Profile and Plan Essentials

Intermediate Unit Name		AUN
Bucks County Intermediate Unit #22		122000000
Address 1		
705 N. Shady Retreat Rd.		
Address 2		
City	**State**	**Zip Code**
Doylestown	PA	18901
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Single Point of Contact Name		
Rachel Holler		
Single Point of Contact Email		
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Single Point of Contact Phone Number		**Single Point of Contact Extension**
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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LEA Profile

The Bucks County Intermediate Unit is one of 29 Intermediate Units formed by the Pennsylvania State Legislature in 1971 to provide support to local school districts. Created to replace the County Office of Superintendent, intermediate units provide special services as needed by the educational community in their service area. Through cooperation and collaboration among schools and community agencies, intermediate units work to provide innovative, responsive and cost-effective programs that save taxpayers millions of dollars
Annually.

Pennsylvania's intermediate units provide direct and indirect classroom support to more than two million students and nearly 147,000 school professional staff in Pennsylvania. While there are 29 intermediate units in the Commonwealth of Pennsylvania, no two intermediate units are alike. Each is uniquely shaped by the region it serves and the needs of its member school districts. Each IU performs a number of roles. Intermediate unit employees are simultaneously vendors, service providers, grant writers, financial and management specialists, researchers, advisors, advocates and facilitators.

Today, the Bucks County Intermediate Unit provides a vast array of effective and efficient services that meet the educational and social service needs of Bucks County's 200-plus schools, including the 13 public school districts, nonpublic schools, three career-technical schools and the Pennsylvania Department of Education. Bucks County Intermediate Unit services are provided through many divisions including but not limited to: Programs and Services; Educational Services; Operations and Human Resources; Business and FinancialServices; Special Education; Strategic Services, Communications, Education Foundation; Technology and Information Services, Early Childhood Services, Head Start and Nonpublic School Services.

Funding sources include state subsidy, government and foundation grants, contributions from districts and fees for service. The Executive Director leads its administrative staff. The Executive Director provides leadership and direction with cabinet members representing each of the divisions and program areas. The Bucks County Intermediate Unit is governed by a 13- member board of directors composed of representatives from each of the 13 component school districts in Bucks County.

Mission and Vision

Mission

The Bucks County Intermediate Unit is an educational service agency dedicated to compassionately supporting the needs of all learners and their families, school districts, and our community. Our collaborative approach is embedded in innovative teaching and experiential learning, responsive leadership, and effective business solutions.

Vision

We strengthen and grow inclusive cultures where all learn, flourish, and contribute.

Educational Values

Students

To actively engage in the process of learning and in doing so, challenge educators to grow, change, connect and take action. Through their creativity and energy, students promote flexibility and compassion within the Bucks IU community.

Staff (Formally Educators)

To provide a safe, supportive, and encouraging environment for students so they may discover their potential for learning. To serve as a foundation for connecting and educating students, families, caregivers and communities. To model and demonstrate empathy and compassion towards students, colleagues, families, and community members. To be continuous and lifelong learners focused on improving experiences for their learners and one another.

Administration

To provide high-quality services while being flexible and adaptable to the needs of Bucks County schools, staff, students, and the community. This is achieved through the collaboration and dedication of our Bucks IU team members.

LEA Leaders

To strengthen Bucks County educational opportunities through collaboration in advisory groups that: share best practices, our expert knowledge, and our experiences representative of our diverse county. We serve in this capacity to assist one another and our communities in their decision making processes, to leverage efficiencies through economies of scale and to improve educational outcomes, especially for our learners.

Parents

To work collaboratively with the Bucks IU to provide their child with an effective, systematic, enjoyable educational experience that results in acquisition of meaningful and socially significant behaviors.

Community

To support and respect one another in work, business, and education, so we may develop a stronger Bucks County.

Other (Optional)

Omit selected.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for IU Continuous Improvement

Foster a vision and culture of high expectations for success for all stakeholders	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit	Operational

Focus on Continuous Improvement of Instruction

Facilitate effective, standards-aligned curriculum and assessment	Operational
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction	Operational
Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	Operational

Provide Learner-Centered Supports to Ensure That All are Ready to Learn

Coordinate and monitor supports aligned with learners' and families' needs	Operational
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit	Exemplary

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced, and high-quality employees	Operational
Support the development, professional learning, and advancement of employees in alignment with the intermediate unit's mission, vision, and values	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources based on the analysis of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Foster a vision and culture of high expectations for success for all stakeholders
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Support the development, professional learning, and advancement of employees in alignment with the intermediate unit's mission, vision, and values
Allocate resources based on the analysis of data
Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Performance Data

Direct Services (School Students)

Data Source	Measure of Quality	Measure of Impact
The data source for this analysis is feedback collected through a structured protocol, reflective process that engaged staff members and therapists across the division in identifying their current challenges, prioritizing areas for improvement, and envisioning their profession's future. This feedback provides a comprehensive understanding of the barriers teachers and therapists face and their aspirations for advancing practice. The structured protocol ensured that the data is both detailed and actionable, offering a reliable foundation for strategic planning and decision-making.	Measures of quality within the feedback include the recurring identification of challenges such as resource limitations, administrative burdens, and the need for professional development. The alignment of these challenges with therapists' priorities and future projections highlights the robustness of the data. Quality is further demonstrated through the thoughtful integration of systemic and professional needs, providing a holistic view of both immediate and long-term considerations. This ensures that the feedback reflects the lived experiences and expertise of the therapists while maintaining a focus on actionable improvements.	Impacts are centered on the potential outcomes of addressing the identified priorities, such as improved student care, enhanced therapist satisfaction, and reduced systemic barriers. Specific areas like resource allocation, technology integration, and professional development were repeatedly emphasized, indicating their critical role in transforming practice. The anticipated improvements in administrative efficiency, interprofessional collaboration, and patient-centered care models highlight the profound impact these changes could have on both therapists and the communities they serve.
Equity Considerations		
Equity considerations are embedded throughout the feedback, emphasizing the importance of addressing disparities in access to services and ensuring resources are distributed equitably across diverse patient populations. Educators and therapists highlighted the need for inclusive practices, advocacy for underserved communities, and the development of patient-centered care approaches that empower individuals regardless of socioeconomic status or background. These equity-focused insights ensure that any resulting changes prioritize fairness, inclusivity, and the needs of those most affected by systemic barriers.		

Direct Services (Adults)

Data Source	Measure of Quality	Measure of Impact
The data source for this analysis is the responses collected through the Bucks County Intermediate Unit's "Back to the Future Protocol," which engaged team members in identifying current challenges,	Measures of quality in the responses include the recurring identification of key challenges such as staffing, funding, and communication, which were highlighted across multiple sections of the protocol. The	The measures of impact are reflected in the potential improvements identified by the participants, including increased staff training, better resource management, and the adoption of advanced technology. These

future aspirations, and retrospective reflections. This protocol facilitated a structured and comprehensive discussion, allowing participants to explore their priorities and envision actionable steps to improve service delivery. The protocol's clear segmentation into challenges, future projections, and reflections ensures the data is focused and organized, providing a strong foundation for strategic planning.	consistency in these themes indicates alignment between team members' perspectives, underscoring the reliability of the data. Quality is also evident in the thoughtful prioritization of challenges and the strategic insights shared, such as the need for technology integration and enhanced training. These elements highlight the depth of the participants' understanding of systemic and operational needs.	changes are anticipated to directly enhance service delivery, improve team efficiency, and address systemic barriers. The focus on community engagement and collaboration highlights the far-reaching effects of these improvements, with the potential to strengthen relationships with stakeholders and align services with community needs. By addressing these challenges, the organization can achieve meaningful and measurable progress in its long-term goals.
Equity Considerations		
Equity considerations are a recurring theme in the feedback, emphasizing the importance of making services accessible to diverse populations and addressing disparities in resource allocation. Responses highlighted the need to engage underserved communities, ensure fair distribution of funding, and prioritize inclusive communication and collaboration strategies. These equity-focused insights ensure that any action steps arising from the protocol not only improve operations but also promote fairness and inclusivity in service delivery. This focus aligns the organization's efforts with its commitment to serving all members of the community equitably.		

