

**MBIT**  
**MBIT**  
**MIDDLE BUCKS**  
**INSTITUTE OF TECHNOLOGY**



**Middle Bucks Institute of Technology**

**Comprehensive Plan**

**7/01/2021 - 06/30/2024**

# CTC Profile

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## Demographics

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

Administrative Director: Kathryn Strouse

## Planning Process

In September 2019, Middle Bucks Institute of Technology continued the comprehensive planning process to provide direction for the school for the next three years (2021-2024).

A Comprehensive Planning Core Team comprised of 29 Middle Bucks parents, students, community members, college partners, sending school administrators, teachers, school board members 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, throughout the 2019-20 school year 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.

The Middle Bucks Institute of Technology Comprehensive Plan was posted on the school website for a 28-day review on August 10, 2021. There were also hard copies of the Comprehensive Plan available to the community for review at the school's Main Office.

The Middle Bucks Executive Council reviewed and approved the Comprehensive Plan on August 9, 2021 and it was filed with the Pennsylvania Department of Education on August 10, 2021.

Middle Bucks Institute of Technology would like to offer it's sincere thanks to Ms. JoAnn Perotti, Director of Strategic Services and Mr. Andrew Coonradt, Teaching and Learning Specialist at the Bucks County Intermediate Unit #22, for their assistance with facilitating our Comprehensive Planning Process.

The full implementation of the 2021-2024 Comprehensive Plan for Middle Bucks Institute of Technology will begin in September 2021.

## **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

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kathryn Strouse	Administrator	Middle Bucks Institute of Technology	kstrouse@mbit.org
Robert Fraser	Administrator	Council Rock SD	rfraser@crsd.org
Stacy Pakula	Administrator	Middle Bucks Institute of Technology	spakula@mbit.org
Lauren Doherty	Administrator	Middle Bucks Institute of Technology	ldoherty@mbit.org
Dana Hunter	Board Member	Middle Bucks Institute of Technology	dhunter@cbsd.org
Jon Panofsky	Board Member	Middle Bucks Institute of Technology	panojo@centennialsd.org
Thomas Biehl	Business Representative	BnB Electrical Services LLC	Bnbservices.pa@gmail.com
Kati Driban	Business Representative	The Wellness Project LLC	kati@pawellnessproject.com
Janice Solkov	Community Representative	Educational Consultant	drjanice1@yahoo.com
Charles Kleinschmidt	Community Representative	Warminster, PA	ckleinschmidt@verizon.net
Sandra Fitzpatrick	Ed. Specialist - Special Ed. Teacher	Middle Bucks Institute of Technology	sfitzpatrick@mbit.org
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Sean Castineira	High School Teacher	Middle Bucks Institute of Technology	scastineira@mbit.org
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<b>Name</b>	<b>Position/Role</b>	<b>Building/Group/Organization</b>	<b>Email</b>
Mary Murray	Parent	Middle Bucks Institute of Technology	murrays24@verizon.net
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Nico Marchione	Student	Middle Bucks Institute of Technology	nmarchione@mbit.org

## MIDDLE BUCKS INSTITUTE OF TECHNOLOGY Profile

Middle Bucks Institute of Technology is a middle 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 leading edge laboratories, and work-based experiences both on and off campus. Students learn and apply language arts, mathematics, science, communications, and technology in a way that has personal meaning and career relevance.

The educational program is organized around five career clusters and operates twenty-two state approved career pathway programs. Each program offers students the opportunity to earn industry certification and acquire career readiness skills. There are approximately 830 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 semesters and a summer career exploration program for middle school students.

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.

## Educational Value Statements

### Students

Students will collaborate and actively engage in learning with a focus on college and career readiness while acquiring positive social and emotional life-skills.

### Staff

Staff will set high expectations, continuously improve instruction, and provide equitable learning opportunities for all students.

### Administration

Administration will establish high expectations and commitment to change and providing the resources that support education, wellness, school operations and technology.

### Parents

Parents will share in decision making and work together with educators to achieve mutually agreed-upon goals that support the needs of academic and social well-being of students.

