

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Chad Watters
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Central Bucks High School-East
(As it should appear in the official records)

School Mailing Address 2804 Holicong Road
(If address is P.O. Box, also include street address.)

City Doylestown State PA Zip Code+4 (9 digits total) 18902-1400

County Bucks County

Telephone (267) 893-2300 Fax _____

Web site/URL <https://www.cbsd.org/cbeast> E-mail cwatters@cbsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr Abram Lucabaugh E-mail alucabaugh@cbsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Central Bucks School District Tel. (267) 893-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Dana Hunter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 15 Elementary schools (includes K-8)
5 Middle/Junior high schools
3 High schools
0 K-12 schools
- 23 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	463
11	425
12 or higher	478
Total Students	1366

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 1 % Black or African American
 - 6.7 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 82.5 % White
 - 2.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2021	1385
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 122

8. Students receiving special education services with an IEP: 16 %
Total number of students served 218

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>47</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>41</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>97</u> Specific Learning Disability
<u>21</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>6</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 7 %
Total number of students served: 101

10. Number of years the principal has been in the position at this school: 3

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	74
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	24
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	20
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	16

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	98%	95%	95%	94%
High school graduation rate	98%	98%	98%	98%	98%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	480
Enrolled in a 4-year college or university	84%
Enrolled in a community college	8%
Enrolled in career/technical training program	0%
Found employment	8%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2002

16. In a couple of sentences, provide the school's mission or vision statement.

The Mission of CB East is to inspire the human spirit and create opportunities for all students to be successful.

17. Provide a URL link to the school's nondiscrimination policy.

CB Policy 104: Discrimination/Title IX Sexual Harassment Affecting Student, Staff, and Third Parties

<https://go.boarddocs.com/pa/cbuc/Board.nsf/Public#>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Located in Buckingham Township in historic Bucks County, Pennsylvania, Central Bucks High School East (CB East) is a suburban high school replete with tradition, culture, and academic excellence. CB East offers rigorous academic programming complemented by strong technology integration that is tailored to the individual needs of our students. With a focus on helping students identify and prepare for their own unique post-secondary path, we take care to educate the whole child – nurturing their social and emotional well-being in addition to serving their academic needs through a wide variety of curricular offerings, including Advanced Placement (AP) courses. CB East is also a state-of-the-art learning facility, standing as an example of this community's commitment to education by providing the resources our students need to compete on a global stage.

Recently named the top high school in Bucks County by Niche, and eighth in the state by US News & World Report, CB East is fueled by its mission of inspiring the human spirit and creating opportunities for all students to be successful. We are anchored in the PATRIOT way, our school's core values of Pride, Accountability, Trust, Respect, Investment, Opportunity, and Teamwork. Our mission and core values are more than words written on a page, they direct us in all our decisions.

We are passionate about learning, promoting learning, meeting students where they are, and guiding them to their full potential. We strive to create a place where we can be ourselves and appreciate our differences, a place where everyone is treated with dignity. We value instruction, but our work goes far beyond that. Our work is about relationships. We embrace the discovery of one's passions to develop a sense of lifelong learning. Our school is our people. Everyone matters. We want to be a force for positive action, bringing every member of the CB East family together. We understand and embrace the power of relationships with the community, and we partner with them to enrich our students' lives.

Due to a rich curriculum that offers a plethora of AP courses and engaging electives in addition to the core curriculum, over 90 percent of CB East graduates choose to continue their education. By building a culture that values learning for all, CB East continues to create and maintain a high standard of excellence for all its constituents, fostering a sense of pride and connectedness that transcends the walls of our school, permeating the community and the globe with students wholly prepared to address the challenges that await them.

Believing that our students' success is proportionate to their level of involvement, we encourage students to utilize their time and talents through a vast array of academic, athletic, and other co-curricular pursuits. The majority of students are involved in multiple activities, enabling the culture of CB East to continually reflect a sense of community and connectedness.

Our athletes participate in 17 different sports as a member of the Suburban One League. Over 1100 athletes participate in 28 varsity programs. In 2021-22, CB East advanced two teams to the PIAA state playoffs (Girls Soccer and Boys Lacrosse). In addition, CB East sent individuals from seven other programs to compete in state competitions.

Innovative and competitive experiences are available for students interested in the sciences. Recently, 40 students from the Science Research Club participated in two separate science fair competitions and cumulatively won 41 first, 11 second, and 4 third place awards along with 6 honorable mentions. Last year one of our students placed fourth in the International Science Fair Competition.