Professional Development

Data Source	Measure of Quality	Measure of Impact
We held almost 700 professional development opportunities this past year with over 15,000 registrations for high-quality professional development. Additionally we offered over 100 Continuing Professional Education Courses in 23-24.	We are developing more consistent feedback practices both within professional learning sessions as well as across all professional learning using our event management systems and its survey tools.	Data collection at both the session and system level recognizes that most participants are highly satisfied with their experiences. Consideration on how to better understand impact of sessions beyond the immediate is being developed.
Equity Considerations		

Summary

Strengths

Identify the strengths that are most positively contributing to achievement of your mission and vision and could be leveraged in your efforts to improve upon your most pressing challenges.

Many educators in our system feel connected to the mission and vision in their daily work.
PK-12 stakeholders share they feel supported by the services we provide both in quality and responsiveness.
Feedback from professional learning participants is indicative of high quality content, as well as responsiveness to participant needs.

Challenges

Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your mission and vision.

Educators continue to seek high quality professional learning to support the emerging needs of their learners and those they serve.
Expanding access to high quality adult services continues to be an opportunity to grow and serve.

State Systems of Support

Safe Schools (Equity, School Climate, Bullying, and other Safe School Supports)

This section is not included in my plan

A-TSI/TSI Targeted School Improvement Support

This section is not included in my plan

STEM Education

Data Source	Comments/Notable Observations
Over 400 campers engages in Fab Lab Center summer camp programs and over 3000 students engaged during the school year. The mobile Fab Lab served over 25,000 public and non-public Bucks County students via week long residencies.	

Data Governance/Quality

This section is not included in my plan

CDT Focus and Support

This section is not included in my plan

Continuity of Education

Data Source	Comments/Notable Observations
We meet with each LEA on a yearly basis to determine specific priorities and goals for technical support from the Bucks IU Programs and Services Team. The Programs and Services Team creates District Support Team Documentation and has quarterly monitoring routines to ensure we continue to meet the emerging needs as well. Feedback is collected when appropriate and adjustments to technical assistance is made based upon that feedback.	

Summary

Strengths

Identify the strengths that are most positively contributing to your IU's successful implementation of the deliverables in each focus area of the State System of Support.

LEA leaders report satisfaction with the quality of supports and responsiveness from the Bucks IU and the various divisions that serve them.
Increased participation in Fab Lab and Mobile Fab Lab programming indicates increased desire and need.

Challenges

Identify which challenges noted in your analysis, if improved, would greatly impact the implementation of the deliverables in each focus area of the State System of Support.

District leaders continue to seek specialized supports and services based on the unique needs of their specific contexts.
Evolving Fab Lab and Mobile Fab Lab programming to meet increased interest and demand remains a priority.

Supplemental Intermediate Unit Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Health and Safety	
Safety and Security	The organization has an opportunity to strengthen Operations through long range planning.
Technology	There are several opportunities for us to improve Standard Operating Procedures, improve efficiency through moving towards digital platforms.
Communications	As an organization we have identified an opportunity to increase storytelling which both supports the mission/vision of the organization as well as marketing.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

The organization reports consistently developing protocols and practices that support short term success.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

The organization reports a desire to develop more long range planning as part of its practices to support consistent growth and sustainability.
The organization reports a desire to become more efficient through updating Standard Operating Procedures and enhanced usage of digital platforms for approvals, record keeping, and documentation.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The organization reports consistently developing protocols and practices that support short term success.	False
Foster a vision and culture of high expectations for success for all stakeholders	True
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit	False
Many educators in our system feel connected to the mission and vision in their daily work.	False
LEA leaders report satisfaction with the quality of supports and responsiveness from the Bucks IU and the various divisions that serve them.	False
Increased participation in Fab Lab and Mobile Fab Lab programming indicates increased desire and need.	True
PK-12 stakeholders share they feel supported by the services we provide both in quality and responsiveness.	True
Feedback from professional learning participants is indicative of high quality content, as well as responsiveness to participant needs.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Intermediate Unit and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
The organization reports a desire to develop more long range planning as part of its practices to support consistent growth and sustainability.	True
The organization reports a desire to become more efficient through updating Standard Operating Procedures and enhanced usage of digital platforms for approvals, record keeping, and documentation.	False
Support the development, professional learning, and advancement of employees in alignment with the intermediate unit's mission, vision, and values	True
Allocate resources based on the analysis of data	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	False

District leaders continue to seek specialized supports and services based on the unique needs of their specific contexts.	False
Educators continue to seek high quality professional learning to support the emerging needs of their learners and those they serve.	False
Expanding access to high quality adult services continues to be an opportunity to grow and serve.	True
Evolving Fab Lab and Mobile Fab Lab programming to meet increased interest and demand remains a priority.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The overall perception of stakeholders is that the Bucks IU is a healthy organization that continues to support and be supported by its mission and vision. The action plans that will be developed will seek to improve the experiences for those whom we serve as well support long range efficiency and optimization of resources.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
Support the development, professional learning, and advancement of employees in alignment with the intermediate unit's mission, vision, and values		True
Expanding access to high quality adult services continues to be an opportunity to grow and serve.		True
The organization reports a desire to develop more long range planning as part of its practices to support consistent growth and sustainability.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Foster a vision and culture of high expectations for success for all stakeholders	
PK-12 stakeholders share they feel supported by the services we provide both in quality and responsiveness.	
Feedback from professional learning participants is indicative of high quality content, as well as responsiveness to participant needs.	
Increased participation in Fab Lab and Mobile Fab Lab programming indicates increased desire and need.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we intentionally focus on our mission, vision, and values, we can more actively and effectively communicate and advocate for our stakeholders.
	If we intentionally focus on expansion and continuous improvement of our supports and services, then we will more effectively meet the evolving needs of our learners and our external stakeholders.
	If we continue to improve our internal systems, then we will create new efficiencies and improved outcomes for internal and external stakeholders.

Goal Setting

Priority: If we intentionally focus on our mission, vision, and values, we can more actively and effectively communicate and advocate for our stakeholders.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027- 2028 school year, every member of our educational community will actively embody and promote our mission, vision, and values, making them a visible and integral part of our daily work and interactions.		
Measurable Goal Nickname (35 Character Max)		
Mission, Vision, and Values		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2025-2026 school year, our educational community will actively embody and promote our mission, vision, and values, making them a visible and integral part of our daily work and interactions.	By the end of the 2026-2027 school year, our educational community will actively embody and promote our mission, vision, and values, making them a visible and integral part of our daily work and interactions.	By the end of the 2027- 2028 school year, every member of our educational community will actively embody and promote our mission, vision, and values, making them a visible and integral part of our daily work and interactions.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027 - 2028 school year, our enhanced storytelling and strengthened advocacy will result in amplifying our mission, vision, and values across all platforms.		
Measurable Goal Nickname (35 Character Max)		
Communications and Storytelling		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2025-2026 school year, we will have enhanced our storytelling and strengthened our advocacy that will result in amplifying our mission, vision, and values across all platforms.	By the end of the 2026-2027 school year, we will have enhanced our storytelling and strengthened our advocacy that will result in amplifying our mission, vision, and values across all platforms.	By the end of the 2027 - 2028 school year, our enhanced storytelling and strengthened advocacy will result in amplifying our mission, vision, and values across all platforms.

