develop recommendations to increase student/counselor interactions
People Responsible	<ul style="list-style-type: none">▪ Director of Special Services▪ Supervisor of Student Services
Implementation Start and End Dates	September 2019 – June 2023
Indicators of Implementation	<ul style="list-style-type: none">▪ Student self-reporting of increased meaningful meetings between student and counselors▪ Documentation of recommendations from students and counselors

Action Step 1B: Implement research-based SEL strategies districtwide

Description of Action Step	Develop recommendations of programing options to include differentiated opportunities for instruction K-12
People Responsible	<ul style="list-style-type: none">▪ Director of Special Services▪ Supervisor of Student Services
Implementation Start and End Dates	September 2020 – June 2023
Indicators of Implementation	Consistent program implementation across schools within each level

Action Step 1C: Enhance and strengthen suicide prevention and intervention programming and practices

Description of Action Step	Provide ongoing opportunities to proactively provide students with ongoing education and support. Train/retrain staff and students to recognize at-risk indicators and means to guide students to support.
People Responsible	Director of Special Services
Implementation Start and End Dates	September 2019 – June 2023
Indicators of Implementation	<ul style="list-style-type: none">▪ Implementation of proactive student learning opportunities▪ Increased awareness of QPR process and SAP teams

Action Step 1D: Increase focus on nutrition, fitness, tobacco, vaping, drug, and alcohol education

Description of Action Step	<ul style="list-style-type: none"> ▪ Implement curricular content in all areas across the K-12 grade span ▪ Coordinate outreach to local community agencies to provide ongoing educational opportunities for students and parents
People Responsible	<ul style="list-style-type: none"> ▪ Director of Special Services ▪ Health/Physical Education Curriculum Coordinator
Implementation Start and End Dates	September 2019 – June 2023
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Implementation of proactive student learning opportunities ▪ Scope and sequence of content K-12 is defined and consistently implemented ▪ Enhanced community connections in support of the well-being of our community’s children

Strategy 2: Implement Positive Behavioral Interventions and Supports (PBIS) in all elementary schools

Rationale for Strategy: By improving the effectiveness, efficiency, and equity of schools, PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups

Action Step 2A: Implement data collection and data analysis to evaluate the efficacy of programs

Description of Action Step	Complete training of all elementary school staff. Pilot the use of a universal screening assessment to monitor progress
People Responsible	<ul style="list-style-type: none"> ▪ Director of Special Services ▪ Supervisor of Student Services
Implementation Start and End Dates	September 2019 – June 2022
Indicators of Implementation	PBIS Plan in place in all elementary schools. Screener utilized in 8 buildings to make a recommendation for full implementation

Action Step 2B: Consider interventions for non-responding students

Description of Action Step	Identify and address individual student levels through the use of a universal screening assessment
People Responsible	<ul style="list-style-type: none"> ▪ Director of Special Services ▪ Supervisor of Student Services ▪ Elementary Principals
Implementation Start and End Dates	September 2019 – June 2022
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Full PBIS implementation at the elementary level ▪ Consistent data analysis from universal screening ▪ Implementation of student-specific interventions

Action Step 2C: Explore the potential of PBIS implementation at the secondary level

Description of Action Step	Secondary staff representatives will develop an understanding of PBIS, study its appropriateness at the secondary level, and make a recommendation regarding implementation
People Responsible	<ul style="list-style-type: none"> ▪ Director of Special Services ▪ Supervisor of Student Services ▪ Secondary Principals and Assistant Principals
Implementation Start and End Dates	September 2019 – June 2023
Indicators of Implementation	Develop recommendations with next steps outlined if and as appropriate

Strategy 3: Embrace and incorporate diversity in all of its various dimensions, and continue to build an inclusive and welcoming environment for all students and District stakeholders

Rationale for Strategy: All District students and stakeholders should be valued, and feel valued, in our school community; further, it is imperative that schools prepare students for the diverse, global world they will encounter upon graduation from our school system

Action Step 3A: Form a District Diversity and Inclusion Team

Description of Action Step	Create a district wide steering team consisting of members of each school’s diversity and inclusion team, whose purpose is to share effective practices and create consistency across schools.
People Responsible	<ul style="list-style-type: none"> ▪ Assistant Superintendent for Teaching and Learning ▪ Superintendent of Schools
Implementation Start and End Dates	September 2019 – June 2023
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Formation of team and regular meeting schedule ▪ Consistent sharing of effective practices across schools and throughout the District