The award-winning CB East Patriot Players, State Thespian Troupe #6165, promotes a safe, fun, and creative environment in which theatre artists can learn, socialize, and thrive. The Patriot Players strive to produce great theatre, support East students, and give back to the CB community and beyond.

With well over 100 clubs available for our students, including clubs like Mental Health Awareness, National Honor Society, Key Club, Jewish Culture, Student Council, Gay Straight Alliance, and Future Business Leaders of America (FBLA), there is a club, activity, or sport for every interested student.

During the 21-22 school year we made the first schedule change in over 20 years to include a 63-minute block within the middle of the school day known as “Lunch and Learn” (credit Kiski Area School District). Lunch and Learn created systems to ensure our course-alike collaboration teams had consistent time to plan together once per week, and time for intervention and enrichment for our students four times per week. Teachers follow a set schedule and students manage their time to help them meet whatever needs they may have on that particular day. While there are lots of options for students, including eating and socializing, basketball, spike ball, giant Jenga, ping pong, creating music, lifting weights, collaborating, or independently studying, the true purpose of the block is to create the time, the place(s), and the space for teachers and students to support and enrich learning during the school day. Lunch and Learn has created the systems so we maintain a laser-like focus on learning, for our students and for our staff.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The CB East English Department's mission supports students' growth as effective and confident readers, writers, researchers, and communicators. Students develop into independent, critical, and analytical thinkers through rigorous instruction in literacy, writing, research, speaking, and listening. East's English experience empowers students to be lifelong learners as well as respectful, empathetic, and responsible citizens. By infusing the curriculum with literature and discussions of an inclusive nature, teachers promote classroom environments that support collaborative learning. East English teachers provide opportunities for students to develop close reading strategies, have choice in what they read and write, hone their speaking and listening skills, understand and experience the research process, and make real-world and cross-curricular connections. All English courses are aligned with Common Core and state standards.

Differentiation is available through course levels (Academic, Honors, and AP) as well as embedded intervention and enrichment in each course. Teachers use a variety of formative assessments to measure student learning and guide the students in improving their mastery of content and skills. Our courses feature common summative assessments in the form of districtwide core assessments, which measure mastery of skills, and districtwide final exams.

The English 10 course focuses on literary genres and analysis of text, encouraging students to examine how authors develop their craft through genre conventions, devices, and stylistic elements. Students are also introduced to nonfiction reading strategies and literary analysis with particular attention to tone and theme. Students are expected to be consistent readers and capable writers. They seek and encounter challenging texts, discussions, and writing requirements that require deeper research and analytical skills, culminating in summative core assessments including literary analysis and genre apprentice writing pieces.

The English 11 course equips students with the knowledge and skills to listen carefully, to evaluate arguments, to discern tone, and to analyze and implement rhetorical strategies in writing. Students read texts that showcase the techniques that lead to an author's overall purpose and understand that authors make stylistic choices and employ rhetorical and literary techniques based on their intentions, their subject, and their audience. Students craft their own writing to analyze rhetoric and to synthesize information into a cogent argument. Students develop a unique writing voice, create sound and logical arguments, and justify their stylistic and rhetorical choices through summative core assessments including an argumentative essay and persuasive research product.

The English 12 course cultivates critical reasoning skills to prepare students for postsecondary experiences. Students continue to hone their literary analysis skills and examine how literature mimics the human experience across different perspectives, societies, and time periods. They examine the interrelationships that exist between text, self, and world. Students understand literature as a unique and important tool for examining and understanding humanity. They demonstrate effective communication skills through a variety of mediums and learn how to read and respond to literature perceptively. Students study a representative sampling of works from several genres and literary periods. Students learn to respond to language with increasing sophistication and insight as demonstrated through summative core assessments, including a comparative literary analysis and a text-to-world multimedia project

1b. Mathematics curriculum content, instruction, and assessment:

The success of our mathematics students stems from a teacher-designed curriculum aligned to state standards in which formative assessment directs students and teachers in their learning, with an end goal of mastery of content. Mathematics courses span from Algebra 1 through AP Calculus BC, as well as computer science courses including Introduction to Java, Introduction to Computer Science, and AP Computer Science Principles, and AP Computer Science-A.

