



Bucks County Technical High School Career & Technical Center Plan

July 1, 2019
to
June 30, 2022



Where Careers Begin

BOARD APPROVED NOVEMBER 26, 2018

CTC Profile

DEMOGRAPHICS

610 Wistar Road
Fairless Hills, PA 19030
215-949-1700
www.bcths.com

Administrative Director
Leon Poeske, Ed.D.

PLANNING PROCESS

As a Phase 3 CTC, Bucks County Technical High School (BCTHS) will be submitting their Comprehensive Plan to PDE, as required, by November 30, 2018.

The BCTHS Comprehensive Planning Process was coordinated by the Administrative Director of BCTHS, Dr. Leon Poeske and facilitated by JoAnn Perotti, the Director of Strategic Services for the Bucks County Intermediate Unit.

The following timeline was utilized:

<i>Fall 2017</i>	Joint Board Committee presentation to review process and timeline
<i>Fall 2017 - Winter 2018</i>	BCTHS collects data, needs assessment per comprehensive plan
<i>May 2018</i>	Steering Committee session to review/develop frame of Goals and Strategies
<i>April 2018 - June 2018</i>	Action Plans developed
<i>Summer 2018</i>	Plans finalized
<i>September 2018</i>	Comprehensive Plan inputted into PDE Web Tool
<i>October 2018</i>	Comprehensive Plan on display for 28 days for public review
<i>November 2018</i>	Comprehensive Plan Approved by BCTHS Joint Board Committee
<i>November 30, 2018</i>	Comprehensive Plan submitted electronically to PDE

MISSION STATEMENT

Our mission, in cooperation with participating school districts, is to prepare all students for careers, post-secondary education, and life-long learning, by providing knowledge and practical skills through high quality, integrated, standards-driven curriculum, access to current technologies, work-related experiences, and partnerships within the community.

VISION STATEMENT

The Vision of Bucks County Technical High School includes:

1. **COMMUNICATION**

To adopt state-of-the-art technology for the purposes of efficient communications as it pertains to internal and external stakeholders.

2. **CURRICULUM & INSTRUCTION**

To maintain and revise curriculum and instruction, through curriculum revisions and professional development, in order to meet the needs of the 21st Century. Broaden staff development to include greater opportunity for academic and technical teachers to integrate real life connections into the curriculum. Address the needs of a diverse student population in preparation for the 21st Century.

3. **FUNDING**

Establish policy and procedures to ensure maximum utilization of current dollars and to locate new sources of revenue.

4. **SCHOOL ENVIRONMENT**

To provide for a comprehensive security program and safe learning environment. Provide more classroom space and building utilization. Further develop school pride and spirit while increasing student participation.

5. **STUDENT SERVICES**

Create and maintain an environment which addresses the psychological, emotional, physical and social needs of students. Expand and enhance services to special needs students. Enhance school safety and student discipline to create greater clarity, effectiveness and consistency of procedures. Research, develop and implement a comprehensive guidance plan. Develop more effective procedures for student attendance and communication with the school community.

6. **WORKFORCE & COMMUNITY DEVELOPMENT**

To fulfill the Bucks County Technical High School belief that learning is life-long, while establishing versatile and affordable post-secondary education for students along with convenience cost effective training for business and industry.

SHARED VALUES

- We believe family is the foundation for human development.
- We believe the use of state-of-the-art and emerging technology is essential to quality education.
- We believe education is a societal responsibility.
- We believe communication is vital for success.
- We believe learning is a life-long process.
- We believe higher expectations lead to higher results.
- We believe an emotionally and physically safe environment is essential for learning.
- We believe all people are unique and have the potential to learn.
- We believe that all students should be given equal opportunity to learn to their fullest potential.
- We believe high ethical standards are critical to effective citizenship.

EDUCATIONAL COMMUNITY

Bucks County Technical High School began in spirit in 1955 when local school districts voted to support an area technical school. Shortly thereafter, a 47 acre site was chosen on Wistar Road in Fairless Hills, PA. Construction of the building began in 1957 and the school opened its first session in September 1958 with an enrollment of approximately 600 students. By September 1964, plans were developed for expansion of facilities. Construction began and was completed in September 1965. In 1976, four additional instructional units (portable classrooms) were completed to enable minimal expansion for the increased enrollment of students. A new, state-of-the-art comprehensive technical high school opened in September 2000. BCTHS employs approximately 120 technical and academic teachers and proudly offers 30 technical programs to approximately 1,500 students from the Bensalem, Bristol Borough, Bristol Township, Morrisville, Neshaminy, and Pennsbury School Districts. BCTHS also plays an active role in the community by providing Adult Education Programs during the evening. BCTHS is currently under the leadership of Leon Poeske, Ed.D., Administrative Director.