### Community

Business and industry partners, will support learning through clinical, work-based education, and apprenticeship experiences that provide real world experience that enhance college and career readiness.

## Summary of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
Technical programs are all approved through the Pennsylvania Department of Education CATS system.	No
All students have the opportunity to earn industry recognized certifications.	No
The NOCTI assessment is administered to all senior and provides each student with individual career readiness data.	No
The K-12 Guidance Plan was developed in cooperation with PDE and the sending school districts and offers career exploration to elementary, middle and high school students. It provides a wealth of career readiness and job placement experiences and addresses social wellness.	Yes
Align curricular materials and lesson plans to the PA Standards	Yes
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Yes
Continuously monitor implementation of the school improvement plan and adjust as needed	Yes
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Yes
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Yes
94.71% of students earned industry recognized certifications	No
87.85% of the students score advanced or competent on the NOCTI exam	No
97.21% of students graduated high school	No
97.03% - Middle Bucks students earned a high school diploma	No
87.85% - Middle Bucks 12th graders scored Advanced or Proficient on the NOCTI assessment	No
94.71% - Middle Bucks students earned industry certifications	No

## Challenges

Challenge	Consideration In Plan
The special education population is 42.5%, which can be challenging with preparing students to successfully complete NOCTI.	Yes
Expanding the K-12 Guidance Plan to foster understanding of diversity and equity would be beneficial to the students.	Yes
Implement a multi-tiered system of supports for academics and behavior	Yes
Implement evidence-based strategies to engage families to support learning	Yes
Monitor and evaluate the impact of professional learning on staff practices and student learning	Yes
Establishing a system that differentiates instruction to meet the varied learning needs of the students	Yes
Establishing a system that ensure students who are academically and economically at risk are supported by a process that provides interventions based upon the student need and includes procedures for monitoring effectiveness.	Yes
The Students with Disabilities population is 42.5%, which can be challenging with preparing students to earn industry recognized certification.	Yes
Expanding career exploration opportunities to students at the elementary and middle school levels.	Yes
Nontraditional participation and completion rate (13.99%) is below state rate 16.35.	No
45.5% - Middle Bucks students did not meet the attendance benchmark, which is 85.8%.	No
46% - Middle Bucks students with IEPs.	No

### Most Notable Observations/Patterns

There has been significant turnover in teaching staff over the past 2-years due to retirements with more than a third of the teachers non-tenured.



## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
<p>The K-12 Guidance Plan was developed in cooperation with PDE and the sending school districts and offers career exploration to elementary, middle and high school students. It provides a wealth of career readiness and job placement experiences and addresses social wellness.</p>	<p>The opportunity for students to explore career options starting in the elementary grades provides them with a more focused career pathway.</p>
<p>Align curricular materials and lesson plans to the PA Standards.</p>	<p>Aligning technical and academic standards teaches students the connection between both skills and how they are needed to succeed in real-world jobs.</p>
<p>Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.</p>	<p>Educating all facets of the organization on the importance of how the school resources support the school's improvement plan and need of the school community.</p>
<p>Continuously monitor implementation of the school improvement plan and adjust as needed.</p>	<p>Monitoring the implementation of the school improvement plan and making the necessary adjustments validates the successfulness of the plan.</p>
<p>Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.</p>	<p>With students attending MBIT from eight different high schools, it is important to create a positive environment that supports diversity.</p>
<p>Partner with local businesses, community organizations, and other agencies to meet the needs of the school.</p>	<p>MBIT's mission is to prepare tomorrow's workforce today so the school fosters relationships with business and community agencies to both provide training resources for our students and support the local workforce.</p>

## Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
The special education population is 42.5%, which can be challenging with preparing students to successfully complete NOCTI.	Should funding for students with special education plans follow the student to MBIT?	No	
Expanding the K-12 Guidance Plan to foster understanding of diversity and equity would be beneficial to the students.	There is a need for professional development in the area of diversity and equity.	No	
Implement a multi-tiered system of supports for academics and behavior.	Include Student Assistant Team.	Yes	Establish a multi-tier system that ensures students who are at-risk are supported by a process that provides interventions based upon student needs with procedure for monitoring effectiveness.
Implement evidence-based strategies to engage families to support learning.		No	
Monitor and evaluate the impact of professional learning on staff practices and student learning.	Participate in TAP Curriculum & Instruction Review through SREB.	Yes	Provide ongoing professional development using research-based strategies to provide staff with tools to expand teaching skills and integration of technology.
Establishing a system that differentiates instruction to meet the varied learning needs of the students.	Offer two levels of professional development training: 1) non-tenured teachers 2) experienced teachers.	Yes	Refine curriculum to ensure equity, access and diversity to meet the varied learning needs of the students.

<p>Establishing a system that ensure students who are academically and economically at risk are supported by a process that provides interventions based upon the student need and includes procedures for monitoring effectiveness.</p>	<p>Implement planned interventions approaches to address students at risk in your learning tasks, instructions, and directions. Try to anticipate where the needs will be and then address them. Intervene as much as possible to support students at risk. If your intervention strategies are working, continue to use them. If they're not working, plan for new interventions that will help students succeed.</p>	<p>Yes</p>	<p>Establish practices to better ensure quality educational opportunities using identified trends and data to target interventions for at-risk students and monitor effectiveness.</p>
<p>The Students with Disabilities population is 42.5%, which can be challenging with preparing students to earn industry recognized certification.</p>		<p>No</p>	
<p>Expanding career exploration opportunities to students at the elementary and middle school levels.</p>	<p>Consider expanding virtual tour options to promote career exploration at the elementary and middle school level.</p>	<p>No</p>	

## Goal Setting

**Priority: Establish a multi-tier system that ensures students who are at-risk are supported by a process that provides interventions based upon student needs with procedure for monitoring effectiveness**

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	By the 2023-2024 school year, teachers will implement student-centered instructional practices that promote personalized learning a minimum of 25% of the time.	Student Advisory Council	Establish a Student Advisory Council that meets quarterly to solicit student input on the needs and issues facing students.	Provide professional learning on promoting personalized learning using student-centered approaches to give students the skills they need to succeed after high school and participate in their communities.	By the 2023-2024 school year, teachers will implement student-centered instructional practices that promote personalized learning a minimum of 25% of the time.

**Priority: Provide ongoing professional development using research-based strategies to provide staff with tools to expand teaching skills and integration of technology**

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	By the end of the 2022-2023 school year, non-tenured teachers will implement literacy strategies and restorative practice techniques a minimum of 50% of the time.	Professional Development for New Teachers	Provide MAX Teaching for Literacy training to provide authentic classroom modeling on implementing literacy strategies in the content-area classrooms.	Provide training to implement effective school and classroom management techniques related to Restorative Practices emphasizing the importance of fostering positive, healthy school climates and helping student to learn from their mistakes.	By the end of the 2022-2023 school year, non-tenured teachers will implement literacy strategies and restorative practice techniques a minimum of 50% of the time.
Professional learning	By the end of the 2022-2023 school year, professional staff will implement virtual instructional practices a minimum of 25% of the time.	Virtual Teaching Skills	Offer monthly professional learning classes to expand teachers' knowledge on virtual platforms and teaching tools.	Offer monthly professional learning classes on gamification and other learning apps to enhance student participation and motivation.	By the end of the 2022-2023 school year, professional staff will implement virtual instructional practices a minimum of 25% of the time.