The CB East mathematics curriculum is based on a 7-year cycle. Year 1 in the cycle is the first year that teachers implement newly-designed curriculum. Teachers review the course of study with a specific focus on the interactive pacing guide, which outlines learning cycles. Core assessments and final exams are also analyzed, modified, and finalized during the year 1 cycle. In years 2-6, courses are refined as needed during continuous professional development. During this time, teachers collaborate in high functioning course-alike teams to review pacing of the content, update common assessment questions, and analyze data of common core assessments and final exam results. Year 7 is a complete rebuild of the course, including textbook selection. It is our goal that at the end of the curriculum cycle, a guaranteed and viable curriculum is established.

Course instruction is designed to encourage students to take an active role in their learning. Lessons are designed to support students and foster risk taking. Strategies include direct instruction, collaborative activities, discovery-based learning, student self-assessment, and mathematical conversations. These strategies allow students to make meaningful connections to the concepts they are learning. To support this learning, all mathematics teachers utilize instructional technology. Daily activities may include technological platforms such as Delta Math, Formative, Socrative, Desmos, Geogebra, IXL, and the TI-84 Plus graphing calculator emulator. Such platforms provide teachers and students with valuable feedback that launch students on their individualized pathway towards mastery of the content. Pathways may include time for remediation through reteaching of skills, or enrichment opportunities to go beyond the grade-level criteria.

Students demonstrate their understanding of the content area through assessment. To assess students, course-alike teams of teachers develop assessments that align to our priority standards as outlined in the district-developed courses of study. Data is analyzed to determine concepts in which students are in need of remediation and/or enrichment.

1c. Science curriculum content, instruction, and assessment:

CB East's science curriculum is fully aligned with the PA Science Standards and Next Generation Science Standards. Instruction is framed around big ideas, essential questions, and active learning. The curriculum was written within the framework of "Understanding by Design." Desired outcomes were defined (by unpacking the standards and forming essential questions), assessments that show clear evidence of learning were developed, and finally, learning plans established by teachers. Tenth grade students are required to take Biology and have the choice of Honors, Academic, and Practical to best suit their learning needs. Practical Biology courses are co-taught with special education teachers. After tenth grade, students have a wide variety of science courses to choose from that include Chemistry, Physics, Environmental Science, Human Anatomy and Physiology, Astronomy, Oceanography, and Forensics. Students may also take AP courses in Biology, Chemistry, Physics (Mechanics and Electricity & Magnetism), and Environmental Science.

Science teachers develop lessons designed to meet 21st century skills around collaboration, creativity, critical thinking, and communication. Lessons are designed that employ modelling, scaffolding, and student independent practice. A heavy emphasis is placed on lab skills and critical thinking. Students gain lab experience by carrying out experiments that require the same skills that scientists utilize in the real world. For example: students enrolled in AP Chemistry are eligible to apply for the AP Chemistry Partnership Program between the Pennsylvania Biotechnology Center in Doylestown and Central Bucks School District. This is an exciting opportunity to take a full year of Chemistry 'on-site' at the Pennsylvania Biotechnology Center and engage in independent research with a mentor. These types of experiences, along with the hands-on nature of our lessons, allow for real-world application of curriculum.

To assess students on priority standards, teachers are in the process of working together in course-alike teams to develop pacing guidelines and common formative and summative assessments. Common formative data is analyzed by the team and used to drive instruction. Teachers also collaborate in their teams to develop intervention and enrichment activities which students can take advantage of during the daily Lunch and Learn period.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social Studies teachers at CB East take pride in offering authentic learning experiences across our curriculum. Students are required to complete no less than one full-credit Social Studies course in each year of high school. Our curriculum offers a wide variety of History and Social Science courses to students to satisfy graduation requirements. Enrollment is strong across each of our courses, and students typically take more than the required minimum of Social Studies credits.

Teachers work to ensure consistency across the courses while enjoying autonomy to design daily plans and activities. We rely on districtwide courses of study satisfying requirements set by the Pennsylvania Department of Education. Pacing guides include suggested activities for enrichment and remediation. Common assessments and professional learning communities promote a mindset of growth and continual improvement. We employ resources from organizations such as Echoes and Reflections, Stanford History Education Group, CloseUp, and Choices from Brown University to make relevant connections to news events.

Teachers look for ways to connect students' learning to the world around them. We regularly invite outside speakers such as Armed Forces Veterans, police officers, Holocaust Survivors, Members of Congress, Secret Service Personnel, and professors from colleges in the area. Teachers have led trips to the 9/11 Memorial and Museum, the United Nations, the National Constitution Center, the U.S. Capitol and Supreme Court, and the National Holocaust Museum. In 2021, department members created an on-site museum and memorial for the 9/11 attacks accessible to all students during the school day. Teachers also advise students who participate with students from other schools in National History Day, Model Congress, and Model UN. To deepen understanding, department members have traveled abroad and conducted research with students to places as diverse as Normandy, Hawaii, Israel, South Africa, and Belgium. Several members have contributed to professional publications.