Action Step 3B: Continue to provide ongoing staff and student training

Description of Action Step	District diversity and inclusion team will provide direction to buildings regarding action steps related to diversity in all of its various dimensions.
People Responsible	<ul style="list-style-type: none"> ▪ Assistant Superintendent for Teaching and Learning ▪ Director of K-12 Education
Implementation Start and End Dates	January 2020 – June 2023
Indicators of Implementation	Specific recommendations to schools for training of staff and students

Action Step 3C: Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect a diverse society

Description of Action Step	Participate in activities and events that help to increase the District’s exposure to a variety of candidates with desired result of a more diversified talent pool
People Responsible	<ul style="list-style-type: none"> ▪ Human Resources Director ▪ Director of K-12 Education
Implementation Start and End Dates	September 2019 – June 2023
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Increased presence in larger education job-seeker market ▪ Outreach and recruitment efforts specifically prioritizing diversity reflective of our society

Action Step 3D: Infuse a diversity lens into the District’s curriculum development process

Description of Action Step	Curriculum renewal protocol revised to reflect consideration and highlighting of diversity
People Responsible	<ul style="list-style-type: none"> ▪ Assistant Superintendent for Teaching and Learning ▪ Curriculum Coordinators
Implementation Start and End Dates	September 2019 – June 2023
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Revised Curriculum Renewal Process document ▪ Evidence of enhanced incorporation of diversity in curricular documents

Strategy 4: Study school start times and potential opportunities to delay high school opening times

Rationale for Strategy: The science on adolescent sleep is clear that traditional high school start times do not align with adolescent sleep patterns and, therefore, adolescents tend to not get enough sleep on school nights; delaying high school start times could yield positive dividends for students academically and with their overall wellness

Action Step 4A: Form a team consisting of students, parents, staff, and community members to study the issue

Description of Action Step	Form a steering team to develop a thorough understanding of the issue, related pros and cons, and potential barriers to implementation
People Responsible	<ul style="list-style-type: none"> ▪ Director of K-12 Education ▪ Director of Special Services
Implementation Start and End Dates	September 2019 – June 2021
Indicators of Implementation	Formation of steering committee and consistent meeting schedule

Action Step 4B: Engage the District community through both educational and feedback opportunities

Description of Action Step	Develop methods for connecting with the broader school community to educate stakeholders on the topic and to gather community input
People Responsible	<ul style="list-style-type: none"> ▪ Director of K-12 Education ▪ Director of Special Services
Implementation Start and End Dates	September 2019 – June 2021
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Educational opportunities for students, parents, and other stakeholders ▪ Formalized process of seeking community input for steering committee consideration

Action Step 4C: Create a final report and recommendation to the Board of School Directors

Description of Action Step	The steering committee will provide the Board of School Directors with a recommendation regarding school start times
People Responsible	<ul style="list-style-type: none"> ▪ Director of K-12 Education ▪ Director of Special Services
Implementation Start and End Dates	September 2020 – June 2021
Indicators of Implementation	Documented recommendation to the Board of School Directors, inclusive of a comprehensive impact analysis of delaying school start times

Strategy 5: Analyze potential implementation of a revised high school master schedule and opportunities to provide students with additional course options

Rationale for Strategy: A new schedule would potentially provide eight additional opportunities over four years for students to take courses reflective of their interests, passions, and aspirations

Action Step 5A: Form subcommittees consisting of students, parents, and employees to further study the issue, and make a recommendation to the Board of School Directors

Description of Action Step	Form subcommittees with different foci related to revising the high school schedule. Subcommittees will make recommendations to the committee as a whole, ultimately resulting in a recommendation to the School of Board Directors. Potential implementation of the revised high school schedule would begin in the 2021-22 school year.
People Responsible	Director of K-12 Education
Implementation Start and End Dates	September 2019 – December 2019
Indicators of Implementation	Documented recommendation to the Board of School Directors, inclusive of a comprehensive impact analysis of adopting and implementing a revised high school master schedule

GOAL AREA TWO: REDEFINING STUDENT SUCCESS

Goal Statement: Embed into District culture that academic metrics are relevant to student success, and equally important are indicators that are more holistic in nature; we will plan for continuous improvement and systemic excellence in all areas

