



Middle Bucks Institute of Technology

Comprehensive Plan

07/01/2017 - 06/30/2020

CTC Profile

Demographics

2740 Old York Road
Jamison, PA 18929
(215)343-2480

AYP Status: Not Provided
Executive Director: Kathryn Strouse

Planning Process

In September 2015, Middle Bucks Institute of Technology continued the comprehensive planning process to provide direction for the school for the next three years (2017-2020). A Comprehensive Planning Core Team comprised of 26 Middle Bucks parents, students, community members, college partners, sending school administrators, teachers and administrators met to develop the plan. The needs assessment was completed and the action plans were developed with a focus on moving forward to accomplish our mission and goals. In addition, a number of discussions were held with larger groups of stakeholders including the Local Advisory Council, the Professional Advisory Council, and the Middle Bucks Executive Council to elicit feedback and input. The resulting plan offers a roadmap for the continuous improvement of academic rigor and student achievement.

A draft of the Middle Bucks Institute of Technology Comprehensive Plan was posted on the school's website for 28-days of public review; with a hard copy available to read both the Bucks County Free Library located at 150 South Pine Street Doylestown, PA and the main office at Middle Bucks.

The full implementation of the 2017-2020 Comprehensive Plan for Middle Bucks Institute of Technology will begin in July 2017 with approval by the Executive Council.

Middle Bucks Institute of Technology would like to offer its sincere thanks to Ms. JoAnn Perotti, Director of Strategic Services at the Bucks County Intermediate Unit #22, for her work in facilitating our Comprehensive Planning Process.

Mission Statement

Middle Bucks Institute of Technology's mission statement is a declaration of the school's purpose, which is to provide rigorous and integrated educational experiences required for higher education or work. It articulates why we exist and gives shared meaning to the work of everyone in the school.

Our Mission

Preparing tomorrow's workforce today

Vision Statement

Vision Statement

Middle Bucks Institute of Technology provides students with the necessary technical, academic, and employability skills to enter, compete, and advance in their future education and careers.

Shared Values

Shared Values

Middle Bucks Institute of Technology promotes the following primary values:

- Shared vision
- High expectations
- Dignity and respect
- Collaboration
- Commitment to change
- Continuous improvement
- Global awareness

Educational Community

Middle Bucks Institute of Technology is a mid to upper economic class, rural community located in the central part of Bucks County. The picturesque high school campus sits on 58 acres and serves as a satellite campus for four local school districts; Centennial, Central Bucks, Council Rock, and New Hope-Solebury. Middle Bucks is a part-time career and technical high school for students who are seeking to enhance their educational program with a highly relevant career and technical experience connected directly to the real world of business and industry. Over 400 business and industry advisors review and update the school's educational program annually. The Middle Bucks experience provides students with a blend of classroom theory, technical applications in state-of-the-art laboratories, and actual off-campus work-based experiences. Students learn and apply reading, writing, mathematics, science, communications, and technology in a way that has personal meaning and career relevance.

The educational program is organized around ten broad career clusters and operates twenty-three state approved career pathway programs. There are approximately 800 secondary students who attend Middle Bucks. In addition, the school clientele also includes approximately 500 adults who are enrolled in daytime, evening, and customized industry training programs. The school operates fall and spring adult evening sessions and a summer career exploration program for middle school students. Instruction is individualized, self-paced, and highly personalized.

Middle Bucks is a valued community resource that prepares today's students for tomorrow's emerging technologies and provides students with the competitive edge needed to compete in a global marketplace and succeed in college.

Planning Committee

Name	Role
Denise Dohoney	Administrator : Professional Education
Stacy Pakula	Administrator : Professional Education
Kathryn Strouse	Administrator : Professional Education
David Weitzel	Administrator : Professional Education
Bill Foster	Board Member : Professional Education
John Gamble	Board Member : Professional Education
Thomas Biehl	Business Representative : Professional Education
Catherine McElroy	Business Representative : Professional Education
Joseph DeFranco	Community Representative : Professional Education
Janice Solkov-Kaufman	Community Representative : Professional Education
Stephanie Gregory	Ed Specialist - School Counselor : Professional Education
Sarah Webber	Ed Specialist - School Nurse : Professional Education
JoAnn Perotti	Facilitator-Bucks County Intermediate Unit #22 : Professional Education
Craig Malinowski	High School Teacher - Regular Education : Professional Education
Randall McDowell	High School Teacher - Regular Education : Professional Education
Jo Ann McLaughlin	High School Teacher - Regular Education : Professional Education
Sandy Fitzpatrick	High School Teacher - Special Education : Professional Education
Lisa Bamford	Parent : Professional Education
Kristi Boehringer	Parent : Professional Education
Melinda Cozza Routh	Parent : Professional Education
Jennie Schottmiller	Parent : Professional Education
Jayne Taylor	Parent : Professional Education
Fatima-Morales Alameda	Student : Professional Education
Carley Marie Fullerton	Student : Professional Education
Cameron CJ Holden	Student : Professional Education
Ashley Lafferty	Student : Professional Education
Samantha Luong	Student : Professional Education
Allan Palestino	Student : Professional Education
Chase Peterson	Student : Professional Education
Nina Pugliese	Student : Professional Education
Melissa Tempest	Student : Professional Education
Duncan Walk	Student : Professional Education
Cameron Wallace	Student : Professional Education