1e. For schools that serve grades 7-12:

CB East partners with an off-campus program, Middle Bucks Institute of Technology (MBIT), available to high schools in the area to provide students with specific career training programs. Students enrolled with MBIT spend part of their day at their home school (CB East) and the other part of the day at MBIT's campus. MBIT operates as a school of choice designed for students who are seeking to enhance their educational program with highly relevant career and technical experience, connected directly to their unique career goals. The educational programs are organized around 5 broad career pathways that students may follow; within those pathways, they offer 21 unique state-approved career programs. All programs at MBIT offer students a blend of theory work in the classroom, technical applications in state-of-the-art laboratories, and off-campus work-based experiences. Students also have an opportunity to obtain an industry-aligned certification and receive college credits by the time they reach graduation. Approximately 8 percent of CB East's students choose to attend MBIT.

The Central Bucks School District (CBSD) Success Plan takes middle school and high school students on a journey of self-assessment, career research, and post-secondary options. The CBSD Success Plan incorporates Pennsylvania's Career Education and Work Standards to ensure that all CBSD students have the knowledge and skills they need to thrive in the rapidly changing workplace.

Using Naviance, students will take various surveys to identify their unique skills and aptitudes and discover what "sparks" their interests. They will use specific research tools to investigate which career pathways are best suited to their skills and interests. Each year of the Success Plan, students will reflect upon their grade-level activities and use their newly-gained insights to make decisions about program planning, extra-curricular participation, and community engagement.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

CB East uses a Discipline-Based Art Education (DBAE) program, aligned with both State and National Standards, with a focus on Aesthetics and Art Philosophy, Art Production, Art History, and Art Criticism. These four disciplines are found in all courses of study in art as they provide the unifying structure of the Central Bucks Art program, from kindergarten through high school.

We offer multi-level classes in Fine Arts, Ceramics, Traditional and Digital Photography, and Digital Arts. We also offer AP Art and Design for students looking for more advanced opportunities to prepare for college. Students have the ability to enter post secondary education with a sophisticated well developed and competitive art portfolio. As a result of their high achievement, most students acquire scholarships from their portfolios created at CB East. Our students win awards annually, both locally and nationally.

We believe drawing and other visual practices have an important role to play in every discipline. The skills students learn in their art classes at CB East will help them nurture the part of the brain that develops 21st century skills such as creative problem solving, analogical thinking, and visualization, which companies are looking for in future employees.

2b. Physical education/health/nutrition

CB East has been instrumental in bringing Polar Heart Rate Monitors to the district. As the pilot school in the district, CB East utilizes this technology for each of its 1300 plus students. Heart rate monitors specifically assess whether students in physical education have exercised in the appropriate heart rate zones in order to achieve a desired training effect or adaptation. Students receive real time quantitative data that guides exercise and training to maximize benefits.

In addition to heart rate monitoring, CB East has implemented nutritional analysis software that provides students with a qualitative and quantitative analysis of their macro and micronutrients. Utilization of this online platform has provided measurable data that each student specifically applies to their lifestyle portfolio.

Unified Physical Education is an elective course that offers a unique opportunity for students of varying ability levels and backgrounds to collaborate and serve as both a peer mentor and learner. This course is designed to provide students the opportunity to experience all forms of activities in a modified, recreational, and safe environment. The focus of this course is on the physical, intellectual, and social growth of all participants. Students engage in physical activity sports alongside their peers to support and foster organic social relationships within the school community. This course will allow each student to gain an appreciation and understanding of others and promote inclusion among the student population.

2c. Foreign language(s), if offered (if not offered, leave blank)

We believe that all students will benefit from studying another language, and we encourage students to experience more than one language. We offer Spanish, French, Mandarin Chinese, and Latin, with Honors and AP courses in Spanish and French. Based on ACTFL standards, World Language (WL) learners achieve proficiency through formative activities and performance-based summative assessments of listening, speaking, reading, writing, and cultural competency. In addition, many high-performing students are selected to participate in the WL Honor Societies in all the languages that we offer. Many of our students take advantage of the opportunity to participate in the National French, Latin, and Spanish exams. Furthermore, we offer summer study abroad programs, and this year we are proud to provide the opportunity to apply for the Seal of Biliteracy. This is the first year for the Seal since being adopted by the PA Board of Education. World Language educators at CB East strive to create an awareness, instill curiosity, inspire students, and encourage an appreciation of the language and culture that is being learned.