Strategy 1: Identify academic and non-academic measures that are hallmarks of student success and serve as guideposts for desired outcomes for all District students

Rationale for Strategy: Identifying and committing our identified hallmarks of student excellence to writing ensures clarity regarding desired outcomes for all District students

Action Step 1A: Work with varied internal and external stakeholders to create a Profile of a Graduate

Description of Action Step	The Profile of a Graduate outlines the cognitive, social, and emotional competencies students should possess when they graduate. Informed by various stakeholders, the profile informs district decisions and helps focus priorities.
People Responsible	Assistant Superintendent for Teaching and Learning
Implementation Start and End Dates	September 2019 to June 2020
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Convene a representative committee, inclusive of internal and external stakeholders, to research and develop a Profile of a Graduate ▪ Gather feedback from various stakeholders to inform the development of the profile ▪ Communicate the Profile of a Graduate to all stakeholders through various methods (e.g., website, Board Meetings, newsletters) ▪ Integrate into curriculum and instruction

Action Step 1B: Reintroduce a CR Scorecard that reflects academic and more holistic indicators of student success

Description of Action Step	A scorecard tells the story of the district by highlighting student accomplishments both academically and non-academically.
People Responsible	<ul style="list-style-type: none"> ▪ Community Relations Specialist ▪ Director of K-12 Education
Implementation Start and End Dates	July 2019 – December 2019
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Develop and release a web-based dashboard which highlights key areas of student success ▪ List partnerships with external organizations that support student success with health and wellness ▪ Highlight academic performance on nationally-recognized measures of student achievement ▪ Showcase extracurricular achievements of students in the Arts, Sports, Science, Business, and other areas

Action Step 1C: Evaluate the elementary report card to determine alignment to grade-level expectations

Description of Action Step	The elementary report card provides parents with regular progress on student proficiency with standards. As standards have shifted in rigor, the report card should reflect those changes.
People Responsible	<ul style="list-style-type: none"> ▪ Assistant Superintendent for Teaching and Learning ▪ Director of K-12 Education
Implementation Start and End Dates	January 2021 – June 2021
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Research and evaluate elementary report cards ▪ Develop and solicit feedback on report card revisions from both internal and external stakeholders ▪ Implement revised elementary report card

Strategy 2: Implement Professional Learning Communities (PLCs) districtwide

Rationale for Strategy: By creating structures and systems which empower teachers to work collaboratively and to be responsive to student needs, the District is better positioned to ensure students achieve hallmarks of success

Action Step 2A: Build time into the master schedule to support teacher collaboration and student interventions

Description of Action Step	It is important to dedicate time in the school day for teachers to meet as teams to work together, and time for teachers to meet with students to provide additional support.
People Responsible	<ul style="list-style-type: none"> ▪ Assistant Superintendent for Teaching and Learning ▪ Director of K-12 Education
Implementation Start and End Dates	September 2019 – June 2023
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Include dedicated time in the student day for teachers to provide remediation and enrichment outside of regular instruction ▪ Include dedicated time in the teacher day for teachers to meet regularly in collaborative teams

Action Step 2B: Facilitate staff training to deepen understanding of the work of PLCs

Description of Action Step	Professional Learning Communities provide teachers with the opportunity to work collaboratively to analyze student learning and design instruction to ensure all students learn what is most essential.
People Responsible	<ul style="list-style-type: none"> ▪ Assistant Superintendent for Teaching and Learning ▪ Professional Development Coordinator
Implementation Start and End Dates	September 2019 – June 2023
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Facilitate workshops for teachers to deepen their understanding of the PLC process collaborative teams use ▪ Facilitate training for administrators and teacher leaders to build knowledge about a system of interventions to provide remediation and enrichment to students ▪ Facilitate training for staff on effective practices for remediation and enrichment

Action Step 2C: Develop a system of interventions (MTSS framework) which provides dedicated opportunities for students to receive remediation and enrichment