Core Foundations

Standards

Mapping and Alignment

Standards	Mapping	Alignment
Arts and Humanities	Non Applicable	Non Applicable
Career Education and Work	Accomplished	Accomplished
Civics and Government	Non Applicable	Non Applicable
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Applicable	Non Applicable
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Non Applicable	Non Applicable
Environment and Ecology	Non Applicable	Non Applicable
Family and Consumer Sciences	Non Applicable	Non Applicable
Geography	Non Applicable	Non Applicable
Health, Safety and Physical Education	Non Applicable	Non Applicable
History	Non Applicable	Non Applicable
Science and Technology and Engineering Education	Non Applicable	Non Applicable

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

N/A

Adaptations

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Explanation for any standards checked:

According to PDE Secondary Performance Indicators Levels for 2015-2016, the consortium performance exceeded state expectations and state performance in Keystone Literature and Keystone Algebra.

Career Education and Work standards are incorporated into all Programs of Studies at Middle Bucks to prepare students for higher education or employment.

Curriculum

Planned Instruction

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Middle Bucks has implemented the PDE approved Program of Study across the curriculum. In addition, industry standards and industry recognized certification are aligned with each program. Upon completion of the program, students receive a Mastery Report identifying their level of proficiency for each standard taught in the Program of Study.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Middle Bucks has developed a detailed process to provide students with special education needs the support necessary to succeed. Nearly one-half of the technical center's 800 students is identified and receives services from our special education support team comprised of three special education instructors and twelve instructional assistants.

The faculty follows several steps in order to prepare and deliver a comprehensive education to those special needs students who choose to attend Middle Bucks. Each year between April and June, the special education staff visits the sending schools to meet all incoming students with special education needs. During these meetings, the staff serves on the Individualized Education Plan (IEP) team to assist with determining appropriate placement and supports. The special education staff then meets with Middle Bucks faculty to discuss and ensure all involved

instructors understand the accommodations that are to be provided to the special needs students.

To make certain the IEP is fully implemented and the student is properly monitored, a special education instructor is assigned to each student to serve as an advocate, monitor progress, attend the IEP meetings, and communicate with the parent. Each of these services provided to the student is tracked through the student information system, to provide documentation that the accommodations identified in the IEP are being met.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

- Administrators
- Instructional Coaches

Provide brief explanation of LEA's process for incorporating selected strategies.

To assure standards aligned instruction, a three-year curriculum map based on the PDE Program of Study standards aligns academic and technical standards for each program. In addition, teachers submit a weekly lesson plan developed using a standardized template to provide consistency to the Assistant Director.

Walkthroughs to target specific areas of instruction are conducted by mentor teachers and Administration. Formal observation and annual instructional evaluations are conducted by Administration. The professional development committee meets monthly to support new or struggling teachers through peer evaluation and instructional coaching. In addition, a classroom mentor was provided for new teachers for the first marking period of the school year to directly assist the new teachers in the classroom.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Middle Bucks relies on the Occupational Advisory Committee to review curriculum on an annual basis to assure that the standards taught in the technical program align with industry needs rather than Career Cluster Chairs because each technical program is unique.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation.

N/A

Recruitment

(Comprehensive CTC only)

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

N/A

Describe the process the CTC implements to recruit and assign the most effective and qualified teachers based on their industry experience.

Middle Bucks recruits and assigns the most effective and qualified teachers based on industry certification by enlisting many sources including: PSBA, PACTA, Temple University, Penn State University, Local Advisory Council, Occupational Advisory Committee, newspaper, Craig's List, school website, and EEOC agencies.

Interview and selection is a two-step process; the initial interview involves a team comprised of administrators, teachers, and support staff that ask the same preselected interview questions to each candidate. The interview team members independently completes a rubric rating each candidate in twelve areas of performance. The three candidates with the highest collective scores is invited to participate in a second-round interview. As part of the second interview, the candidate is asked to teach a 20-minute lesson related to their technical field. Once again, the interview team members independently completes a rubric rating each candidate in twelve areas of performance. The scores from the first and second interviews are averaged together.