**Priority: Refine curriculum to ensure equity, access and diversity to meet the varied learning needs of the students**

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Essential Practices 4: Foster Quality Professional Learning	By the end of the 2023-2024 school year, professional staff will implement inquiry-focused on ethical concern instruction a minimum of 50%.	Professional Development	All professional staff will participate in professional learning that focuses on equity, ethical concerns for children, cultural diversity and social-emotional wellness.	All professional staff will participate in professional learning that focuses on knowledge of adolescent development and learning.	By the end of the 2023-2024 school year, professional staff will implement inquiry-focused on ethical concern instruction a minimum of 50%.
Community school model	By the end of the 2022-2023 school year, partnerships between the school and other community resources that integrates academics, supports and opportunities leads to improved student learning, stronger families and healthier communities will increase by 10%.	Business, Industry & Community Partners	Participate in Career Ready Bucks initiative that networks with business, schools, and community resources to provide career pathway resources to students.	Develop a school - parent committee that explores best practices that improve learning and build stronger families.	By the end of the 2022-2023 school year, partnerships between the school and other community resources that integrates academics, supports and opportunities leads to improved student learning, stronger families and healthier communities will increase by 10%.
Community Engagement	By the end of the 2023-2024 school year, community engagement and outreach resources to promote key components of the school's culture and image will increase by 25%.	Promoting Middle Bucks	Develop an interactive virtual tour program geared towards career exploration for 6th grader students and offered to all sending school districts.	Establish a committee to develop creative and meaningful social media (e.g., virtual tours, newsletters, press releases, blogs, websites, etc.) to build awareness and increase enrollment.	By the end of the 2023-2024 school year, community engagement and outreach resources to promote key components of the school's culture and image will increase by 25%.

Priority: Establish practices to better ensure quality educational opportunities using identified trends and data to target interventions for at-risk students and monitor effectiveness.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By the end of the 2023-2024 school year, teachers will transition 100% to implementing Guides4Learning (LMS) for the administration, documentation, tracking, reporting, and delivery of technical courses.	Guides4Learning LMS	Build courses 1, 2 and 3 in Guides4Learning	Build courses 4,5 and 6 in Guides4Learning	By the end of the 2023-2024 school year, teachers will transition 100% to implementing Guides4Learning (LMS) for the administration, documentation, tracking, reporting, and delivery of technical courses.
Industry-Based Learning	By the end of the 2022-2023 school year, teacher will be able to analyze NOCTI scores to identify areas for improving subject matter teaching 100% of the time.	NOCTI Improvement Plan	Provide MAX Teaching professional development of NOCTI data analysis to identify the standard level of performance by program.	Apply NOCTI data analysis to improve instruction in the objective areas identified need of improvement by program.	By the end of the 2022-2023 school year, teacher will be able to analyze NOCTI scores to identify areas for improving subject matter teaching 100% of the time.
Essential Practices 3: Provide Student-Centered Support Systems	By the end of the 2023-2024 school year, professional staff will implement personalized, engaging, competency-based, student-centered instructional strategies to encourage students to take greater responsibility for their learning so every student gains the skills needed to succeed and contribute to society a minimum of 50% of the time.	Student-Centered Learning Approach	Provide professional development training and collaboration opportunities for teachers to learn instructional best practices on Diversity, Equity and Inclusion.	Implement a variety of learning experiences, instructional approaches, and academic-support strategies to address the learning needs, interests, career aspirations, or cultural backgrounds of individual students and groups of students.	By the end of the 2023-2024 school year, professional staff will implement personalized, engaging, competency-based, student-centered instructional strategies to encourage students to take greater responsibility for their learning so every student gains the skills needed to succeed and contribute to society a minimum of 50% of the time.

## Action Plan

Action Plan for: PAYS Survey						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Student Advisory Council</li> </ul>		MBIT will implement activities, programs and resources to support student interested and social emotional needs.			MBIT Student Survey Results, Student Advisory Council meeting minutes	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Create a Student Advisory Council to provide administration and the school board with input related to decisions that impact the student learning success.	09/01/2021	06/30/2022	CTC Supervisor	PAYS Survey MBIT Student Climate Survey MBIT Senior Survey	No	No

Action Plan for: MAX Teaching						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Professional Development for New Teachers</li> </ul>		New teachers, especially those entering the field directly from industry will learn skills to enhance their classroom teaching pedagogy.			PDE 82-1 Teacher Effectiveness Rating form Classroom Observations	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide new teacher with access to MAX Teaching training to strength pedagogical skills.	09/01/2021	06/30/2023	Assistant Director	MAX Teaching Technical Assistance Program (TAP) Mentor teachers	Yes	No