Description of Action Step	Multi-Tiered Systems of Support (MTSS) is a systematic, continuous improvement framework in which data-based problem-solving is practiced across all levels in the educational process to ensure student success in both academic and non-academic areas.
People Responsible	<ul style="list-style-type: none"> ▪ Assistant Superintendent for Teaching and Learning ▪ Director of K-12 Education
Implementation Start and End Dates	September 2019 – June 2023
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Build knowledge of the Multi-Tiered System of Support (MTSS) as a critical component of PLCs ▪ Analyze current support systems and structures to determine necessary revisions to implement a system of interventions ▪ Determine district-level decisions and building-level decisions relative to the system of interventions ▪ Implement and monitor a system of interventions at each school which provides both remediation and enrichment for academic and non-academic needs

Strategy 3: Emphasize active student engagement in preparation for 21st century college and a global workforce

Rationale for Strategy: In an ever-changing and increasingly global society, coupled with many future occupations that do not yet exist, it is critically important for schools to actively engage students in learning processes that emphasize 21st century concepts and skills

Action Step 3A: Provide professional development in innovative and proven practices for engaging students in active, minds-on learning both inside and outside of the classroom setting

Description of Action Step	Just as students and the world in which they live continue to change, instructional practices must change to meet the evolving needs of learners.
People Responsible	<ul style="list-style-type: none"> ▪ Assistant Superintendent for Teaching and Learning ▪ Professional Development Coordinator ▪ Superintendent of Schools
Implementation Start and End Dates	September 2019-June 2023
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Research best practices for active, minds-on learning ▪ Provide ongoing training for teachers and administrators on innovative practices ▪ Provide coaching and support as teachers implement innovative practices

Action Step 3B: Enhance districtwide STEAM (Science, Technology, Engineering, Arts, and Math) programming to provide all students with access to STEAM

Description of Action Step	STEAM education provides students with opportunities to engage in design thinking and STEAM concepts. These concepts and mindsets are necessary for success in the 21 st century.
People Responsible	<ul style="list-style-type: none"> ▪ Assistant Superintendent for Teaching and Learning ▪ Curriculum Coordinators ▪ Director of Information Technology
Implementation Start and End Dates	September 2019 - June 2021
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Enhance K-12 districtwide curricular and extracurricular STEAM programming ▪ Develop and implement integrated STEAM instructional units which focus on teaching STEAM concepts and skills to all students at the elementary and middle levels ▪ Provide professional development in STEAM concepts (e.g., design thinking, creatively, critical thinking, communication, collaboration), inclusive of ongoing technology integration

Action Step 3C: Develop an ongoing fiscally-responsible technology plan which supports use of current hardware and platforms and researches viable emerging technologies

Description of Action Step	Technology serves as a core resource to support teaching and learning. Because the types of technology and the programs available continue to change, it is important to develop a plan for ongoing technology needs that is both fiscally responsible and responsive to district needs.
People Responsible	<ul style="list-style-type: none"> ▪ Assistant Superintendent for Teaching and Learning ▪ Director of Business Administration ▪ Director of Information Technology ▪ Director of K-12 Education ▪ Superintendent of Schools
Implementation Start and End Dates	September 2019 – June 2020
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Develop a vision for the role of technology which aligns to District mission and the Profile of a Graduate ▪ Develop a multi-year technology plan inclusive of supporting current hardware and platforms ▪ Research new technology, software and platforms which align to the vision for technology and support active student engagement ▪ Align curricular and instructional decisions with emerging technologies

Action Step 3D: Implement Canvas as a consistent Learning Management System (LMS) in grades 7-12

Description of Action Step	A consistent Learning Management System (LMS) provides single-source access for students, staff, and parents to all course information and communications.
People Responsible	<ul style="list-style-type: none"> ▪ Assistant Superintendent for Teaching and Learning ▪ Technology Integration Specialists
Implementation Start and End Dates	September 2019 – September 2021
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Locate all secondary courses in Canvas ▪ Develop an implementation timeline for training and usage expectations ▪ Provide training to staff ▪ Provide access for parents/guardians ▪ Communicate purpose and use of Canvas with stakeholders (e.g., students and parents)

Action Step 3E: Develop additional courses and real-world career experiences at the secondary level to prepare students for post-secondary success

Description of Action Step	Connections and networking with real-world career opportunities and different high school course offerings increase student preparedness and success with their post-secondary choices.
People Responsible	<ul style="list-style-type: none"> ▪ Assistant Superintendent for Teaching and Learning ▪ Director of K-12 Education
Implementation Start and End Dates	September 2020 – June 2023
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Develop additional virtual course offerings at the high school level to provide all students with varied learning formats ▪ Offer a repertoire of dual enrollment course options for high school students ▪ Establish more diversified connections between student learning and real-world career opportunities (e.g., internships, career exploration, visitations)

Strategy 4: Develop and implement a comprehensive assessment system which provides data to inform teaching and learning at the student, classroom, and school levels

Rationale for Strategy: In a data-rich environment, a clear and comprehensive assessment system ensures the District has relative and timely data to inform programmatic and instructional decisions at the student, classroom, school, and district levels.