Credentials and references are verified prior to a job offer being made to the final candidate. Clearances are filed with Human Resources before the new teacher begins the teaching assignment.

Assessments

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *No graduation requirement specifics have been identified.*

Methods and Measures

Summative Assessments

No methods or measures have been identified for Summative Assessments

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

No methods or measures have been identified for Formative Assessments

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

(Comprehensive CTC only)

No validation methods have been identified for this content area.

Provide brief explanation of your process for reviewing assessments.

N/A

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

N/A

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

N/A

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

N/A

Assessment Data Uses

(Comprehensive CTC only)

No assessment data uses have been identified for this content area.

Provide brief explanation of the process for incorporating selected strategies.

N/A

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Distribution of Summative Assessment Results

No distribution methods have been identified for this content area.

Provide brief explanation of the process for incorporating selected strategies.

N/A

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

N/A

Safe and Supportive Schools

Programs, Strategies and Actions

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- School-wide Positive Behavioral Programs
- Conflict Resolution or Dispute Management
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Student Assistance Program Teams and Training
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Middle Bucks utilizes Restorative Practices to mediate student issues rather than a Peer Helper Programs.

Funding for a School Resource Officer was eliminated from the budget of our local police department however, the police in our area are more than supportive of our school and will come in to conduct presentation with individual classes as requested.

Screening, Evaluating and Programming for Gifted Students

(Comprehensive CTC only)

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

N/A

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

N/A

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

N/A

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

N/A

Developmental Services

- Academic Counseling
- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Health and Wellness Curriculum
- Health Screenings
- Individual Student Planning
- Nutrition
- Orientation/Transition
- Coordination of Services with Sending School

Explanation of developmental services:

N/A

Diagnostic, Intervention and Referral Services

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Casework
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Special Education Evaluation
- Coordination of Services with Sending School
- Student Assistance Program is offered through the sending school district

Explanation of diagnostic, intervention and referral services:

Middle Bucks coordinates services with the sending school districts through the School Counselor and Special Education Coordinators.

Consultation and Coordination Services

- Case and Care Management
- Community Liaison
- Community Services Coordination (Internal or External)
- Coordinate Plans
- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Managing Chronic Health Problems
- Managing IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- System Support
- Truancy Coordination
- Coordination of Services with Sending School
- Memorandum of Understanding - Special Education Services

Explanation of consultation and coordination services:

Middle Bucks and the school districts that send students to our school developed a Memorandum of Understanding to identify how services will be provided to students attending Middle Bucks with special education needs. The application process, record keeping, adaptive equipment, documentation process etc. are identified in the memorandum.

Communication of Educational Opportunities

- Course Planning Guides
- Directing Public to the PDE & Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and Board of Directors
- Mass Phone Calls/Emails/Letters
- Press Releases
- School Calendar
- Student Handbook

- Coordination of Services with Sending School
- Facebook
- Twitter

Communication of Student Health Needs

(Comprehensive CTC only)

No means of communication have been identified for this content area.

Frequency of Communication

Frequency of communication: **Quarterly**

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

N/A

Community Coordination

Describe how you accomplish coordination with community operated before or after school programs and services for all grade levels through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

N/A

Materials and Resources

Description of Materials and Resources

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Middle Bucks has implemented the PDE approved Program of Study across the curriculum to align and support standards, fundamental concepts, and skills. In addition, industry standards and industry recognized certifications are aligned with the curriculum.

The Occupational Advisory Committee for each program, comprised of 15-20 members presently working in the technical field, reviews curriculum, textbooks, software, equipment the lab areas to assure it is current with industry standards and provides a high quality of instructional resources.

The technology structure within the organization provides accessibility to school resources, lesson plans, curriculum materials, grades etc. for students and teachers. CareerScope, a learning style inventory, is available to students to assist them in identifying career pathways. Teachers have participated in professional development to learn to adapt lessons to accommodate diverse levels of students.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

SAS Incorporation

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable

Further explanation for columns selected.

Middle Bucks does not offer academic courses.

Professional Education

Characteristics

Which of the following describes your professional education program for classroom teachers, school counselors and education specialists? (Check all that apply)

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.
- Empowers educators to work effectively with parents and community partners.

Which of the following describes your professional education program for administrators and other educators seeking leadership roles? (Check all that apply)

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Provide brief explanation of your process for ensuring these selected characteristics.

