Council Rock School District

Three-Year Comprehensive Plan: 2016-2019

Subcommittee Chairpersons:

Building Relationships	Mr. Al Funk, Principal, Council Rock High School South
	Ms. Christine Trioli, Director of Human Resources
Teaching and Learning:	Mr. Barry Desko, Director of Secondary Education
Improving Student Achievement	Dr. Chuck Lambert, Director of Special Services
	Ms. Ann Bell DeMaio, Professional Development Coordinator
Technology	Mr. Matt Frederickson, Director of Information Technology

Council Rock School District – Making a Difference

In Council Rock, we strive to make a difference for our students every school day. This comprehensive plan reminds us that we all make a difference by striving to provide success for every student every day. The varied parts of our Comprehensive Plan help us to align our efforts to ensure we are all moving forward to accomplish our mission and goals. We can make a difference not only in our classrooms but by providing efficiency in fiscal operations, by reaching out and engaging our community, and by ensuring that relevant technology remains available to our students and staff. We make a difference by recognizing the talent embedded in our staff — *our deep smarts* — and by creating professional development opportunities to allow our entire staff to grow. This Comprehensive Plan recognizes the excellence that is already present in our school district and seeks to expand it. It is our collective commitment to continue our path from good to great.

A disciplined framework for planning is a vital tool for bringing about alignment of people, programs, processes, and resources. The resulting plan offers a coordinated roadmap for continuous improvement of educational practices and student achievement.

In its essence, Council Rock's Comprehensive Plan shows us how to make a difference for the students and community we serve.

Our Mission

*Council Rock School District, in partnership with its community, empowers **all students** with the knowledge, habits, and attitudes to become **life-long learners** and to lead and serve in a **diverse, global society.***

If the fundamental aim of our public schools is to nurture the full potential in every student, then the core purpose of Council Rock School District must be to create and sustain a culture where the life-long process of learning can thrive. Council Rock's mission statement is a declaration of the district's essential purpose — its reason for being. It articulates why we exist as a school system and it gives shared meaning to the work of everyone within the district. It is a declarative statement of "what we have come together to experience and to accomplish." Therefore, everything we must do — including how we treat and relate to each other — must be consistent with this mission.

Our Vision

Council Rock School District's goal is **excellence:**
- Excellence in learning and achievement for every student
- Excellence in our collective performance as a school district

The goal gives meaning and direction to the work of the district, informs the selection of educational programs, and guides the allocation of resources in purposeful ways. The goal is a statement of our collective commitment to our students and our community.

Successful accomplishment of Council School District's goal for student learning and achievement requires paying regular attention to student progress toward that goal. Thus, Council Rock has articulated **Six Yardsticks of Student Success** that function as the indicators and measures of student progress. These yardsticks enable us to continually monitor student growth and development, so that we can intervene in a timely manner, provide extra support when needed, or adjust our educational practices to be more responsive to student needs.

The Six Yardsticks of Student Success provide multiple measures of student progress that address social-emotional and cognitive development. Each yardstick has at least one or more clearly measurable data points, also known as "Metrics of Excellence," which will be closely monitored throughout the year.

As a collective, the Yardsticks provide a gauge of "health and wellness" of our students at any point in time.

- Student attitude, motivation and achievement
- Student acquisition of knowledge through the appropriate use of technology
- Student attendance
- Student acquisition of positive life-skills
- Student learning and enrichment through participation in co-curricular activities and diverse opportunities for course electives in our high schools
- Student successful transition from grade-to-grade and elementary to middle school to high school to post-secondary

Shared Values

In everything we do, Council Rock School District will promote the following core values:

- Dignity and respect
- High expectations
- Equitable opportunity for personal success
- Shared responsibility
- A commitment to excellence
- Pursuit of continuous learning
- Global awareness

Educational Community

Council Rock School District was formed in July of 1969. Located in Lower Bucks County, the district covers 72 square miles with a population of roughly 60,000 people living in the five municipalities of Newtown Borough, Newtown Township, Northampton Township, Upper Makefield Township and Wrightstown Township.

Council Rock has ten elementary schools configured K-6, three middle school (7-8) and two high schools (9-12). The District provides a program of special education that serves the diverse needs of over 1500 students. In addition, the district also provides services for a mentally gifted population of similar numbers. We have a growing number of students who require English as a second language services.