## Action Plan for: Provide Professional Development training that support classroom teaching

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> <li>Professional Development</li> <li>Professional Development for New Teachers</li> <li>Virtual Teaching Skills</li> </ul>		Teachers will develop additional teaching skills to further engage and differentiate instruction to meet the needs of their students.		NOCTI Scores, Industry credential, Withdraw rate, Completion rate, Non-traditional retention rate		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop and implement Professional Development activities that further cultivate the teachers' ability to adapt to various learning situations and promote equity and inclusion.	09/01/2021	06/30/2023	Assistant Director	Remote Classroom Teaching Strategies - in house training Diversity, Inclusion & Equity training Threat Assessment Team training School Safety training MAX Teaching MBIT New Teacher Induction Program Mentor teachers Diversity, Inclusion & Equity training	Yes	No



## Action Plan for: National Center for College and Career Transitions - NC3T

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> <li>Business, Industry &amp; Community Partners</li> </ul>		Launching the Bucks Career Ready website that promotes both employers' needs for skilled workers and workers' career and economic advancement.		Bucks Career Ready website traffic analysis Employment trends		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Serve on the Bucks County Career Pathway Advisory Board to develop a network of schools, businesses, and other partners to expand educational opportunities, and life pathways for students so they can make informed post-graduation decisions and develop employability.	09/01/2021	06/30/2023	Director	Student Advisory Council MBIT Senior Survey	Yes	Yes

## Action Plan for: National Occupational Competency Testing Institute

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>NOCTI Improvement Plan</li> </ul>		Teachers will learn to analyze NOCTI pre & post scores and modify instruction to improve student understanding.			NOCTI Pre & Post Score	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Work with MAX Teaching to conduct historical analysis of NOCTI scores to improve test outcomes.	09/01/2022	06/30/2023	Assistant Director	MAX Teaching - NOCTI Analysis Technical Assistance Program NOCTI Pre & Post Exams	Yes	No

## Action Plan for: Learning Management System

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Guides4Learning LMS</li> </ul>		Guides4Learning will systematize the delivery of content, instruction and resources to students and monitor their progress.			Guides4Learning - Operational Mastery Reporting PDE APE 339 Audit	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement Guides4Learning LMS across all technical programs to track student progress to ensure that they are meeting their performance milestones.	09/01/2021	06/30/2024	Assistant Director	Guides4Learning LMS software MAX Teaching training on utilizing Guides4Learning software Administrative Support staff to enter courses Professional Development implementation time	Yes	No

## Action Plan for: ERIC Evidence of Student Centered Learning

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> <li>Student-Centered Learning Approach</li> </ul>		Teachers will implement student-centered learning strategies that promotes student led classrooms, technology resources, differentiation and inquiry-based instruction and all students feel safe and included.		Student Advisory Council feedback MBIT Senior Survey Enrollment		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide teachers with the skills to create student-centered learning classrooms with the teacher functioning as a coach or facilitator and students embrace a more active and collaborative role in their own learning.	09/01/2021	06/30/2024	Assistant Director	Principles of Student Centered training Trauma Informed Approach training Diversity, Inclusion & Equity training Teacher Focus Group discussion Bucks Career Ready website Guides4Learning	Yes	No

## Action Plan for: BCIU Marketing Committee

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Promoting Middle Bucks</li> </ul>		Implement a marketing plan that incorporates best practices to inform all stakeholders about the programs, services, and school-wide accomplishments.			Stakeholder feedback, MBIT Student Climate Survey, Enrollment, Social media & website track analysis	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Promote MBIT using best practices recommended by the BCIU Marketing Committee comprised of Bucks County school districts and CTCs to market our school.	09/01/2021	06/30/2024	Communication & Technology Assistant	BCIU Marketing Director Social media sites Technology resources	No	Yes