2d. Technology/library/media

The library program provides students with information literacy skills and encourages them to become lifelong readers and learners. During library orientations, the librarian teaches incoming sophomores how to access books and information in a variety of formats via the Library Canvas. The librarian also collaborates with teachers to provide book talks, research lessons, and research pathfinders as needed throughout the curriculum. Over the last few years, we have been developing a Zen Den where students may learn and practice stress management techniques. A corresponding Zen Den Bitmoji room is accessible online in the Library Canvas. Our library is a gathering place for students daily during Lunch and Learn, and the staff is ready to assist students before, during, and after school.

The Technology and Engineering Education department is committed to creating an innovative and rigorous curriculum that reflects the educational standards set forth by the Pennsylvania Department of Education. Our curriculum supports students in the acquisition of essential skills in problem-solving, communication, collaboration, kinesthetics, and sophisticated computer skills. Our course offerings include Engineering I and II, Architecture I, II, and III, and Media Production I, II, and III.

2e. Any other interesting or innovative curriculum programs you would like to share

CB East offers a Curricular Choir, Concert Band, and Orchestra. The department also fields auditioned curricular ensembles offered for honors credit, including a Chamber Choir, Chamber Strings, and Symphonic and Jazz Bands. After school ensembles include a Baritone Choir, a Treble Choir, Pit Orchestra, and Marching Band. The music department also maintains an active chapter of the Tri-M music honors society and has been selected as a National Association of Music Merchants (NAMM) Best Community for Music Education. The performing ensemble classes are supplemented with courses in Music Theory, AP Music Theory, Musical Theater, Music Technology and Music Production and Marketing.

The Business and Integrated Technology department at CB East supports students by offering a wide variety of business and integrated technology electives, ranging from Personal Finance to Web Design and Marketing. These courses are intended to prepare students for similar courses at the collegiate level, as well as for a wide array of business-specific careers. Our department supports students' acquisition of essential skills and knowledge by providing a large database of various enrichment and remediation activities. We are also the first high school in the nation to do a collaboration with Unreal Engine in our hands on, project-oriented technology course, Gaming Design.

We also offer students several elective opportunities in Family and Consumer Sciences. Our goal is to give our students the practical life skills that will help them thrive in their jobs, their communities, and in their families. Classes include The Young Child (birth-age 5), School Age Child (ages 5-18), American Cuisine, Global Gourmet, and Adult Living. These Family and Consumer Science courses are designed to prepare our students for success in the real world.

3. Academic Supports

3a. Students performing below grade level:

A key mental shift we made as a staff is viewing students as “in need of more support” rather than “at-risk.” Viewing the students as “at-risk” puts the ownership of the problem on the student. It’s a subtle, but meaningful shift to view students as “in need of more support.” In this view, responsibility is shared between the student and the teacher.

Our Counseling Team conducts grade analysis alongside our Administrative Team utilizing both a traditional D/F Report as well as our Early Warning System (EWS) with In-Progress Data within our Infinite Campus platform. The EWS allows us to look at all factors that may impact student learning: Academics, Attendance, and Behavior. We can analyze the three variables collectively or individually. With the reports and our partnership with our teachers and parents, we create clear plans for students in need of more support. At CB East, intervention is a requirement, not an invitation.

For students that are unable, or unwilling, to receive support, we have two additional tiers of support. The Lunch and Learn time is scheduled like any other block of time in the school day for students that are failing or at-risk of failing. The support plan is communicated via email to the student, parent, and all teachers on the student's schedule so the entire team is aware that the student needs the team's support. Attendance is taken by the teachers, and school consequences result if a student does not show up for intervention as scheduled.

The support is flexible and when the support is no longer needed, the student regains access, opportunity, and choice, having learned that they can do hard things and that we are here to meet them where they are and support them. This system helps us to fulfill our mission by creating opportunities for all students to succeed. We have seen significant improvement in our longitudinal D/F list.

3b. Students performing above grade level:

As long as a student meets the prerequisite for the course, the student's grade level does not matter. Most of our classes include a mix of grades allowing access, opportunity, and choice for our students with their course selections among the extensive list of Honors and AP courses we offer. Lunch and Learn also provides an opportunity for students with like interests and expertise to gather, collaborate, and extend their learning formally through "club" work and extension activities with teachers, or informally through personal interests.