Council Rock has a reputation for academic excellence. Over the past three years, the district has been recognized in local, state and national publications. Standard and Poors, Inc. has recognized Council Rock as an "outperformer." Our attendance rate and college acceptance rate rank among the best in the state.

Our system of co-curricular offerings allows our students to participate in diverse activities from athletics to music to clubs. Our music program, in particular, has garnered local, state and national awards. Each year, one of the performing groups from our high schools travel nationally or internationally to promote our music program to places including China, France, United Kingdom, Argentina and Czech Republic.

Service to our community is one of the important elements of our success. In monetary collections, volunteerism and school-community partnerships, Council Rock School District is distinguished in our service to the larger community.

In Council Rock, we seek to make a difference for students, staff, parents and our community every day.

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Council Rock School District 2016-18 Comprehensive Planning Committee

Name	Role
Suzanne Antonelli	Elementary School Teacher
Denise Brooks	Member- Council Rock School Board of Directors
Chris Cooke	Library Assistant/Support Staff
Ann Bell DeMaio	Professional Development Coordinator
Barry Desko	Director of Secondary Education
Renee Devlin	District Curriculum Coordinator Science
Julie Eastburn	District Curriculum Coordinator Math
Michael Fink	High School English Teacher
Bill Foster	Member- Council Rock School Board of Directors
Robert Fraser	Superintendent of Schools
Matt Frederickson	Director of Technology Information
Al Funk	Principal-Council Rock High School South
Shighla Jackson	Professional Development, BCIT Curriculum Coordinator
Daneyelle Jordan	Principal-Richboro Elementary School
Mark Klein	Former Superintendent of Schools
Linda Kuepper	Community Representative
Chuck Lambert	Director of Special Services
Maureen Martin	Elementary School Teacher
Susan McCarthy	Principal Council Rock High School North
Joy McClendon	Former Director Elementary Education
Mike Molloy	Business Representative
Kristin Parke (Weand)	Middle School English Teacher
JoAnn Perotti- External Facilitator/BCIU	Bucks County Intermediate Unit Staff Member
Robin Rheiner	Council Rock Parent
John Rose	High School Special Education Teacher
Nathan Scott	Assistant Principal Council Rock High School North
Camille Smith	Council Rock High School North Student
Kathleen Tasker	Council Rock Parent
Christine Trioli	Director of Human Resources
Marge Weiner	Community Representative
Jack Wheatly	Council Rock High School South Student
Rosemary Wuenschel	Business Representative

District Level Action Plans

Action Plan One: Building Relationships

Overview

Building Relationships is an essential component of the Council Rock School District Comprehensive Plan. In previous strategic plans, dating back to 2006, this area was referred to, and aligned with, the *Engaging the Community* section on the plan. The planning committee believes that the *Building Relationships* title more broadly represents the district's commitment to actively engage all stakeholders.

The committee viewed *Building Relationships* from three distinct, yet related, platforms:

1. Building Relationships within the District
2. Building Relationships Between the District and Community
3. Building Relationships through Communication

Significant strides have been made since the 2006 plan in the areas outlined above. The Global Connect system, listservs, webmasters, and the annual CR CARES DAY have all emanated from action plans developed in this area of previous comprehensive plans. A few themes and talking points consistently recur over the years when it comes to *Engaging the Community* and *Building Relationships*. The committee endeavors to recognize and address these topics through the current plan.

This plan's strategies and implementation steps outline a process to capitalize on our district's strength which the committee views as:
- a multitude of collaborative learning opportunities
- collegial school environment
- a supportive, engaged community "at-large."

Strategy 1: Building Relationships within the District

Implementation Steps

A. Staff to staff – continued involvement with Professional Learning Community work.
   i. Increased participation in PLCs fosters staff to staff relationships through collaboration and shared teaching and learning experiences.
   ii. Implementation of this strategy will be defined through the Teaching and Learning subcommittee.