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
MAX Teaching	<ul style="list-style-type: none"> <li>• Provide new teacher with access to MAX Teaching training to strengthen pedagogical skills.</li> </ul>
Provide Professional Development training that supports classroom teaching	<ul style="list-style-type: none"> <li>• Develop and implement Professional Development activities that further cultivate the teachers' ability to adapt to various learning situations and promote equity and inclusion.</li> </ul>
National Center for College and Career Transitions - NC3T	<ul style="list-style-type: none"> <li>• Serve on the Bucks County Career Pathway Advisory Board to develop a network of schools, businesses, and other partners to expand educational opportunities, and life pathways for students so they can make informed post-graduation decisions and develop employability.</li> </ul>
National Occupational Competency Testing Institute	<ul style="list-style-type: none"> <li>• Work with MAX Teaching to conduct historical analysis of NOCTI scores to improve test outcomes.</li> </ul>
Learning Management System	<ul style="list-style-type: none"> <li>• Implement Guides4Learning LMS across all technical programs to track student progress to ensure that they are meeting their performance milestones.</li> </ul>
Evidence of Student Centered Learning (ERIC)	<ul style="list-style-type: none"> <li>• Provide teachers with the skills to create student-centered learning classrooms with the teacher functioning as a coach or facilitator and students embrace a more active and collaborative role in their own learning.</li> </ul>

## Professional Development Activities

MAX Teaching Literacy Strategies - Address Improving Language and Literacy Acquisition						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers who have not participated in MAX Teaching Literacy training.	<p>The training includes reading and writing strategies that teachers will be able to use in the classroom after the workshop:</p> <ul style="list-style-type: none"> <li>Anticipation Guides</li> <li>Bologna Sandwich</li> <li>Bracket Challenge</li> <li>Concept Checks</li> <li>Cornell Note Taking</li> <li>Cubing Directed Reading and Thinking (DRTA)</li> <li>Fiction Directed Reading and Thinking (DRTA)</li> <li>Non-Fiction Extreme Paired Reading</li> <li>Focused Free Writes</li> <li>321 Review</li> <li>Frustration Model</li> <li>Three-Level Study Guides</li> <li>GIST Guided Reading</li> <li>Procedure Hunt for Main Ideas</li> <li>Survivor INSERT</li> <li>Interactive Cloze</li> <li>Magic Squares</li> <li>Math Translation</li> <li>Paired Reading</li> <li>PQRST+ PreP (Pre-reading Plan)</li> <li>Previewing Sensible Sent.</li> <li>Highlight Student-Generated Graphic Representations</li> <li>Stump the Teacher</li> <li>Semantic Feature Analysis</li> <li>Think-Alouds</li> <li>Think-Pair-Share</li> <li>Triangle Truths</li> <li>Zip Arouns</li> </ul>	Observation of teachers implementing literacy strategies in the classroom Student engagement	Assistant Director	09/01/2021	06/30/2023
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
In-service day	Daily	<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>		Language and Literacy Acquisition for All Students		

## Integrating Mathematics in CTE Programs

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers who have not participated in Integrating Mathematics in CTE programs training.	Integrating Mathematics into CTE training enhances the mathematical concepts that exist where math naturally intersects with CTE concepts and applications. A math consultant will conduct an on-site review of current math practices and needs to determine the level of math used in CTE programs and the level of math knowledge of faculty members. The review will include visiting CTE classrooms, interviewing teachers and administrators, interviewing students and reviewing available documents related to math instruction and proficiency. Based on the review, the math consultant will conduct specialized training for CTE and related program instructors identified by the school. On-site training and coaching will focus on instructional strategies that apply to formative assessment strategies to improve student learning and supporting special populations.	Observation of teachers implementing math strategies in the classroom Student engagement	Assistant Director	09/01/2022	06/30/2023

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	1 In-service day and 3 classroom observations	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