3c. Students with disabilities:

The Special Education Department at CB East provides a range of support and services to meet the individualized needs of our special education students. We are an interdependent group of special education teachers, support staff, and related service providers servicing students in learning support, emotional support, autistic support, and gifted educational programs. Collaboration is a cornerstone of our program from meeting with the middle school IEP team to facilitate a smooth transition into high school, general education teachers, community partners, and our local vocational training facility. To cultivate relationships, students receiving special education services matriculate with the same case manager for the duration of their education at CB East.

We are committed to meeting the individual needs of each of our students through evidence-based interventions, implementation of specially designed instruction, and progress monitoring. Co-teaching is available across subject areas to enable students to be educated in the least restrictive environment. Work-based learning and community-based instruction are implemented to generalize skills taught in the school setting across authentic environments. Students identified with an emotional disturbance disability are provided IEP counseling and a social emotional curriculum. In addition to a social skills class, students who benefit from increased social opportunities can participate in Unified PE, Breakfast Club, Lunch Buddies, Athletes Helping Athletes, and Special Olympics Unified Sports.

At an annual IEP meeting, students are empowered to take an increased role in deciding their programming in subsequent years. This includes an increased understanding of their goals, necessary accommodations, and transition services/activities.

We also provide appropriate adaptations and modifications for students with disabilities through Section 504 of the Rehabilitation Act of 1973.

3d. English Language Learners:

Upon registration, all families are required to complete a Home Language Survey. Any student who indicates they speak a language other than English at home is referred to the English Language Development Program Coordinator for further consideration. The Coordinator may conduct a family interview, and/or review school records, exams, and previous schooling experience, to determine if the student requires an initial test of their language proficiency. If so, the student is assessed using various

screening methods to determine the level of English proficiency and instructional needs. English Language Development (ELD) instructional services will be provided at designated ELD Cluster Schools within the school district. ELD teachers are responsible for scheduling, instructing, and testing these learners, including the cultural and social aspects of the English language. ELD instruction offers support in content areas by reinforcing vocabulary and/or concept development. Using the WIDA Access Test, students are assessed each year and once they have met the state-mandated exit criteria for the ELD program, students will return to their homeschool. For the next four years, the student's progress is monitored at the homeschool by both the ELD coordinator and the homeschool counselor and teachers.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

As students enter CB East they are enrolled in an Advisory course. These 10 minutes, built into the schedule every day, anchors students with a consistent group of peers and a non-evaluative teacher throughout their time as a student at CB East. Advisory provides relationships among peers and staff to help guide the student through the high school journey.

Recognizing that students do not use email in the same way as we do, and are not active on Twitter, CB East created a school Instagram account in 2021 in an effort to reach our students in a new and effective manner. In one year, the followers grew from 0 to 1,630 students, parents, staff, and members of the community. Parents and students actively share their positive experiences, enhancing our ability to tell the story of our school and stay actively engaged with our students and community.

Operation Eternal Gratitude (OEG) is a student led military support club. Members recently collected and prepared 33 boxes/1058 pounds of Care Packages to send to overseas troops. This was a collaborative effort with our feeder middle school and two other district high schools. The packages were shipped to Japan, Mogadishu, Somalia, and some other undisclosed locations.

MiniTHON is the largest run student philanthropy opportunity for students to be empowered as leaders in the fight to conquer childhood cancer. Student Council leaders organized the student body and community through local dining, local business donations, and community-sponsored donations. The student body was able to raise nearly \$25,000 in March. The entire CB East community participated in the fundraising efforts. Key Club, National Honor Society, Class Council, and our Kindness Club organized bake sales and Lunch and Learn activities for the students. The Marketing Club further supported the efforts by using their club money to purchase pretzels to sell for donations.

CB East is also committed to engaging students who receive special education services in authentic activities in the community and workplace as part of our transition services. This is accomplished through Community Based Instruction (CBI) and Work-Based Learning (WBL). CBI involves students generalizing skills learned in the classroom and then transferring those skills to various community settings such as restaurants, stores, and recreational activities. CBI skills are practiced in authentic environments across a wide variety of destinations in the community to make sure that skills taught within the classroom are being generalized across multiple environments. Locations are planned with parent input and occur weekly to promote positive and meaningful experiences for the students. WBL is an opportunity for students to demonstrate mastery of their vocational training skills. Vocational skills may include assembly, custodial tasks, clerical work, restaurant prep, and warehouse skills (stocking and restocking shelves). Work-Based Learning occurs in a variety of settings within the school building and the community setting.