B. Student to student – expansion of student orientation and mentoring programs.
   i. Designate a representative from each school. Meet with designees to gather information regarding what student orientation and mentoring opportunities we currently offer.
   ii. Meet to discuss expansion of programs. Potentially extend orientation to all grade levels, providing "step up" days. Expand high school mentoring

programs and introduce programs at the middle and elementary levels (i.e., "buddy" programs)

Strategy 2: Building Relationships between the District and Community

Implementation Steps

    A. Cable access channel – Increase educational programming.
        i. Introduce concept of increasing programming at principals' meeting.
        ii. Develop schedule for spring programming, to include ½ to 1 hour of programming (i.e., concerts, sporting events, student-run news programs, scrolling announcements) submitted by each school. Principals to address publicity exclusion issue and submit all programming to Superintendent for approval.
        iii. Promote to the public through articles in the local newspaper and announcements at Board Meetings.
    B. Civic meeting representation – Increase civic meeting attendance (i.e., township meetings, Kiwanis and Rotary clubs, business associations).
        i. Create database of community organizations and associated meeting dates.
        ii. Introduce concept of student attendance at community meetings at principals' meeting.
        iii. Develop schedule for student attendance. Current school projects and achievements to be highlighted.

Strategy 3: Building Relationships through Communication

Implementation Steps

    A. Determine the means by which stakeholders are accessing district information. Optimize communication techniques across areas of interest for different segments of the community.
        i. Form a committee to devise a survey to collect regarding current methods of school district communication.
        ii. Analyze results of survey and develop recommendations on best methods to communicate with the community.
    B. Social Media – Identify opportunities for enhancing communication through social media.
        i. Identify current usage of social media (i.e. Twitter, Facebook, etc.) through information gleaned from survey.
        ii. Analyze results and recommendations on expansion of communication through social media.

Indicators of Effectiveness for Building Relationships: Improved student achievement as a result of districtwide implementation of PLC teams, an increase in the number of mentoring programs to address the specific needs of students at each transition level, and increased communication between district and community.

Action Plan Two: Teaching & Learning: Improved Student Achievement

Overview

The primary focus for the Teaching and Learning goal area is improving student achievement. For three years, Council Rock has studied and engaged in Professional Learning Community work, where teachers work collaboratively within job-embedded time to ensure high levels of learning for all students. Through this process, teachers better utilize data to drive instructional decisions, create more consistency in the implementation of curriculum within a grade level or course, and generate/refine assessments that provide teachers with timely data. The data drawn from these standards-aligned assessments allows teachers to determine the appropriate next steps for students, and provide remediation or enrichment as needed. By expanding Professional Learning Community work throughout the district, Council Rock will continue to realize our vision of *Success for Every Student, Every Day*.

Strategy 1: Expanding Professional Learning Community Work

Implementation Steps

A. Identify current and future PLC team leaders in content areas and grade levels.
B. Provide overview leadership training for team leaders and administrators in August 2015 and February 2016.
C. Take steps to further PLC work throughout the district, including but not limited to:
   i. Refine members PLC steering committee
   ii. Develop a model for training trainers in order to fully implement PLCs.
   iii. Develop implementation plan for districtwide work.
   iv. Identify the training needed at each building.
   v. Identify how to incorporate a PLC staff development track.
   vi. Examine existing structures for incorporating PLC discussions among all stakeholders at all levels.
D. Further develop PLC teams to foster collaborative relationships between staff within and between buildings across the district.

Strategy 2: Using Data More Effectively

Implementation Steps

A. Teachers will use assessment data to guide classroom instruction.
   i. Assess what is already in place in terms of gathering and using data.
   ii. Assess effectiveness of what is in place in using data to inform instruction.
   iii. Determine how to expand what has been successful.
B. Curriculum Coordinators will use state, district and CDT assessments to guide curriculum development and instruction to improve student achievement.
C. Building administrators will focus on state assessments, SAT, AP, and ACT data and provide this data to their teachers and PLCs in a format that can be used to guide instruction.

D. District administrators will focus on SPP and PVAAS and state assessment data. They will provide this data to their teachers and PLCs in a format that can be used to guide instruction.
E. Develop a mechanism for keeping data on individual student's emotional development.

Strategy 3: Developing a Guaranteed and Viable Curriculum

Implementation Steps

A. K-6 assessment committee will continue to align district and classroom assessments to the PA Core and state standards.
B. Districtwide roll out of Curriculum Connector to insure all teachers have access to district approved curriculum.
C. Develop a formalized curriculum renewal plan.
D. Through PLC teams, there will be greater consistency in the implementation and assessment of curriculum.