Action Step 4A: Develop and implement a comprehensive assessment system for grades K-12

Description of Action Step	As a linchpin between teaching and learning, assessment provides schools, principals, teachers, and students with information to support instructional decisions. Districts need to use a variety of assessments for different purposes. A comprehensive assessment system outlines the different assessments and their purposes.
People Responsible	<ul style="list-style-type: none"> ▪ Assistant Superintendent for Teaching and Learning ▪ Curriculum Coordinators
Implementation Start and End Dates	September 2019-June 2022
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Audit current assessments and assessment practices to identify value-added changes ▪ Research and select an Assessment Management System (AMS) which enables staff to administer and analyze various types of assessments to inform instruction ▪ Research and select benchmark assessments aligned to the rigor of grade-level and/or course expectations in core academic areas ▪ Research and select assessments and metrics which inform non-academic areas of programmatic and student success ▪ Provide professional development in the implementation and creation of various assessments and the use of data from those assessments to inform teaching and learning

GOAL AREA THREE: SCHOOL SAFETY AND SECURITY

Goal Statement: Create the optimal conditions necessary, from both a proactive and reactive standpoint, to result in the continual safety of our students, staff, and other stakeholders who visit our schools

Strategy 1: Ensure the presence of K-12 mechanisms to access mental health resources that effectively support the mental health needs of students and families

Rationale for Strategy: Given increasing mental health concerns, schools and community-based partners must be equipped to provide students and families with access to mental health supports both in school and in the community

Action Step 1A: Educate students and families about school and community resources

Description of Action Step	Develop and improve outreach activities and resources to provide student and parents with information to recognize the need for school and community-based support and how to access it
People Responsible	<ul style="list-style-type: none"> ▪ Community Relations Specialist ▪ Director of Special Services ▪ Supervisor of Student Services
Implementation Start and End Dates	September 2019 – June 2023
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Visible and available outreach activities and resources to students and parents providing relevant information ▪ Continued enhancement of listing of school and community-based resources on the District web site

Action Step 1B: Ensure Student Services staff are trained to implement prevention and intervention strategies

Description of Action Step	Ongoing training of student services staff in responding to mental health needs of students, both to prevent escalation and to intervene when needed.
People Responsible	<ul style="list-style-type: none"> ▪ Director of Special Services ▪ Supervisor of Student Services
Implementation Start and End Dates	September 2019 – June 2023
Indicators of Implementation	All student services staff participate in required trainings

Action Step 1C: Reevaluate District student assistance programs, increase awareness of their purposes and accessibility, and ensure staff awareness on when and how to refer students for support services

Description of Action Step	Reevaluate all aspects of Student Assistance Programs at the elementary, middle, and high school levels. Create outreach activities and strategies to increase community awareness and student accessibility.
People Responsible	<ul style="list-style-type: none"> ▪ Community Relations Specialist ▪ Director of Special Services
Implementation Start and End Dates	September 2019 – June 2021
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Revised SAP protocols and procedures, including an enhanced web site presence ▪ Visible and meaningful outreach providing information to the CRSD community ▪ Student feedback reflecting that the student assistance program is better understood and more easily accessible to them

Strategy 2: Implement ALICE districtwide

Rationale for Strategy: Students and staff will engage in nationally-recognized and research-based proactive, options-based strategies rather than following a passive and static response to a school intruder

Action Step 2A: Provide ongoing staff training and next steps with students over the upcoming four years

Description of Action Step	Develop a progressive student training plan by grade level, inclusive of actions, materials, responsibilities, and parent notification plan before and after execution of drills
People Responsible	<ul style="list-style-type: none"> ▪ Director of K-12 Education ▪ Director of Operations ▪ Safety and Security Coordinator
Implementation Start and End Dates	September 2019 – June 2023
Indicators of Implementation	Implementation of successful student drills representing all alternatives provided under the ALICE model, including enhanced lockdowns, evacuation, and reunification