Middle Bucks has participated in the Technical Assistance Program (TAP) for the last ten years. Through the TAP program, teachers learned to incorporate literacy and numeracy strategies into the curriculum. All applicable academic standards are applied to Program of Study for every technical program. Middle Bucks uses NOCTI and state standardized assessments to make educational decisions.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/24/2016

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/24/3016 QPR Institute Suicide Awareness and Prevention training conducted with all staff - 2 hours

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/24/2016

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

Supervisors use frequent walkthroughs to monitor the implementation of professional development skills and strategies. Supervisors also observe the use of academic literacy and numeracy strategies incorporated in the technical programs.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

Middle Bucks has a two-year induction program in place for new teachers, which includes all of the above identified objectives. We also use classroom mentors and lead teachers to support new teachers in the classroom.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

Supervisors frequently visit the inductees' classrooms and labs to assist where needed. Mentors and lead teachers are available before and after school. The inductee's lesson plans are reviewed and evaluated on a weekly basis.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

All strategies were selected.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors and lead teachers are carefully selected by their experience, certifications, reflections on teaching, and contributions to Middle Bucks and the educational community in general.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

N/A

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X					
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive School	X	X	X	X	X	X
Standards	X	X	X	X	X	X
Curriculum	X				X	
Instruction	X	X	X	X	X	
Accommodations & Adaptions For Divers Learners	X					
Data informed decision making				X	X	X
Materials & Resources for Instruction					X	X

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Middle Bucks Institute of Technology (MBIT) gathers a tremendous amount of data on our inductees ranging from work product from the induction program to multiple observations and feedback from classroom observation. Through this data collection, feedback is given to the inductee on classroom practice but also feedback -through reflections, surveys, and direct contact - is provided to our administrative team on the effectiveness of our induction program.

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Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Assurances

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

NOCTI scores have increased each year over the past five years to 92% Proficient or Advanced

Accomplishment #2:

Industry certifications earned by students continue to increase each year. In 2016-17, students collectively earned 1920 industry recognized certifications.

CTC Concerns

Concern #1:

45% of all students are identified with special education needs

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #6*) Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Aligned Concerns:

45% of all students are identified with special education needs

Systemic Challenge #2 (*Guiding Question #9*) Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

CTC Level Plan

Action Plans

Goal #1: Enhance student achievement

Related Challenges:

- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: School Assessment Report

PowerSchool

Industry Certification Report

Career and Technical Program Evaluation Report

Specific Targets: Keystone exams, NOCTI scores, graduation rates, industry certifications

Student grades, behavior, attendance, and log entries

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Ensure equitable student access to high quality career and technical programs

Description:

Increase opportunities for students to earn industry recognized certifications

Increase the use of formative assessments to meet students' needs, track student achievement, align instruction with PDE POS, and provide teachers with opportunities to focus on how they can be more effective in teaching and engaging learners

Establish a system for conducting program review, evaluation, and revision on regular intervals to ensure career and technical programs are rigorous and reflect labor market needs

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Enhance communication with sending school districts

Description:

Implement an electronic student application process

Implement video conferencing to support participation in IEP meetings held at the districts

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Increase student support services

Description:

Hire a second School Counselor

Provide every student with an opportunity to pursue a career pathway appropriate to their interests and capabilities

Create opportunities for real workplace experience through field trips, work-based employment, summer internships and shadowing experiences

Provide additional opportunities for students to become involved in Skills USA Leadership Training

Provide career awareness training to educate and assist students with transition planning for after graduation

Develop a more efficient, secure manner for students to communicate concerns to members of the Student Assistant Team

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Special Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Goal #2: Establish a system that fully ensures students who are academically at risk are supported.

Related Challenges:

- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Staff School Climate Survey

Student School Climate Survey

Safe Schools Report

School Assessment Report

Specific Targets: Include additional questions on perceptiveness of service and if staff used service on annual Staff School Climate Survey

Strategies:

Developing interventions to remediate skill deficits and prepare students for high stake assessments

Description:

Implement Response to Instruction and Intervention (RtII) to improve student attainment

Implement Formative Assessments across all technical programs to improve student attainment

Reform the Student Intervention Center to separate discipline from academic support activities

SAS Alignment: Assessment, Instruction

Analyze current programs and determine additional needs that will have a positive impact on the social and emotional well-being of students

Description:

Analyze current programs and determine additional needs that will have a positive impact on the social and emotional well-being of students

Implement evidence based program to reduce students' anxiety/stress levels

SAS Alignment: Materials & Resources, Safe and Supportive Schools, Assessment, Instruction

Implementation Steps:*Enhance communication with sending school districts***Description:**