Strategy 4: Aligning Assessment

Implementation Steps

A. The district will create a statement of purpose for assessment.
B. In all staff development, teachers will focus on using assessment strategies **for** learning, in addition to methods that measure assessment of learning. This will be a point of discussion between principals and teachers in the Focused Professional Development cycle.
C. In all staff development, staff will be required to focus on different assessment strategies to effectively understand what students know. This will be a point of discussion between principals and teachers in the Focused Professional Development cycle.

Strategy 5: Language and Literacy Acquisition

Implementation Steps

A. Students will improve their language and literacy skills as evidenced by authentic assessments in the classroom, district-wide assessments, and state-wide assessments.

Strategy 6: Teaching Diverse Learners

Implementation Steps

A. Teachers will improve skills in providing differentiated instruction to insure success for all students every day.

Indicators of Effectiveness for Teaching and Learning: Increased student achievement as a result of more consistency in the implementation of curriculum, better alignment of assessment, more effective use of data, and collaboration among staff members through Professional Learning Communities.

Action Plan Three: Technology

Overview

The goals of the strategic plan in the area of technology are focused over the next three years primarily on the education and training of staff in the integration of technology into the curriculum. Through workshops, focus groups, developing training models, and peer coaching, the goals are designed to integrate tools the students may already be familiar with (such as smart phones), as well as tools that are new to them, to enhance and re-enforce those skill sets necessary and expected in the future.

Strategy 1: Technology Integration within the Classroom

Implementation Steps

A. Workshops on maintaining student focus for using technology as an educational tool, on utilizing Office 365/Google Drive, to include:
  i. Teaching staff to utilize this with their students to provide access to their work from home.
  ii. To improve productivity within the classroom. Students will have quick access outside of the classroom.
B. Workshops on utilizing a Blended Classroom Approach.
  i. Integrates the use of synchronous and asynchronous materials to provide content to students. This will give teachers and students more flexibility and opportunities to incorporate 21st century skills.
C. Workshops on how to better utilize classroom websites.
  i. Teachers will have a basic template that will be provided and will be required to update.
  ii. Teachers will be taught how to utilize their websites to make it a live site for students to use to access class information, class work and homework.
D. Develop and implement Tech Standards for students across all curriculums.
  i. This will be implemented to provide a foundation of technology concepts and skills that encourage personal productivity, creativity, critical thinking and collaboration within the classroom.
  ii. CR Educational Technology Standards for students will be based on the National Educational Technology Standards (NETS) and the PA Standards.
E. Investigate use of Chrome Books as alternative to laptops
  i. Committee will be established to provide feedback on what would be the most feasible for CR.
F. Implement shared space on intranet for Virtual Technology Collaboration
  i. A site on the intranet will be created for a place for training documents to be housed to help teachers looking for additional information on technology.

  G. Technology Model Mentoring
     i. Teachers comfortable with technology will be encouraged by the Technology Coaches to invite teachers into their classrooms to see how technology integration is occurring in their classroom.

Strategy 2: Bring Your Own Device

 Implementation Steps

  A. Professional Development for teachers (will vary by level based on what is appropriate for students at elementary, middle, high school).

     i. Issues unique for BYOD at each level (elementary, middle, high school)
     ii. Smart phones- appropriate use at each level
     iii. Incorporating BYOD into lessons
     iv. Technology Specialist will work individually with teachers
     v. Technology Coaches have two full days to work with teachers on incorporating technology into lessons
     vi. Classroom management
     vii. Technology Coaches and Technology Specialist will deliver workshops geared towards student engagement. This will also be addressed in Deep Smarts.

  B. Investigate the use of different devices for BYOD
     i. BYOD Committee will investigate and list possible BYOD that will be approved by the district

Strategy 3: Technology Infrastructure

 Implementation Steps

  A. Investigate charging stations at schools for personal electronic devices.
     i. Feasibility
     ii. Affordability
     iii. Need a way for students to keep their batteries alive all day.
  B. Investigating transitioning student drives to the cloud.
     i. This will give students easy access to all of their technology information anytime and anyplace.
     ii. Transition will take place within the classroom as teachers have students create new projects.
  C. Designate personnel to focus on technology integration.

Indicators of Effectiveness for Technology: Increased student achievement as a result of more consistency in the implementation of curriculum, better alignment of assessment, more effective use of data, and collaboration among staff members through enhanced learning and teaching opportunities.