PLANNING COMMITTEE

Name	Role
Karen Needham	Administrative Assistant: Professional Education
Robert Azar	Administrator: Professional Education
Hank DeGeorge	Administrator: Professional Education
Kevin Gentilcore	Administrator: Professional Education
Peg Kopera	Administrator: Professional Education
Leon Poeske	Administrator: Professional Education
Sharon Rendeiro	Administrator: Professional Education
Lynthia Scott	Administrator: Professional Education
Kellie Buchanan	Board Member: Professional Education
Stacy Gerlach	Board Member: Professional Education
Joe Gilleo	Board Member: Professional Education
Michael Gecht	Business Representative: Professional Education
Ally Berry-Johnson	Business Representative: Professional Education
Darletta Berry-Johnson	Business Representative: Professional Education
Kevin Troy	Business Representative: Professional Education
Brian Cummings	Community Representative: Professional Education
Rebecca Hicks	Community Representative: Professional Education
Dianna Kralle	Community Representative: Professional Education
Debra Pelka	Ed Specialist - Instructional Technology: Professional Education
Kathy Krawczun	Ed Specialist - Other: Professional Education
Lisa McWilliams	Ed Specialist - School Counselor: Professional Education
Katie Engelhardt	Ed Specialist - School Nurse: Professional Education
Maggie Angelitis	Ed Specialist - School Psychologist: Professional Education
No Elem. School Students	Elementary School Teacher- Regular Education: Professional Educ.
No Elem. School Students	Elementary School Teacher - Special Education: Professional Educ.
JoAnn Perotti	External Facilitator BCIU: Professional Education
Mike Gaspar	Facilities Manager: Professional Education
Al Hopkins	High School Teacher - Regular Education: Professional Education
Colin Marsh	High School Teacher - Regular Education: Professional Education
Theresa Prato	High School Teacher - Special Education: Professional Education
Karen Moyer	Human Resource Coordinator: Professional Education
No Middle School Students	Middle School Teacher - Regular Education: Professional Education
No Middle School Students	Middle School Teacher - Special Education : Professional Education
Colleen Stough	Office Support - Facilities: Professional Education
Sharon Brach	Parent: Professional Education
Stanley Brach	Parent: Professional Education
Jeff Buehler	Parent: Professional Education
Julie Buehler	Parent: Professional Education

Tara Perigny	Parent: Professional Education
Nicole Souders	Parent: Professional Education
Michael Souders	Parent: Professional Education
Nicole Van Reymersdal	Parent: Professional Education
Shelly Zuckerman	Parent: Professional Education
Ron Martino	School-to-Career Coordinator: Professional Education
Michael Brach Jr.	Student: Professional Education
Claire O'Hearn	Student: Professional Education
Dylan Souders	Student: Professional Education
Alex Van Reymersdal	Student: Professional Education
Helen Zuckerman	Student: Professional Education

Core Foundations

STANDARDS

Mapping and Alignment

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

The Art Programs are all standards aligned. The Humanities, defined as Art and Literature, are integrated to a specific time period in Honors Social Studies Courses. They need to be integrated into Academic and Foundations courses. Geography is not taught as a separate course. Instead, it is integrated into the Global Studies Curriculum. The mapping and alignment to Common Core is completed in Algebra 1, Biology, and Grades 9-11 English courses. Finally, as a CTC, students do not take their Technical Area as an all-day class for 90-days per year thus forfeiting electives. The other 90 days per year are Math, Science, Social Studies and English in the block. Therefore, Family and Consumer Science skills are integrated into other courses, but not taught as a stand-alone course.

ADAPTATIONS

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

CURRICULUM

Planned Instruction

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

Processes used to ensure accomplishment:

During the 2018-2019 school year the PDE Classroom Diagnostic Tools will be used for quarterly benchmark testing for Algebra 1. Study Island will be used for quarterly benchmark testing in Biology & Literature 9 and 10. It is the opinion of the Comprehensive Planning Committee that procedures for measuring mastery need to be identified in all academic courses.

The mastery list for technical courses is known as the Task List, aligned with the PDE Program of Study, with learning guides for each task and an assessment both written and performance. The academic courses are the reason for developing. CDT's are being researched for implementation by the administrative team for biology and literature.

Modification and Accommodations

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

A continuum of Special Education Programming is offered to meet individual student needs. We offer life skills programming, learning support programming and inclusive programming. Life skills and learning support programming are taught by content area certified special education teachers. Inclusion classes are co-taught in English and math by a content specialist and a highly qualified, or dual certified, special education teacher. Both teachers have common planning every day. Both teachers are involved in Content Department meetings and the development of curriculum. Both teachers are held equally accountable for the quality of instruction in the class. In addition, students receive Resource Room 6/12 days for additional support. Special education teachers who teach 10th grade math or English have a 10th grade caseload in Resource Room. The same 10th grade teachers follow through with their caseload in their technical classes also. A similar format is followed at all grade levels.