Priority: If we intentionally focus on expansion and continuous improvement of our supports and services, then we will more effectively meet the evolving needs of our learners and our external stakeholders.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, our educational community will have significantly enhanced family engagement in early childhood programs, expanded adult services, strengthened school-age and related Services, and strengthened professional development practices across the organization.		
Measurable Goal Nickname (35 Character Max)		
Supports and Services Programs Priorities		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2025-2026 school year, our educational community will have enhanced family engagement in early childhood programs, expanded adult services, strengthened school-age and related Services, and strengthened professional development practices across the organization.	By the end of the 2026-2027 school year, our educational community will have enhanced family engagement in early childhood programs, expanded adult services, strengthened school-age and related Services, and strengthened professional development practices across the organization.	By the end of the 2027-2028 school year, our educational community will have significantly enhanced family engagement in early childhood programs, expanded adult services, strengthened school-age and related Services, and strengthened professional development practices across the organization.

Priority: If we continue to improve our internal systems, then we will create new efficiencies and improved outcomes for internal and external stakeholders.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, our educational community will have fully implemented existing Human Resources and PowerSchool systems. These systems will improve evaluation processes and student data accuracy, making our operations more efficient and user-friendly for both staff and students.		
Measurable Goal Nickname (35 Character Max)		
Data Systems		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2025-2026 school year, our educational community will continue to	By the end of the 2026-2027 school year, our educational community will continue to	By the end of the 2027-2028 school year, our educational community will have fully

implement existing Human Resources and PowerSchool systems. These systems will improve evaluation processes and student data accuracy, making our operations more efficient and user-friendly for both staff and students.	implement existing Human Resources and PowerSchool systems. These systems will improve evaluation processes and student data accuracy, making our operations more efficient and user-friendly for both staff and students.	implemented existing Human Resources and PowerSchool systems. These systems will improve evaluation processes and student data accuracy, making our operations more efficient and user-friendly for both staff and students.

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, we will have successfully conducted thorough needs assessments and implemented strategic improvements in operations, recruitment, and technology. This will result in well-defined plans for facilities, technology, and safety, a highly qualified and reliable teaching staff, and enhanced understanding and use of technology across the organization.		
Measurable Goal Nickname (35 Character Max)		
Long Range Planning		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2025-2026 school year, we will begin conducting thorough needs assessments and begin to implement strategic improvements in operations, recruitment, and technology. This will result in well-defined plans for facilities, technology, and safety, a highly qualified and reliable teaching staff, and enhanced understanding and use of technology across the organization.	By the end of the 2026-2027 school year, we will continue conducting thorough needs assessments and implement strategic improvements in operations, recruitment, and technology. This will result in well-defined plans for facilities, technology, and safety, a highly qualified and reliable teaching staff, and enhanced understanding and use of technology across the organization.	By the end of the 2027-2028 school year, we will have successfully conducted thorough needs assessments and implemented strategic improvements in operations, recruitment, and technology. This will result in well-defined plans for facilities, technology, and safety, a highly qualified and reliable teaching staff, and enhanced understanding and use of technology across the organization.

Action Plan

Measurable Goals

Mission, Vision, and Values	Communications and Storytelling
Supports and Services Programs Priorities	Data Systems
Long Range Planning	

Action Plan For: Promoting and using the mission/vision

Measurable Goals:
• By the end of the 2027- 2028 school year, every member of our educational community will actively embody and promote our mission, vision, and values, making them a visible and integral part of our daily work and interactions.

Action Step		**Anticipated Start/Completion Date**	
Plan Strategies to Promote the Mission and Vision Internally and Externally. Develop and implement communication strategies to promote the Bucks County Intermediate Unit's mission and vision internally and externally. Use marketing materials, public relations campaigns, and community outreach to engage stakeholders, including parents, students, and staff.		2025-07-01	2025-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Marketing Team	Branding guidelines Communication platforms (email, social media, website) Budget for promotional materials Collaboration with Division Heads and program coordinators	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Integrate and Reinforce our Vision through Supervision and Evaluation Processes. Update supervision and evaluation templates to explicitly integrate "Learn, Flourish, Contribute" and provide examples of its application.		2025-07-01	2026-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Cross Divisional Team	Updated supervision and evaluation templates leveraging the language of the organizational vision.	No	No
Action Step		**Anticipated**	

			Start/Completion Date	
Create opportunities for recognition to reinforce organizational vision. Develop recognition initiatives tailored to various programs, ensuring staff who exemplify organizational values are acknowledged consistently.			2025-07-01	2026-12-31
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
Cross Divisional Team	Recognition program materials Budget for awards and incentives Collaboration with leadership team and all staff Access to internal communication platforms		No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of the 2027-2028 school year, every member of the Bucks County Intermediate Unit educational community will actively embody and promote the mission and vision, making them a visible and integral part of our daily work and interactions. Through the implementation of these action plans, we anticipate increased internal and external awareness of the Bucks County Intermediate Unit's mission and vision, leading to enhanced community engagement and improved brand consistency across all communication platforms. Staff will consistently demonstrate the organization's values in their daily work, and the revised supervision and evaluation processes will further reinforce these values. Recognition programs will be established to highlight and reward exemplary adherence to the organizational values, thereby increasing staff morale and motivation.	The overall progress and effectiveness of these initiatives will be monitored by a cross-divisional team. Regular updates will be provided to the Cabinet quarterly strategy meetings to ensure ongoing alignment and adjustments as needed. Surveys, performance evaluations, and feedback sessions will be conducted to gather input from stakeholders and staff. The team will assess the integration and reinforcement of the organizational mission/vision within the supervision and evaluation processes. Methods such as feedback collection, monitoring engagement across communication platforms, and reviewing promotional material distribution and reach will be employed. Success stories and best practices will be shared to highlight the impact of the recognition programs, ensuring that the objectives of increased awareness, community outreach, and value reinforcement are met effectively by June 30th, 2028.

Action Plan For: Website Redesign

Measurable Goals:
• By the end of the 2027 - 2028 school year, our enhanced storytelling and strengthened advocacy will result in amplifying our mission, vision, and values across all platforms.