2. Engaging Families and Community:

We understand and embrace the power of relationships with the community, and we partner with them to enrich our students' lives.

We have partnered with local businesses to create successful workers and business leaders of tomorrow. Through our Business Simulation, FBLA, and Pennsylvania Free Enterprise Week, we are introducing real-world solutions to everyday problems faced in the community by partnering with the Central Bucks Chamber of Commerce and local businesses to provide insight into business enterprises and real-world challenges.

The Patriot Players strives to give back to the CB community and beyond. An important element of the club's mission includes raising funds through ticket sales and special events to donate to such worthy organizations as the Make-A-Wish Foundation, Broadway Cares/Equity Fights AIDS, Toys for Tots, and Tabor Children's Home.

For seniors, and just prior to graduation, students and parents gather for our traditional Senior Walk. Each senior returns to the elementary school within the district that laid the foundation for their education, wearing their graduation caps and gowns. These future graduates process throughout the school's halls, lined by the elementary students and staff, to the sound of applause, cheers, laughter, hugs, and some tears. This beloved tradition serves as a visual representation of our district's portrait of a graduate, it is a celebration for all staff and the role they played in the student's journey through our district, and an opportunity for our future graduates to reconnect with beloved teachers and staff and offer a simple thank you.

CB East organizes a Holiday Toy Drive to support the Family Service Association of Bucks County. Each year, students, staff, and the community gather hundreds of new, unwrapped toys for children in need. Over the past 15 years, CB East and FSA has brightened the holidays for thousands of children and adults. Our support has truly made a difference in the lives of Bucks County residents during the holiday season.

We also enjoy an active partnership with our generous and supportive parents and community. We gather once per month for Parent Council, presenting an agenda largely generated by our parents, sharing information of interest to our parents, and engaging in Q and A. Our parents also collaborate to show appreciation and support for our staff with events like "Hug in a Mug" and "Stock the Staff Room" events.

3. Creating Professional Culture:

We believe that the most effective professional development occurs because of the teachers working and learning alongside each other every day, and are committed to providing the time, place, and space for this to occur with consistency. Professional development is an ongoing and recursive process, not an event. Teacher teams have tremendous autonomy in deciding how they focus their time within the playing field of the 18 critical considerations for teams (DuFour). To use an example from Blanchard and Bowles: we strive to clearly define the playing field with our staff and then let them play the game. This choice brings investment, value, and commitment to excellence. We understand the dysfunctions of teams: absence of trust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results, and work to protect ourselves and our teams so we function at the highest possible levels for each other and our students.

Teams make up the departments, departments make up the school, and the school collective acts as a professional learning community. We value our teachers' time, listen for obstacles we can work to remove, and provide resources that might help teachers work more efficiently and effectively. We involve our staff in telling the story of our school and celebrating little (and big) wins along the way. Every faculty meeting begins with taking time to share celebrations across the staff.

CB East teachers also extend learning beyond the building and district. We are home to seven National Board Certified teachers. This certification process requires that teachers demonstrate standards-based evidence of the positive effect they have on student learning in alignment with the Five Core Propositions. They must exhibit a deep understanding of their students, content knowledge, use of data and assessments and teaching practice. They must also show that they participate in learning communities and provide evidence of ongoing reflection and continuous learning.

CB East teachers also participate in AP Reading where they score exams from AP high school students across the nation, learn to apply the rubrics consistently, and gain valuable knowledge for scoring and preparing their own students back in the classroom. These teachers also provide trainings to colleagues to improve our collective understanding and practice.

4. School Leadership:

Our Administrative Team is made up of the school Principal, three House Principals, each leading and serving one grade level (10th, 11th, or 12th), and one Athletic Director. Four norms guide the Administrative Team's work: lead from the heart, effectively tell the story of our school, assume the best,

and work interdependently. These norms shape every decision made and every interaction with staff, students, and the larger community.

The school Leadership Team is comprised of the Administrative Team, Department Coordinators, and Teacher Leaders who volunteer their time and are interested in making shared decisions for our school. The Leadership Team is an integral part of the goal-setting process each year, planning our use of faculty meeting time, problem solving, and working interdependently to make the best possible decisions for our students.

We take overt steps as an Administrative Team to support our teachers in actualizing what Hattie calls Collective Efficacy. Each department is split into course-alike collaboration teams responsible for setting a SMART goal worthy of their ongoing work throughout the semester. The expectation is for our teams to establish SMART goals as aligned acts of improvement, focused on evidence of student learning, and set out of commitment rather than compliance. Teams focus efforts on the design and implementation of common assessments, team analysis of the results, and targeted interventions for individuals and small groups of students.