Implement an electronic student application process

Implement video conferencing to support participation in IEP meetings held at the districts

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Analyze current programs and determine additional needs that will have a positive impact on the social and emotional well-being of students

*Increase student support services***Description:**

Hire a second School Counselor

Provide every student with an opportunity to pursue a career pathway appropriate to their interests and capabilities

Create opportunities for real workplace experience through field trips, work-based employment, summer internships and shadowing experiences

Provide additional opportunities for students to become involved in Skills USA Leadership Training

Provide career awareness training to educate and assist students with transition planning for after graduation

Develop a more efficient, secure manner for students to communicate concerns to members of the Student Assistant Team

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Special Education, Student Services

Supported Strategies:

- Developing interventions to remediate skill deficits and prepare students for high stake assessments
- Analyze current programs and determine additional needs that will have a positive impact on the social and emotional well-being of students

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Enhance student achievement				Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing				
Start	End	Title			Description			
7/1/2017	6/30/2020	Ensure equitable student access to high quality career and technical programs			<p>Increase opportunities for students to earn industry recognized certifications</p> <p>Increase the use of formative assessments to meet students' needs, track student achievement, align instruction with PDE POS, and provide teachers with opportunities to focus on how they can be more effective in teaching and engaging learners</p> <p>Establish a system for conducting program review, evaluation, and revision on regular intervals to ensure career and technical programs are rigorous and reflect labor market needs</p>			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant Director/Administrative Director	2.0	5	30	Assistant Director - Administrative Director	School Entity	Yes
		Knowledge				Provide professional development training on formative assessment to teachers		
						Provide professional development training on formative assessment as part of New Teacher Induction		
		Supportive Research				Association for Supervision and Curriculum Development - www.ascd.org		

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
 Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
 Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 Instructs the leader in managing resources for effective results.

Training Format
 LEA Whole Group Presentation
 Series of Workshops
 Professional Learning Communities

Participant Roles Classroom teachers
 Principals / Asst. Principals
 Paraprofessional

Grade Levels High (grades 9-12)

Follow-up Activities Team development and sharing of content-area lesson implementation outcomes, with

Evaluation Methods Standardized student assessment data other than the PSSA

involvement of administrator and/or peers
 Analysis of student work, with administrator and/or peers
 Creating lessons to meet varied student learning styles
 Lesson modeling with mentoring
 Joint planning period activities

Classroom student assessment data

LEA Goals Addressed: **Enhance student achievement**
Establish a system that fully ensures students who are academically at risk are supported.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
			Implement an electronic student application process							
7/1/2017	6/30/2020	Enhance communication with sending school districts	Implement video conferencing to support participation in IEP meetings held at the districts	Administrative Director/ Assistant Director/CTE Supervisor, Director of facility Operations/School Counselor/Special Education Teacher	4.0	1	10	InfoSnap software provider	For Profit Company	No

Knowledge	Staff would learn how to access video conferencing technology		
	Staff would learn how to use InfoSnap software to solicit and process student applications		
Supportive Research	NA		
Designed to Accomplish	For classroom teachers, school counselors and education specialists:	Empowers educators to work effectively with parents and community partners.	
	For school and district administrators, and other educators seeking leadership roles:	Instructs the leader in managing resources for effective results.	
Training Format	Live Webinar Professional Learning Communities		
Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists Related Service Personnel	Grade Levels	High (grades 9-12)
Follow-up Activities	Joint planning period activities	Evaluation Methods	Participant survey

LEA Goals Addressed:	Enhance student achievement Establish a system that fully ensures students who are academically at risk are supported.	Strategy #1: Analyze current programs and determine additional needs that will have a positive impact on the social and emotional well-being of students
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
			Implement an electronic student application process							
7/1/2017	6/30/2020	Enhance communication with sending school districts	Implement video conferencing to support participation in IEP meetings held at the districts	Administrative Director/ Assistant Director/CTE Supervisor, Director of facility Operations/School Counselor/Special Education Teacher	4.0	1	10	InfoSnap software provider	For Profit Company	No

Knowledge

Staff would learn how to access video conferencing technology

Staff would learn how to use InfoSnap software to solicit and process student applications

Supportive Research

NA

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Instructs the leader in managing resources for effective results.

Training Format

Live Webinar
Professional Learning Communities

Participant Roles

Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir
School counselors
Other educational specialists
Related Service Personnel

Grade Levels

High (grades 9-12)

Follow-up Activities

Joint planning period activities

Evaluation Methods

Participant survey

CTC Level Affirmations

We affirm that this CTC Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the CTC offices and on the CTC website until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members to meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Executive Director