Action Step		**Anticipated Start/Completion Date**	
Review existing website. Meet with Division Heads and then their teams to review the existing site to determine: What has worked/not worked? What might no longer be relevant or needed? What may need to be updated or added? Based on responses to the above questions, generate a list of content experts with whom to work on each specific area. Start scheduling out and holding the meetings to gather the content with the support of the Division Heads.		2025-08-01	2025-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Educational Marketing Lead	Collaboration time with Division Heads	No	No
Action Step		**Anticipated Start/Completion Date**	
Develop Site Plan. Create a streamlined organizational chart for navigation and content flow. Secure a Purchase Order (PO) for the website provider and collaborate to ensure the plan meets ADA (Americans with Disabilities Act) compliance, site responsiveness, and CMS capabilities. Notify teams about materials that need adjustments to meet accessibility standards, with clear deadlines.		2025-10-01	2025-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Educational Marketing Lead	Purchase Order for website developer.	No	No
Action Step		**Anticipated Start/Completion Date**	
Develop website content and imagery. Outline the content sections and then proceed to review them thoroughly with our content contributors and experts. Following this initial review, adjustments will be made as necessary. We will repeat this process iteratively until the content meets our standards. Concurrently, we will collaborate with website developer on selecting photos and graphics. website developer will take the lead in developing the structure and format of the site, ensuring alignment with our objectives and user expectations.		2025-11-01	2026-02-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Educational Marketing Lead	Work with the developer on photos and graphics.	No	No
Action Step		**Anticipated Start/Completion**	

		Date	
Assemble site, test, and launch. The focus will be on assembling the site, which includes placing content and imagery as per the finalized structure. We will conduct thorough testing to ensure functionality and user experience meet our standards. Modifications and adjustments will be implemented based on testing outcomes, and we will iterate this process as needed to achieve a polished final product.		2026-02-01	2026-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Educational Marketing Lead	Work with the developer on photos and graphics.	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A streamlined organizational structure for navigation and content flow, updated and relevant website content, visually engaging imagery, adherence to ADA compliance standards, and a user-friendly interface that aligns with organizational objectives.	The action plan will be monitored by the Educational Marketing Lead and Marketing Team through regular coordination with Division Heads, ongoing reviews of content sections with contributors and experts, and iterative adjustments based on feedback. Frequency will involve periodic meetings and checkpoints throughout each phase of the project, ensuring continuous alignment with project goals and timelines.

Action Plan For: Increased Storytelling

Measurable Goals:
• By the end of the 2027 - 2028 school year, our enhanced storytelling and strengthened advocacy will result in amplifying our mission, vision, and values across all platforms.

Action Step		**Anticipated Start/Completion Date**	
Develop storytelling strategies that highlight the impact of Bucks County Intermediate Unit's programs and services through diverse media channels. Incorporate these strategies into new and existing organizational calendars to ensure consistency and visibility.		2025-07-01	2025-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Marketing Team	Story collection tools and platforms Budget for multimedia production Access to social	No	Yes

	media and website analytics tools Collaboration with program coordinators and participants		
Action Step		**Anticipated Start/Completion Date**	
Evaluate and Optimize Storytelling Efforts. Assess the impact of storytelling initiatives and refine strategies to improve engagement and reach. Metrics such as website traffic, social media clicks, and community feedback will guide optimization efforts.		2026-01-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Marketing Team	Analytics and reporting tools Access to social media and website performance data Budget for data analysis tools Collaboration with the communications and content teams	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Compelling narratives that showcase the impact of Bucks County Intermediate Unit's programs and services across various media channels. Success will be evident through increased engagement with stakeholders, heightened visibility of impactful stories in the community, and enhanced resonance of the organization's mission.	The action plan will be monitored by the Marketing Team through regular updates to the Cabinet, monthly storytelling strategy meetings, and collaboration with program coordinators to identify impactful stories. Monitoring will occur through qualitative assessments of stakeholder feedback, engagement metrics on social media and website analytics, and periodic evaluations of storytelling effectiveness. Frequency will involve ongoing assessments throughout the project duration to ensure continuous improvement and alignment with storytelling objectives.

Action Plan For: Advocacy and Legislative Engagement

Measurable Goals:
• By the end of the 2027 - 2028 school year, our enhanced storytelling and strengthened advocacy will result in amplifying our mission, vision, and values across all platforms.

Action Step	**Anticipated Start/Completion Date**

Sustain comprehensive advocacy strategies to engage with local, state, and federal legislators on issues impacting the Bucks County Intermediate Unit.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Deputy Executive Director and In-House Legal Counsel	Legislative tracking tool (software for monitoring policy changes and legislative activity Collaboration with policy experts and stakeholders Attendance at legislative advocacy days including Days on the Hill	No	No
Action Step		**Anticipated Start/Completion Date**	
Continue to establish and nurture relationships with new and key legislators and their staff to promote the interests of the Bucks County Intermediate Unit		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Deputy Executive Director and In-House Legal Counsel	Contact database of legislators and their staff Collaboration with local and state education associations Access to communication platforms	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Our advocacy and relationship-building efforts will result in increased legislative support, improved policy outcomes, and stronger connections with legislators. We will also achieve greater visibility in policy discussions and heightened community awareness of Bucks County Intermediate Unit's mission and impact.	The Deputy Executive Director and In-House Legal Counsel will monitor progress through regular updates to the Cabinet and monthly review meetings. We will assess the effectiveness of our legislative engagement and relationship-building efforts through feedback from legislators, tracking policy changes, and reviewing the success of activities such as meetings, calls, site visits, and legislative breakfasts. Annual evaluations will ensure alignment with our advocacy goals and continuous improvement.

Action Plan For: Human Resources Systems Implementation

Measurable Goals:
• By the end of the 2027-2028 school year, our educational community will have fully implemented existing Human Resources and

PowerSchool systems. These systems will improve evaluation processes and student data accuracy, making our operations more efficient and user-friendly for both staff and students.

Action Step		**Anticipated Start/Completion Date**	
Develop implementation plans for each module or form. System implementations in the following areas: Contractor & Employee (Personnel Action Forms) PAFs, Staff Performance Evaluations for Act 93 non-certified, support and classified staff through Oracle HCM Cloud, and Certified Act 93 and Professional Performance Evaluations through PAETEP.		2025-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HRMS Lead, Supervisor of HR, Director of HR, Staff Support Coordinator	Oracle HCM cloud PAETEP	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
The implementation of automated and integrated processes for Contractor and Employee PAFs and staff performance evaluations will streamline HR operations. Success will be demonstrated through improved efficiency, seamless integration of performance evaluations within the HRMS system, and enhanced user experience with Oracle HCM Cloud and PAETEP.	The HRMS Lead, Supervisor of HR, Director of HR, and Staff Support Coordinator will oversee the progress. Regular updates and reviews will be conducted to assess implementation effectiveness. This includes gathering feedback from users, evaluating performance metrics, and ensuring the successful integration of systems. Annual evaluations will ensure continuous improvement and alignment with HR goals.

Action Plan For: PowerSchool Implementation

Measurable Goals:
• By the end of the 2027-2028 school year, our educational community will have fully implemented existing Human Resources and PowerSchool systems. These systems will improve evaluation processes and student data accuracy, making our operations more efficient and user-friendly for both staff and students.

Action Step	**Anticipated**

		Start/Completion Date	
Strengthen PowerSchool Student Information System (SIS) Implementation Description: To ensure data accuracy and to provide a dynamic real-time snapshot of programs, we will continue to strengthen our standard operating procedures to enhance student and data security, reduce duplicate effort and inform programmatic decision-making.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Office and Project Supervisor, PowerSchool Specialist, Student Data Team, Supervisor of Student Data, Supervisor of Nursing and Health Services, Technology.	xAccurate student data in PowerSchool. Vendor support in customizations and building reports. Field staff support in inputting the correct data/course enrollments. Knowledge of student information systems. Input from student data teams and other users.	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Reduced redundancies within systems where possible. Design new reports inside PowerSchool SIS. (Ex. Automated reports, roster reports, state testing report, etc.). More efficient and accurate reporting to ensure individual student needs are aligned to PDE guidelines. Expand the health module section to enhance student health records and provide sufficient access to health information for stakeholders. Effectively implement Safe Arrival and School Messenger to ensure student safety. Differentiated opportunities including expansion of student data office hours, live trainings and catalog of recordings, and availability of coaching opportunities.	Reflection processes in place at state-assigned reporting and review periods; continued collaboration on development of reporting to ensure needs are met for those responsible. Project report out on a bi-monthly basis to program directors; updates provided to teachers by end of October, end of December, and at end of project.