Each Administrator directly supervises specific departments and works and learns alongside each department's course-alike collaboration teams. Team meetings are visited on a rotating basis. We listen, take notes, provide resources, remove obstacles, and encourage the team's work. Feedback is provided to teams informally throughout the semester during team-meeting visits, and formally at the semester's end as part of the completion and evaluation of the team's SMART goal. We continue to support and encourage other teams, still in the design phase of curriculum design, to take the necessary steps to gather data as a team to analyze student learning. We are stubborn in our goals, but flexible in how we reach them.

5. Culturally Responsive Teaching and Learning:

Our school is our people. Everyone matters. We listen to our students, listen to our staff, and respond to ever-changing needs that present themselves in our school and community.

In order to meet the needs of students who reported that they did not have a reliable supply of food at home, the Certified School Nurse created a food pantry to help meet the needs of these students. Food donations were solicited from families and students to stock the food pantry. Notification about the food pantry is included in the school's weekly newsletter. Several students have come to rely on this resource for household staples for themselves and their families.

The school health office utilizes an iPad to be used for translation of documents, health records, immunizations, and to help with conversations with parents and guardians who are not fluent in English, regarding their child's health condition or health office visit.

Our library curates a diverse collection of books where our students may see themselves reflected in the pages and learn about the experiences of others who are different from themselves.

To create a more inclusive Business and school environment we offer the "Women in Finance Club" at CB East. The club is designed to educate female students on how to be successful in the world of finance and what opportunities may be available for them post high school.

Breakfast Club is a peer mentor program that meets weekly and aims to provide supportive, authentic social opportunities for those students with social skills deficits. This includes students with autism, however there are many recommended for the program who have social skills needs but are not on the autism spectrum. What started as a small group of five to ten students, is now a group of thirty-five students, many of them peer mentors, volunteering their time to attend on a weekly basis. Peer mentors are trained by a certified special education teacher and speech language pathologist. Mentors engage with students, provide appropriate models, create social opportunities, participate in activities, lead groups, and drive ideas for school connection. When in a large setting, mentors act as leaders of small groups for close opportunities for communication and connection. Students and mentors practice skills in natural social settings, with various

activities planned to facilitate interactions in a lighthearted, accepting environment. The overall sense of belonging and community has helped many students build their self-esteem and become open to meeting new people at school.

Interscholastic Unified Sports is a fully inclusive co-ed high school sports program that aligns with both PIAA and Special Olympics. CB East serves as a Unified Champion School, where we have both a Unified Bocce and Unified Track and Field team, along with an Interscholastic Unified Sports Club. Students work to facilitate and promote social inclusion by bringing together students of all ability levels.

Interscholastic Unified Sports teams are regarded like all sports teams at CB East. Unified Club promotes students meeting regularly as a structured inclusive group to determine goals and conduct activities that improve their school's overall climate.

PART VI - STRATEGY FOR EXCELLENCE

More than anything, we strive to design powerful systems that support learning, learning for our students and learning for our staff. Anchored in the work of DuFour, we strive to actualize the work of a true Professional Learning Community (PLC) and are currently working to earn Model PLC school status.

The tight elements of PLCs serve as the anchor for our continued work: Educators work collaboratively, rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together. The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable. The team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned. The team develops common formative assessment to frequently gather evidence of student learning. The school designs and facilitates a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning. The teams use evidence of student learning to inform and improve the individual and collective practice of its members (DuFour 14).

The professionalism and commitment from our staff are the fuel that drives this continued work. Their focus is on continuous improvement, and they provide a safe and supportive environment to grow professionally. This type of professional collaboration leads to a culture of continuous improvement, where teachers feel empowered to try new things, take risks, and grow professionally. This directly impacts our students, and learning. We believe that all students can learn, and we are committed to doing whatever it takes to ensure all students learn at high levels. Our mission is to inspire the human spirit and create opportunities for all students to be successful.

DuFour ends the most impactful professional piece of educational literature written, *Learning by Doing*, with this plea: The 13th century Persian poet Rumi writes, “Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself.” It is time for our profession to become wise. It is time to stop waiting for others. It is time for every educator to take personal responsibility for helping bring the PLC process to life in his or her school or district. And it is time we act with a sense of urgency, as if the very lives of our students depend on us, because, more so than any other time in our history, they do depend on us (DuFour 262).