INSTRUCTION

Instructional Strategies

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

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

Every administrator is assigned a list of teachers to supervise. It is the responsibility of administration to provide written evidence after each learning walk and evaluation. Coaching is done through administration, since BCTHS does not have "Coaches" due to budget cuts. Peer coaching takes place as part of the evaluation process.

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

BCTHS has never required that lesson plans be submitted to administration.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation.

All technical classes are implemented with competency based instruction. Therefore, all technical classes provide small group and individualized instruction. The academic classes are homogeneously grouped in math, science and English. In inclusion classes with two teachers, guided practice is monitored individually and reflects current research in flexible grouping and differentiated instruction. Within those classes the majority of the instruction is whole class throughout the block.

Recruitment

(Comprehensive CTC only)

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

The most effective teachers are personally asked by administration to take the neediest classes.

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

BCTHS has in place a recruiting process that assigns the most effective and qualified teachers based on their industry experience. Teachers who are hired have a minimum of five (5) years of verifiable industry/trade experience.

ASSESSMENTS

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	24.00	24.00	24.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	4.00	4.00
Health	2.00	4.00	4.00
Music, Art, Family & Consumer Sciences, Career & Technical Education	4.00	4.00	4.00
Electives	0.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Local Assessments

(Comprehensive CTC who graduate students only)

Standards	WA	TD	NAT	DA	PSW	Other
Arts & Humanities		X				
Career Education & Work		X	X		X	
Civics & Government		X	X			
PA Core Standards: English Language Arts		X	X			
PA Core Standards: Literacy in History/Social Studies, Science & Technical Subjects		X	X	X		
PA Core Standards: Mathematics		X	X	X		
Economics		X				
Environment & Ecology		X	X	X		
Family & Consumer Sciences						
Geography		X				
Health, Safety & Physical Education		X				
History		X				
Science & Technology & Engineering Education		X	X	X		

Graduation Requirements Specifics

(Comprehensive CTC who graduate students only)

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Methods and Measures

SUMMATIVE ASSESSMENTS

- GRADE Reading Assessment
- IOWA Algebra Test
- NOCTI
- PASA
- PSAT
- SAT
- Keystone Exams
- Performance Assessments in Technical Programs, Theater, Dance

- Read 180 Lexile Tests
- Scientific Experiments
- Study Island Testing
- Teacher-Based CBEs
- Textbook Assessments
- Written Work by Student

BENCHMARK ASSESSMENTS

- G-MADE
- GRADE
- Study Island
- Textbook Assessments

FORMATIVE ASSESSMENTS

- Demonstration, performances, products and projects
- Diagnostic Assessments
- Exit Tickets
- Fitness Assessments
- Pre-NOCTI
- Progress Monitoring
- Response Cards
- Scientific Experiments
- Teacher Developed CBE's
- Technical Projects
- Textbook Assessments
- Written Work by Students

DIAGNOSTIC ASSESSMENTS

- Adapted Physical Education Assessments
- GMADE
- GRADE
- Textbook Assessments
- Read 180 SRI

Validation of Implemented Assessments

(Comprehensive CTC only)

- External Review
- Intermediate Unit Review
- LEA Administration Review
- Career Cluster Chair Review
- Professional Learning Community Review
- Instructional Coach Review
- Teacher Peer Review

Provide a brief explanation of your process for reviewing assessments.

We ensure teachers develop multiple and varied standards-aligned assessments of student learning.

Collection and Dissemination

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

BCTHS has a system in place to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Data Informed Instruction

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

As part of this plan, the BCTHS is using assessments to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Assessment Data Users

(Comprehensive CTC only)

- Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.
- Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.
- Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.
- Instructional practices modified or adapted to increase student mastery.

Provide a brief explanation of the process for incorporating selected strategies.

BCTHS utilizes all the above strategies.

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

All strategies were selected.

Distribution of Summative Assessment Results

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

Provide a brief explanation of the process for incorporating selected strategies.

BCTHS distributes information about summative assessments to the public through various sources.

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

All strategies were selected.