Action Plan For: Operations

Measurable Goals:
• By the end of the 2027-2028 school year, we will have successfully conducted thorough needs assessments and implemented strategic improvements in operations, recruitment, and technology. This will result in well-defined plans for facilities, technology, and safety, a

highly qualified and reliable teaching staff, and enhanced understanding and use of technology across the organization.

Action Step		**Anticipated Start/Completion Date**	
Establishing a Needs Assessment Tool		2025-07-01	2025-08-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant to the Executive Director for Operations	Identified Needs Assessment Tool	No	No
Action Step		**Anticipated Start/Completion Date**	
Conduct Needs Assessment		2025-09-01	2025-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant to the Executive Director for Operations	Schedule with partners/ leaders	No	No
Action Step		**Anticipated Start/Completion Date**	
Review and analyze needs assessments		2026-01-01	2026-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant to the Executive Director for Operations	N/A	No	No
Action Step		**Anticipated Start/Completion Date**	
Make recommendations and develop a multi-year roadmap/plan.		2026-04-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant to the Executive Director for Operations	financial supports community supports Board supports Cabinet support	No	No
Action Step		**Anticipated Start/Completion Date**	
Implement and execute recommendations		2026-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant to the Executive Director for Operations	N/A	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The outcome will be the development of multi-year plans and roadmaps based on comprehensive needs assessments, with specific deliverables identified for each division: Facilities, Technology, and Safety/Security.	The progress of this action plan will be overseen by the Assistant to the Executive Director for Operations. Monitoring will involve weekly meetings with division supervisors to ensure ongoing alignment with goals, as well as regular reviews at Operations Leadership meetings. Monthly discussions with both internal and external stakeholders will provide additional insights and feedback. These interactions will occur through a combination of meetings and phone calls, ensuring comprehensive evaluation and continuous improvement throughout the implementation period.

Action Plan For: Recruitment and Retention

Measurable Goals:
• By the end of the 2027-2028 school year, we will have successfully conducted thorough needs assessments and implemented strategic improvements in operations, recruitment, and technology. This will result in well-defined plans for facilities, technology, and safety, a highly qualified and reliable teaching staff, and enhanced understanding and use of technology across the organization.

Action Step		Anticipated Start/Completion Date	
Long Term Substitute Certification. Continue with initiated process for requesting that professional employees in long term substitute positions under an emergency certification will commit to provide evidence of progress towards obtaining the license and/or Instructional or Educational Specialist certificate from the Pennsylvania Division of Education (PDE) that is required for the position during subsequent school years. This evidence will be written confirmation of acceptance or enrollment in an approved certification program.		2025-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Supervisor of HR, Supervisor of Recruitment & Retention and Director of HR.	N/A	No	No
Action Step		**Anticipated Start/Completion Date**	

Verify Paraeducator Credentials, Work with the IU's premier agency partners on verification of highly qualified credentials for all paraeducators assigned to service one of the IU's locations.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Supervisor of HR, Supervisor of Recruitment & Retention	N/A	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Our efforts will ensure that long-term substitute teachers are actively working towards their necessary certifications, creating a more qualified and reliable teaching staff. Additionally, by verifying paraeducator credentials, we will ensure that all paraeducators are highly qualified within their first year, improving the support provided to our students.	The Supervisor of HR, Supervisor of Recruitment & Retention, and the Director of HR will oversee these initiatives. For long-term substitute certification, we'll track progress through written confirmations of enrollment in certification programs, with regular check-ins to ensure everyone is on track. For paraeducator credential verification, we'll hold regular meetings with our agency partners and communicate consistently during the onboarding process. We'll evaluate our efforts by periodically checking the credential status of our staff, getting feedback from partners, and reviewing our onboarding processes. We'll keep a close eye on progress and make adjustments as needed to ensure both substitutes and paraeducators meet the required qualifications.

Action Plan For: Strengthen Technology Division

Measurable Goals:
• By the end of the 2027-2028 school year, we will have successfully conducted thorough needs assessments and implemented strategic improvements in operations, recruitment, and technology. This will result in well-defined plans for facilities, technology, and safety, a highly qualified and reliable teaching staff, and enhanced understanding and use of technology across the organization.

Action Step		**Anticipated Start/Completion Date**	
Create workshops to educate staff on existing technologies.		2025-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Program Director of	SOP Template agenda for in person meetings Template format for self help	No	No

Technology	or online tutorials.		
Action Step		**Anticipated Start/Completion Date**	
Establish regular business reviews with Divisions to assess technology performance.		2025-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Project Coordinator	SOP Feedback, surveys. Service delivery framework	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
The creation of workshops and regular business reviews will lead to better understanding and use of technology across the organization. We anticipate increased participation in professional development sessions, improved satisfaction from various divisions, more objective evaluations, and enhanced overall performance.	The Program Director of Technology and the Project Coordinator will oversee these initiatives. Workshops will be evaluated based on participation rates and feedback from attendees, gathered through surveys and informal feedback sessions. Regular business reviews with divisions will include assessments of technology performance, using feedback and service delivery report cards. Formal reports will be presented to the Cabinet and Leadership teams twice a year or as requested to track progress and make necessary adjustments. This ongoing evaluation process will help ensure that the Technology Division's efforts are meeting the needs of the organization and driving continuous improvement.

Action Plan For: State Mandate Compliance

Measurable Goals:
• By the end of the 2027-2028 school year, we will have successfully conducted thorough needs assessments and implemented strategic improvements in operations, recruitment, and technology. This will result in well-defined plans for facilities, technology, and safety, a highly qualified and reliable teaching staff, and enhanced understanding and use of technology across the organization.

Action Step	**Anticipated Start/Completion Date**	
Conduct a comprehensive review of current state mandates and regulations to identify compliance requirements	2025-07-	2025-12-

relevant to the Bucks County Intermediate Unit. This review will include an analysis of how these mandates impact student outcomes, ensuring that compliance efforts directly contribute to enhanced educational experiences.		01	31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assigned by Cabinet	State Mandates Documentation	No	No
Action Step		**Anticipated Start/Completion Date**	
Offer continuous training programs to educate staff on professional development state mandates. Ensure that staff not only understand their roles in maintaining compliance but also apply this knowledge to improve student outcomes and instructional practices.		2026-07-01	2026-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assigned by Cabinet	Training materials and online modules Access to compliance training platforms Budget for training programs Collaboration across divisions and programs	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Establish a system for continuous monitoring and auditing of mandated trainings to identify and address any gaps or issues promptly. Ensure that compliance is not just about meeting requirements but is integrated into practices that enhance student safety, well-being, and academic success.		2025-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assigned by Cabinet	Compliance tracking tools and data analysis software	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Conducting a comprehensive review of state mandates and providing ongoing mandated training will ensure that the Bucks County Intermediate Unit remains compliant with all relevant regulations. Success will be seen through enhanced staff understanding of compliance requirements, increased adherence to state mandates, and a culture of continuous improvement in compliance practices, all	Regular coordination meetings and biannual reports will track compliance review and training effectiveness. Continuous monitoring and auditing systems will be established to identify and address any gaps. Feedback sessions and success stories will be shared with staff to promote transparency and best practices. This evaluation process will ensure ongoing compliance, prompt resolution of any issues, and measurable positive impacts on student outcomes.

of which will directly contribute to improved student outcomes.	