Strategy 3: Recreate District Safety and Security Master Plan and school-specific plans

Rationale for Strategy: Student and staff safety is the District’s foremost priority; as such, the District must engage in a continuous process of refinement of its master safety and security plans

Action Step 3A: Collaborate with the four local police departments, other first responders, District security staff, central office and building administrators, and other relevant stakeholders to recreate all existing safety and security plans

Description of Action Step	Develop updated safety and security plans including action steps for ALICE, inclusion of staff and student drills, as well as establishing reunification and rally point locations
People Responsible	<ul style="list-style-type: none"> ▪ Director of Operations ▪ Safety and Security Coordinator ▪ Superintendent of Schools
Implementation Start and End Dates	September 2019 – September 2021
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Existence of updated safety and security plans ▪ Successful implementation of age-appropriate lockdown drills ▪ Ability to execute evacuation and reunification drills with staff and students

Action Step 3B: Continue to consistently collaborate with the four police departments and other first responders as part of the District’s Threat Assessment Team

Description of Action Step	Monthly meetings occur between select District representatives and first responders from our constituent municipalities
People Responsible	<ul style="list-style-type: none"> ▪ Director of Operations ▪ Safety and Security Coordinator ▪ Superintendent of Schools
Implementation Start and End Dates	September 2019 – September 2023
Indicators of Implementation	Monthly team meetings are held throughout the school year addressing potential safety and threat risks

Action Step 3C: Enhance school security through projects beginning in the summer of 2019

Description of Action Step	Enhance security by replacing classroom standard door locks with intrusion hardware; provide video phones at school exteriors to control building access to visitors; ongoing camera and access control upgrades
People Responsible	<ul style="list-style-type: none"> ▪ Director of Operations ▪ Safety and Security Coordinator
Implementation Start and End Dates	July 2019 – June 2023
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Ability to effectively secure buildings during enhanced lockdown drills ▪ Secure building perimeters by limiting access to front doors via remote release only ▪ Maintain and enhance video camera systems ▪ Continue to limit access to building via card readers issued to staff

Action Step 3D: Consider the adoption of an app for staff communication and reporting

Description of Action Step	Research and select a cellular application that will allow District staff to communicate 24/7 through any emergency or intrusion event
People Responsible	<ul style="list-style-type: none"> ▪ Director of Operations ▪ Safety and Security Coordinator
Implementation Start and End Dates	September 2019 – December 2019
Indicators of Implementation	<ul style="list-style-type: none"> ▪ Implementation of emergency communications program by use of a cellular phone application with 100% signal strength throughout all school facilities with effective communication abilities at each school independent of another ▪ Ability to share the location of an intruder or other security threat at any location within a school to all other staff members, police, and administration

Action Step 3E: Implement a communication plan to educate/re-educate students, staff, and parents of District’s safety programs through various means

Description of Action Step	Develop mechanisms for effective and ongoing communication of security and safety information to community
People Responsible	<ul style="list-style-type: none"> ▪ Community Relations Specialist ▪ Director of Operations ▪ Safety and Security Coordinator
Implementation Start and End Dates	September 2019 – June 2020
Indicators of Implementation	CRSD community receives distinct safety and security updates, notification of ALICE drills, and District safety and security messages

GLOSSARY:

Goal 1:

- **Interventions:** A specific and purposeful course of action focused on changing a student's thinking or behavior in order to bring about improvement in an area of identified need for an individual or group of students.
- **Master Schedule:** Defines the school schedule and courses, its associated terms, periods, and days and is made in such a manner that it suits teachers, parents, and students.
- **Positive Behavioral Interventions and Supports (PBIS):** An approach schools can use to improve school safety and promote positive behavior. Through PBIS schools teach students about behavior, just as they would teach about any other content students are expected to master. PBIS recognizes that students can only meet behavior expectations if they know what the expectations are. Throughout the school day students understand specifically what's expected of them.
- **QPR Process:** Question, Persuade, and Refer, three simple steps that anyone can learn to help save a life from suicide. People trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. QPR is an evidence-based practice of the QPR Institute.
- **SAP Teams:** The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. In CR, the SAP team is currently referred to as the CARES team (Children At Risk in an Educational System).
- **Social Emotional Learning (SEL):** The process through which individuals understand and manage emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions which contribute to success in school and in life.
- **Universal Screening Assessment:** In relation to PBIS, universal screening refers to a process review data for all students in order to identify students who would benefit from some degree of targeted intervention because the data suggests they are at risk of engaging in higher levels of behavior that could interfere with a productive learning environment.