## Diversity, Equity and Inclusion Training - Address Learning Needs of Diverse Learners in an Inclusion Setting

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Staff	Professional development workshop on Diversity, equity and inclusion (DEI) to encourage representation and participation of diverse groups of people, including people of different genders, races and ethnicities, abilities and disabilities, religions, cultures, ages, and sexual orientations and people with disabilities.	Staff understanding of the DEI through observation of compassion and inclusion	Human Resources Coordinator	08/25/2021	08/25/2024
<b>Learning Formats</b>						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
In-service day	1 day	<ul style="list-style-type: none"> <li>2a: Creating and Environment of Respect and Rapport</li> </ul>		Teaching Diverse Learners in an Inclusive Setting		

## Virtual Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Remote teaching strategies	Teachers using varied technology resources to teach both in-person and virtually.	Communication & Technology Assistant	09/01/2021	06/30/2023
<b>Learning Formats</b>						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Workshop(s)	Monthly	<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> </ul>				



## National Occupational Competency Testing Institute (NOCTI)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Utilize MAX Teaching to conduct training on conducting historical analysis of NOCTI scores to improve student learning.	NOCTI Pre & Post Test Scores	Assistant Director	09/01/2021	06/30/2023

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	<ul style="list-style-type: none"> <li>1f: Designing Student Assessments</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

## Guides4Learning LMS

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Teacher will learn to build curriculum that integrates Pennsylvania Programs of Study, Common Core standards, and objectives along with Task Tracker to track student progress, build lesson plans, incorporate Common Core Standards and centralize off-site database system with nightly backups of all data.	Implementation of Guides4Learning Learning Management System	Assistant Director	09/01/2021	06/30/2024

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Ongoing	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> </ul>	

**Student-Centered Learning - Address the Learning Needs of Diverse Learners in an Inclusive Setting**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	The Seven Principles of Student-Centered Learning including instructional approaches, academic support strategies, addressing learning needs, career interests, and cultural backgrounds of individuals students and groups of students to promote engaging, competency-based, student-learning to encourage students to take responsibility for their learning.	Implementation of principles of student-centered learning Student engagement,	CTE Supervisor	09/01/2021	06/30/2024

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
In-service day	Monthly	<ul style="list-style-type: none"> <li>2a: Creating and Environment of Respect and Rapport</li> <li>2b: Establishing a Culture for Learning</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

## Communications Action Steps

Evidence-based Strategy	Action Steps
National Center for College and Career Transitions - NC3T	<ul style="list-style-type: none"> <li>Serve on the Bucks County Career Pathway Advisory Board to develop a network of schools, businesses, and other partners to expand educational opportunities, and life pathways for students so they can make informed post-graduation decisions and develop employability.</li> </ul>
BCIU Marketing Committee	<ul style="list-style-type: none"> <li>Promote MBIT using best practices recommended by the BCIU Marketing Committee comprised of Bucks County school districts and CTCs to market our school.</li> </ul>

## Communications Activities

Career Ready Bucks					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Stakeholders including students, staff, business & industry partners, Occupational Advisory Committee members and the Local Advisory Council.	An overview of how schools, students, businesses, and other partners can utilize Career Ready Bucks resources to network and expand opportunities and life pathways for students to guide academic decisions in support of those goals and aspirations. Businesses and organizations can cultivate interest in their industry and promote positions where future growth and expansion are anticipated.	Administrative Director	09/01/2021	06/30/2024
Communications					
Type of Communication			Frequency		
Presentation			Quarterly		
Newsletter			Quarterly		
Posting on district website			Monthly		

## BCIU Communications & Marketing Committee

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Students, families, school counselors and principals, middle school students, 6th graders, and community members	Developing effective communication plans, Marketing initiatives including Program Planning Nights, Open House, School Counselor In-service, School Tours and Presentations (virtual and in-person), Shadowing visits, Program of Study, New Student Orientation, student ambassadors, school board reports, social media, blogs, and newsletters, legal issues related to marketing.	Communication & Technology Specialist	09/01/2021	06/30/2024

### Communications

Type of Communication	Frequency
Blog	Daily
Letter	Monthly
Newsletter	Monthly
Posting on district website	2-3 times a week
Public service announcement	As needed
Presentation	Twice a year