Action Plan For: Cross Divisional Collaboration and Projects

Measurable Goals:
• By the end of the 2027-2028 school year, we will have successfully conducted thorough needs assessments and implemented strategic improvements in operations, recruitment, and technology. This will result in well-defined plans for facilities, technology, and safety, a highly qualified and reliable teaching staff, and enhanced understanding and use of technology across the organization.

Action Step		**Anticipated Start/Completion Date**	
Develop a framework for cross-divisional collaboration to promote joint initiatives within the Bucks County Intermediate Unit. This framework will include criteria for determining project involvement, roles, and responsibilities.		2025-07-01	2025-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assigned by Cabinet	Collaboration tools and platforms Budget for joint project activities Access to meeting and communication tools Collaboration with Division Heads and team leaders	No	No
Action Step		**Anticipated Start/Completion Date**	
Pilot the process of cross-divisional collaboration by initiating a few carefully selected projects. The pilots will test the framework, tools, and processes established in Action Step 1.		2026-01-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assigned by Cabinet	Project planning tools and templates Budget for pilot project activities Collaboration with involved divisions	No	No
Action Step		**Anticipated Start/Completion Date**	
Create a pool of shared resources, including personnel, expertise, and tools, to support cross-divisional projects and foster efficiency.		2026-07-01	2026-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Assigned by Cabinet	Collaboration with Division Heads	No	No
Action Step		**Anticipated Start/Completion Date**	
Assess the effectiveness of cross-divisional collaboration initiatives and make necessary adjustments to improve outcomes and engagement.		2027-01-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assigned by Cabinet	Collaboration with project managers and team leaders	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
By establishing a framework for cross-divisional collaboration and launching pilot projects, we aim to foster teamwork and shared goals among different divisions. Creating a shared resource pool will optimize the use of personnel, expertise, and tools across divisions. Evaluating and refining these collaboration efforts will lead to more efficient and effective project outcomes.	The lead person for each action step, along with Division Heads and team leaders, will oversee progress. We will conduct regular updates and feedback sessions to evaluate collaboration initiatives. Monthly meetings will review potential projects, pilot progress, and resource needs. Quarterly updates will be presented to the Cabinet, and key insights will be shared with all staff. Success stories and lessons learned will be communicated to encourage ongoing collaboration. This process will ensure continuous improvement and effective teamwork.

Action Plan For: Digital and Automated Methods

Measurable Goals:
• By the end of the 2027-2028 school year, we will have successfully conducted thorough needs assessments and implemented strategic improvements in operations, recruitment, and technology. This will result in well-defined plans for facilities, technology, and safety, a highly qualified and reliable teaching staff, and enhanced understanding and use of technology across the organization.

Action Step	**Anticipated Start/Completion Date**	
The Business Office seeks to enhance processes in order to improve efficiency by changing processes to become more electronic and automated instead of paper based. Specific areas of focus will include the following: Purchase	2025-07-01	2028-06-30

order process to change from an email approval process resulting in the printing of paper forms to a process that is online and obtains approvals electronically for processing. Travel reimbursement process to change from an Excel form that is circulated via email for approvals to an online platform for request submission, approval, and processing. Payroll timesheets will change from a pdf document that obtains approvals via email to an online platform that supports the electronic submission and approval of pay.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Business Administrator/CFO, Assistant Business Administrator, Supervisor of Accounting, Supervisor of Purchasing, Supervisor of Payroll	Appropriate IT resources that include staff support to implement and use required systems as well as platforms to support the electronic processes. Some platforms may include Informed K12, PowerSchool eFinancePlus, and Oracle. Internal business office personnel who understand current processes and procedures and can develop new processes that align with the goal of achieving more electronic and automated methods by replacing paper-based processes.	No	No
Action Step		**Anticipated Start/Completion Date**	
Additional areas of the Business Office will be reviewed and assessed to determine options for improving processes to be more electronic and automated and less paper-based. Potential areas for consideration include the following: Accounts Payable documentation including open PO's and encumbrances, payment submission requests, payment information, invoices, etc. Invoicing documentation including invoice backup, invoices, customer communications, customer payments, etc. Purchasing documentation including creation of purchase orders, distribution of purchase orders to internal departments, distribution of purchase orders to customers, maintenance of documentation, etc. General accounting documentation and processes related to journal entries, deposits, and cash receipts. Payroll documentation and processes related to calculations for work schedules and exemption status.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Business Administrator/CFO, Assistant Business Administrator, Supervisor of Accounting, Supervisor of Purchasing, Supervisor of Payroll	Appropriate IT resources that include staff support to implement and use required systems as well as platforms to support the electronic processes. Some platforms may include Informed K12, PowerSchool eFinancePlus, and Oracle. Internal business office personnel who understand current processes and procedures and can develop new processes that align with the goal of achieving more electronic and automated methods by replacing paper-based processes.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Use of paper-based processes and documents will be reduced and we will increasingly rely on electronic means for managing paperwork and approvals.	Process changes and status updates will be reviewed periodically at Business Office Team meetings. They will also be reviewed and discussed, as required, at Cabinet or Division Head meetings.

Action Plan For: Developing Standard Operating Procedures for 25-28

Measurable Goals:
• By the end of the 2027-2028 school year, we will have successfully conducted thorough needs assessments and implemented strategic improvements in operations, recruitment, and technology. This will result in well-defined plans for facilities, technology, and safety, a highly qualified and reliable teaching staff, and enhanced understanding and use of technology across the organization.

Action Step		Anticipated Start/Completion Date	
Establish a standardized format and centralized repository for all Standard Operating Procedures (SOPs) within the Bucks County Intermediate Unit. Ensure that there is consistency across the organization where it is required as well as seeking insights and feedback across divisions.		2025-07-01	2025-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assigned by Cabinet	SOP templates and guidelines Centralized digital repository (e.g., intranet or document management system) Collaboration with IT and divisions heads	No	No
Action Step		**Anticipated Start/Completion Date**	
Clarify roles and responsibilities for creating, reviewing, and approving SOPs to ensure consistency and accountability.		2026-01-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assigned by Cabinet	Role descriptions and responsibility matrices Workflow management tools	No	No

	Collaboration with Division Heads and team leaders		
Action Step		**Anticipated Start/Completion Date**	
Create a formal process for reviewing and approving SOPs to ensure they meet organizational standards and are kept up-to-date.		2026-07-01	2026-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assigned by Cabinet	Review and approval workflow tools Access to document version control systems Collaboration with compliance and quality assurance teams	No	No
Action Step		**Anticipated Start/Completion Date**	
Establish a system for the regular review and updating of SOPs to ensure they remain current and relevant.		2027-01-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assigned by Cabinet	Schedule for regular SOP reviews Access to feedback and improvement tools Collaboration with all divisions	No	No
Action Step		**Anticipated Start/Completion Date**	
To enhance the efficiency, transparency, and user satisfaction of the current leave processes through comprehensive evaluation and targeted improvements. Complete a thorough review and analyze existing leave processes, benchmark against best practices, and develop and implement an action plan based on the review findings and best practices. Monitor and evaluate metrics to measure the effectiveness of the new leave processes (e.g., processing time, user satisfaction, error rates).		2025-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of HR, Leave Coordinator	Federally regulated documents and FMLA and ADA regulations.	No	No
Action Step		**Anticipated Start/Completion Date**	