Goal 2:

- **Assessment Management System (AMS):** A software application used to administer, track, and assist with the analyses of a variety of assessments to support educational decision-making.
- **Benchmark Assessments:** Assessments administered at key points in time to evaluate what students have learned at mid-point goals and to predict students' performance on particular standards assessed on state assessments. (www.WestEd.org)
- **Comprehensive Assessment System:** A range of measurement approaches used to provide a variety of evidence to support education decision-making. The measures include four broad categories of assessment: formative, diagnostic, benchmark, and summative. (www.WestEd.org)
- **Dual Enrollment:** A course offered to a high school student through which they concurrently earn high school and college credit.
- **Enrichment:** Enhancing student learning by adding educational content or new learning opportunities
- **Learning Management System (LMS):** A software application used to administer, document, track, report, and deliver educational courses and learning. All Council Rock teachers, and CR students in grades 7-12, currently use an application known as Canvas.
- **Multi-Tiered System of Support (MTSS):** An instructional framework that includes universal screening of all students, multiple levels of instruction and support, and an integrated data collection and assessment system to inform decisions at each tier of instruction. (<https://keystoliteracy.com/blog/what-is-mtss/>)
- **Professional Learning Communities (PLCs):** An “ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve” (DuFour,DuFour, Eaker, Many, 2010, Learning by Doing). Teachers meet regularly in teams to plan instruction and discuss student learning.
- **Profile of a Graduate:** Co-created by internal and external stakeholders, the Profile of a Graduate specifies the cognitive, personal, and interpersonal competencies that students should demonstrate when they graduate. (Source: www.edutopia.org/blog/graduate-profile-focus-outcomes-key-kay)
- **Remediation:** Additional instruction and support provided to students who have not learned essential skills and concepts.
- **STEAM:** An integrated, interdisciplinary, student-centered approach to learning that encourages curiosity, creativity, artistic expression, collaboration, communication, problem solving, critical thinking, and design thinking with a focus on integrating Science, Technology, Engineering, Arts, and Mathematics. (www.carnegiesciencecenter.org/stemcenter/)
- **Virtual Courses:** Courses administered entirely online to students

Goal 3:

- **Access Control:** In the fields of physical security, access control is the selective restriction of access to a place or other resource. Permission to access a resource is called authorization and requires the use of a key-fob, card reader, or a controlled keying system.
- **ALICE (Alert-Lockdown-Inform-Counter-Evacuate):** The ALICE Training Institute provides a training program through an instructor-led class which provides preparation and a plan for individuals and organizations on how to more proactively handle the threat of an aggressive intruder or active shooter event. Whether it is an attack by an individual person or by an international group of professionals intent on conveying a political message through violence, ALICE Training option-based tactics have become the accepted response, versus the traditional “lockdown only” approach. (www.alicetraining.com)
- **District Safety and Security Master Plan:** The plan is led by the District Safety and Security Coordinator and has been established to enhance the safety, health, and security of both students and staff and allows for input from the entire school community. Components include planning efforts such as ALICE, monthly meetings with law enforcement, security ad hoc committee meetings, and other safety and security measures to address risk reduction, response, and recovery with respect to a variety of emergencies which may occur in the school district.
- **Enhanced Lockdown Drills:** A drill that includes the use of materials within a given space to secure and barricade all entry points into the space.
- **Intrusion Hardware:** Door hardware devices which allow the occupants within the secure side of the room to lock a door without the use of a key. Should the need for the use of the intrusion hardware arise, the Enhanced Lockdown immediately follows.
- **Reunification and Rally Point Locations:** When the Evacuate option of the ALICE protocol is exercised, a predetermined reunification or rally point must be established. The reunification and rally points provide a safe location to account for staff and students, and the reunification process with parents or guardians.
- **Student Services Staff:** CR staff consisting of school counselors, social workers, CARES (Children At Risk in an Educational System) Coordinators, school psychologists, nurses, and instructional support teachers.