To enhance the efficiency, accuracy, and user satisfaction of the current absence management process and system through comprehensive evaluation and targeted improvements. Complete a thorough review and analyze existing processes, benchmark against best practices, and develop and implement an action plan based on the review findings and best practices. And monitor and evaluate metrics to measure the effectiveness of the new leave processes (e.g., processing time, user satisfaction, error rates).		2025-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of HR, Attendance Coordinator	N/A	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Developing standardized formats and a centralized repository for SOPs will ensure consistency and accessibility. Clarifying roles and establishing a review process will enhance accountability and quality. Regular maintenance will keep SOPs current and relevant. Improvements to leave and absence management processes will increase efficiency, transparency, and user satisfaction.	The lead persons for each action step, along with Division Heads, will oversee the implementation. Regular updates to the Cabinet and quarterly meetings with Division Heads will ensure alignment and progress. Feedback sessions with staff will help refine processes. Monthly and quarterly reviews will assess the effectiveness of SOP creation, review, and maintenance. For leave and absence management, metrics such as processing time, user satisfaction, and error rates will be monitored to measure effectiveness and identify areas for improvement. Continuous feedback and best practices will be shared to foster ongoing improvement and transparency.

Action Plan For: Early Childhood Programs Family Engagement

Measurable Goals:
• By the end of the 2027-2028 school year, our educational community will have significantly enhanced family engagement in early childhood programs, expanded adult services, strengthened school-age and related Services, and strengthened professional development practices across the organization.

Action Step	**Anticipated Start/Completion Date**

The Bucks IU ECP Leadership Team will establish and communicate the family engagement goal to all ECP staff.		2025-08-31	2026-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Early Childhood Program Leadership Team	Dedicated time to develop the goal using input from all stakeholders. Head Start Training and Technical Assistance Early Intervention Training and Technical Assistance Pennsylvania Key (nonprofit organization that supports ECE)	No	No
Action Step		**Anticipated Start/Completion Date**	
Each ECP Early Learning Center (ELC) will plan and run a Fall Festival and a Spring Fling each year		2025-10-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Early Childhood Program Leadership Team, ELC staff	Vendors and/or other supports determined locally	No	No
Action Step		**Anticipated Start/Completion Date**	
Each ELC will increase family participation in Center Committee Meetings		2025-09-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Family Engagement Specialist, Family Support Providers	To Be Determined	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
It is anticipated the professional development, communication, and social opportunities will increase family engagement at all ECP sites	To monitor and evaluate these efforts, a baseline will be collected in August 2025, with ongoing data collection through June 2028. This will include tracking the number of families participating in events and meetings, identifying the forms of communication that resulted in family participation, and gathering family feedback via surveys. This process will ensure that the impact of the initiatives is accurately measured and continuously improved.

Action Plan For: Expansion of Adult Services

Measurable Goals:
• By the end of the 2027-2028 school year, our educational community will have significantly enhanced family engagement in early childhood programs, expanded adult services, strengthened school-age and related Services, and strengthened professional development practices across the organization.

Action Step		**Anticipated Start/Completion Date**	
Survey and analyze the needs of the community to identify gaps in current services. Hold meetings and focus groups with key stakeholders (community members, local organizations, service providers) to gather input and support.		2025-07-01	2025-09-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Supervisor of Adult Programs and Services	Electronic survey meetings with stakeholders	No	No
Action Step		**Anticipated Start/Completion Date**	
Create a detailed plan based on the needs assessment and stakeholder input, outlining the services to be added, resources required, and a timeline for implementation.		2025-09-01	2025-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Supervisor of Adult Programs and Services	Action Planning Template	No	No
Action Step		**Anticipated Start/Completion Date**	
Launch pilot programs targeting the most critical needs identified in the needs assessment/ plan. Hire and train new staff members to deliver the new services effectively. Continuously monitor the effectiveness of pilot programs, gathering data and feedback for improvement. Expand services as appropriate given the review of data.		2026-01-01	2026-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com**

			Step?
Supervisor of Adult Programs and Services	Staff onboarding, meetings and ongoing training	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Providing a variety of comprehensive services addressing the diverse needs of individuals within the community. Higher level of community involvement and satisfaction with the services provided. The program is sustainable and capable of adapting to future community needs.	The monitoring and evaluation process will involve conducting detailed surveys, focus groups, and community forums, leveraging existing resources (such as PA Careerlink), to identify the specific needs of different population segments. Demographic data will be analyzed to understand the diverse needs within the community. This process will engage staff, families, and external stakeholders annually through surveys, focus groups, and community forums to gather comprehensive feedback and insights.

Action Plan For: School Age / Related Services

Measurable Goals:
• By the end of the 2027-2028 school year, our educational community will have significantly enhanced family engagement in early childhood programs, expanded adult services, strengthened school-age and related Services, and strengthened professional development practices across the organization.

Action Step		Anticipated Start/Completion Date	
Design and implement opportunities for inter-professional learning and collaboration across roles and specialties. This will include both within-specialty collaboration and cross-specialty initiatives to support integrated instructional practices. Additionally, paraprofessionals will be provided pathways to advance into professional staff roles through targeted mentorship and training programs.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
School Aged Special Education and Related Services Leadership Teams	Exploration of time and use of professional learning opportunities.	No	No

Action Step		Anticipated Start/Completion Date	
Provide personalized professional learning opportunities that meet the unique needs of team members. This includes offering diverse content and delivery models such as live and asynchronous courses through the Learning Management System (LMS).		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
School Aged Special Education and Related Services Leadership Teams	Annual needs assessment, use of LMS to include live and asynchronous courses	No	No
Action Step		**Anticipated Start/Completion Date**	
Strengthen engagement with colleges and universities by creating new internship opportunities, recruiting future qualified staff, and providing current staff with development opportunities. Partnerships will be communicated clearly to internal and external stakeholders.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
School Aged Special Education and Related Services Leadership Teams	University Affiliation Agreements presentations at University recruitment events and classes opportunities to interface with University leadership	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased inter-professional collaboration will lead to more integrated instructional practices, enhanced by personalized professional development opportunities that meet individual staff needs. Strengthened partnerships with colleges and universities will create a pipeline for recruiting qualified staff and offer ongoing development opportunities.	Progress will be evaluated through staff surveys, focus groups, and LMS data analysis. University partnerships will be reviewed annually, with feedback from partners and recruited staff guiding future improvements. Leadership teams will continuously monitor and adjust plans based on collected data.

Action Plan For: Strengthening Professional Learning

Measurable Goals:

- By the end of the 2027-2028 school year, our educational community will have significantly enhanced family engagement in early childhood programs, expanded adult services, strengthened school-age and related Services, and strengthened professional development practices across the organization.

Action Step		**Anticipated Start/Completion Date**	
Create and improve standard operating procedures to ensure clear and consistent processes for professional development practices that include pricing structures, marketing and advertising processes, and flowcharts to ensure consistency, improved access to revenue, structural and technical supports for high-quality professional learning across the Bucks IU.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Executive Director	Standard Operating Procedures Template	No	No
Action Step		**Anticipated Start/Completion Date**	
Use evidence and stories to strengthen and expand professional learning offerings in all formats including advisory councils, workshops, asynchronous offerings, leadership development, Act 45 offerings (professional learning for school administrators), Program Quality Review processes, and cross divisional supports across the IU as needed.		2025-07-01	2028-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Executive Director	Feedback Surveys Marketing materials	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
The implementation of these initiatives is expected to lead to increased participation in professional learning experiences and higher satisfaction levels, as shown by post-participation surveys and feedback. The impact of these initiatives will also be demonstrated through storytelling. Additionally, we anticipate increased revenue generation and improved efficiency and consistency through the development and maintenance of	The Programs and Services Team will oversee the monitoring and evaluation process. Several board reports will be scheduled throughout each year to provide updates. Regular updates will be given to the Cabinet and Bucks IU leadership team upon request, with a yearly report presented to the Board to ensure transparency and to track progress.

Standard Operating Procedures for professional learning.	

Action Plan For: Strengthen Fab Lab Programming and Revenue Generation

Measurable Goals:
• By the end of the 2027-2028 school year, our educational community will have significantly enhanced family engagement in early childhood programs, expanded adult services, strengthened school-age and related Services, and strengthened professional development practices across the organization.

Action Step		**Anticipated Start/Completion Date**	
Use evidence and stories to strengthen and expand professional learning offerings in all formats including advisory councils, workshops, asynchronous offerings, leadership development, Act 45 offerings, Program Quality Review processes, and cross-divisional supports across the IU as needed.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Supervisor of STEAM Education and Fab Lab Team	Program materials Marketing support	No	No
Action Step		**Anticipated Start/Completion Date**	
Continue to secure corporate and private partnerships to support and expand offerings at the Fab Lab.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Supervisor of STEAM Education and Business Development Consultant	Partnership proposals Outreach and Marketing Collateral	No	No
Action Step		**Anticipated Start/Completion Date**	
Strengthen and implement the Fab Lab marketing plan to enhance visibility and engagement.		2025-07-01	2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisor of STEAM Education, Marketing Lead	Marketing materials, social media platforms	No	No
Action Step		**Anticipated Start/Completion Date**	
Increase field trip and program offerings to enhance educational opportunities and engagement.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Fab Lab Center Coordinator	Program schedules, marketing materials	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
We anticipate increased revenue through the development and expansion of new programs, as well as successful partnerships with corporate or private entities. Additionally, we expect to see increased enrollment in our signature programs and the successful launch of new student and adult programs.	The Fab Lab Team, along with the Business Development Consultant and Marketing Lead, will conduct frequent and cyclical reviews. This will involve tracking revenue, generating partnership reports, monitoring enrollment numbers, and analyzing marketing analytics. These evaluations will ensure that financial goals are met, partnerships are progressing successfully, and program launch and enrollment objectives are achieved.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
State Mandate Compliance	Offer continuous training programs to educate staff on professional development state mandates. Ensure that staff not only understand their roles in maintaining compliance but also apply this knowledge to improve student outcomes and instructional practices.

Special Education Services and Supports in the Learning Environment

Action Step		
• Offer continuous training programs to educate staff on professional development state mandates. Ensure that staff not only understand their roles in maintaining compliance but also apply this knowledge to improve student outcomes and instructional practices.		
Audience		
Differentiated to each professional and the disability they serve and/or instruct.		
Topics to be Included		
Dependent on the disability type, Purposes of supports, services and specially designed instruction which provide access to general education curriculum		
Evidence of Learning		
Job embedded activities, workshop evaluation, and classroom observation / practices.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Supervisors	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Annually
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Trauma Informed Instruction

Action Step		
• Offer continuous training programs to educate staff on professional development state mandates. Ensure that staff not only understand their roles in maintaining compliance but also apply this knowledge to improve student outcomes and instructional practices.		
Audience		
All educators		
Topics to be Included		
Overview of the impact of trauma on brain development, learning, and behavior, emphasizing the importance of safety, trust, and relationship-building in the classroom. Practical strategies for fostering a supportive and responsive learning environment, including de-escalation techniques, regulation strategies, and culturally responsive practices.		
Evidence of Learning		
Job embedded activities, workshop evaluation, and classroom observation / practices.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Program Support Professionals	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Annually
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources • 2a: Creating an Environment of Respect and Rapport • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Structured Literacy Refresher

Action Step
• Offer continuous training programs to educate staff on professional development state mandates. Ensure that staff not only understand their roles in maintaining compliance but also apply this knowledge to improve student outcomes and instructional practices.
Audience
Elementary certified educators, Reading Specialists, K-12 ELL, Middle Level Certified educators, and all K-12 Special Education certified educators.

Topics to be Included		
Structured Literacy includes phonology, sound-symbol correspondence, syllable structure, morphology, syntax, and semantics as key components of effective reading instruction. It emphasizes explicit, systematic, and cumulative teaching of decoding and encoding skills, particularly for students with dyslexia or reading difficulties. Instruction is data-driven, diagnostic, and responsive to individual learner needs, ensuring mastery before progressing to more complex skills.		
Evidence of Learning		
Job embedded activities, workshop evaluation, and classroom observation / practices.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Supervisor of Education	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Course(s)	Once every three years
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Professional Ethics

Action Step
• Offer continuous training programs to educate staff on professional development state mandates. Ensure that staff not only understand their roles in maintaining compliance but also apply this knowledge to improve student outcomes and instructional practices.
Audience
All educators
Topics to be Included
The Pennsylvania Professional Ethics Framework focuses on four key principles: Integrity, Honesty, Fairness, and Responsibility, guiding educators in ethical decision-making. It emphasizes professional conduct, maintaining appropriate relationships with students, and upholding the public trust in education. The framework provides case studies, reflective questions, and application scenarios to help educators navigate ethical dilemmas in real-world settings.
Evidence of Learning
Job embedded activities, workshop evaluation, and classroom observation / practices.

Lead Person/Position	Anticipated Start	Anticipated Completion
Supervisor of Education	2025-08-15	2026-06-30

Learning Format

Type of Activities	Frequency
Course(s)	At least once every three years
Observation and Practice Framework Met in this Plan	
• 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Communications Activities

Communicating the Mission / Vision Campaign

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Plan Strategies to Promote the Mission and Vision Internally and Externally. Develop and implement communication strategies to promote the Bucks County Intermediate Unit's mission and vision internally and externally. Use marketing materials, public relations campaigns, and community outreach to engage stakeholders, including parents, students, and staff. • Create opportunities for recognition to reinforce organizational vision. Develop recognition initiatives tailored to various programs, ensuring staff who exemplify organizational values are acknowledged consistently. • Develop storytelling strategies that highlight the impact of Bucks County Intermediate Unit's programs and services through diverse media channels. Incorporate these strategies into new and existing organizational calendars to ensure consistency and visibility.	Public	Leverage social media, a redesigned website, press releases, and other media to communicate and celebrate the mission and vision of the IU as well as the many stories to be told about how everyone contributes to Learn, Flourish, and Contribute	Marketing Team	07/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Posting on district website	Frequent Updates
Other	Social Media

Approvals & Signatures

Uploaded Files

Executive Director	Date