SAFE AND SUPPORTIVE SCHOOLS

Distribution of Summative

- Biennially updated and executed Memorandum of Understanding with local law enforcement
- School-wide positive behavioral programs
- Conflict resolution or dispute management
- Peer helper programs
- Safety and violence prevention curricula
- Student code of conduct
- Comprehensive school safety and violence prevention plans
- Purchase of security-related technology
- Student, staff and visitor identification systems
- Student assistance program teams and training
- Counseling services available for all students
- Internet web-based system for the management of student discipline
- Coordination of services with sending school

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

BCTHS is in the process of seeking funding to provide a school resource officer.

Screening, Evaluating and Programming for Gifted Students

(Comprehensive CTC only)

1. **Describe your entity's process for identifying gifted children.**
As a high school, students come to us already identified as gifted. When a student requests to be identified as gifted we pre-screen with an assessment tool. If the student scores high on the assessment our psychologist evaluates for gifted services.
Describe your gifted special education programs offered.
Our gifted program is offered as a seminar series held five times per school year. This year's seminar will focus on Bucks County.
2. **Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).**
We do not locate students who are thought to be gifted. Students come to us already identified as gifted. Any requests for identification have been made by parents.
3. **Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).**
We determine eligibility by administering a standard IQ test, a standard academic achievement test and a Renzulli Rating scale.
4. **Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.**
We offer a seminar series to our gifted students each school year. Gifted services are individualized to meet the needs of each individual student. Acceleration, enrichment and compaction are made available to any gifted student who might gain benefit from the offering.

Developmental Services

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

- Nutrition
- Orientation/Transition
- RTII/MTSS
- Wellness/Health Appraisal
- Coordination of Services with Sending School

Diagnostic, Intervention and Referral Services

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

Consultation and Coordination Services

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

Communication of Educational Opportunities

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

Communication of Student Health Needs

(Comprehensive CTC only)

- Individual Meetings
- Individual Screening Results
- Letters to Parents/Guardians
- Meetings with Community, Families and Board of Directors
- Newsletters
- School Calendar
- Student Handbook
- Website
- Coordination of Services with Sending School

Frequency of Communication

More than once-a-month

Collaboration for Interventions

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

Each student with special needs is supported by a special education teacher. That teacher coordinates with the general education staff to support the students learning needs. The special education teacher monitors academic and technical progress and provides support to students and teachers. Special educations teachers sometimes coordinate counseling services for students on their caseloads.

All students are supported by a member of our guidance staff who coordinate services as well.

Community Coordination

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

- 1. After-school programs**
After-school programs are provided through local school districts
- 2. Child care**
Child care is provided through local school districts
- 3. Tutoring**
Tutoring is provided free of charge on Tuesdays and Thursdays after-school by content area certified teachers
- 4. Youth Workforce Development Programs**
BCTHS has a workforce Development Coordinator and two (2) School-to- Career Coordinators who direct students in their cooperative education experiences.

MATERIALS AND RESOURCES

Description of Materials and Resources

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

Provide explanation for processes used to ensure accomplishment.

BCTHS has an all-day technical class 90 days per year. By the time a student graduates, they have had fifty-two full weeks of training in their technical field. Textbooks are scrutinized, through established criteria, with a focus on the targeted group of students. As in any CTC, technical manuals are written to industry standards, regardless of readability. Scaffolding and chunking are used to assist students who need additional support. In addition, special education teachers are scheduled to meet with their students in Resource Room and technical classroom visits as "push-in" for added support. An instructional assistant is scheduled in the class as needed to support the supervision as needed. This can be assisting students with written work or lab work. Eighty-nine percent of the Class of 2018 achieved competent or advanced on the NOCTI and/or NIMS exams.

In math and English classes, students in most inclusion classes are team taught by a content specialist and a special education teacher. All BCTHS special education teachers are either dual certified or highly qualified. Standards-aligned textbooks are selected by a criteria designed for the targeted audience. The curriculum is designed with an emphasis that all students have to take keystones, so all students need the same rigorous expectations, with support as needed. Inclusion classes in biology are supported with an instructional assistant. Reading and writing are an integral part of science and social studies classes. In addition, all teachers have access to technology for instructional purposes. All students have opportunity to do research by computer. Staff development is designated during the current school year based on the needs of students and teachers.

SAS Incorporation

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

The faculty was trained in the website when it first launched, however, teachers do not feel that the resources and materials are as good at the secondary level as they are at the elementary level.

PROFESSIONAL EDUCATION

Characteristics

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

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

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

During the 4Sight era, academic teachers at BCTHS were trained to analyze data. Professional learning communities in each department enhanced the process. The problem at the current time is that the system is very random and needs to be more systemic in order to create a culture of learning.

BCTHS has a strong partnership with Bucks County IU for staff development. Teachers are notified by the Supervisor of Curriculum of all workshops offered by the area in each of the curriculum areas. Many of the teachers, both academic and technical, have participated in these workshops.

Technical teachers are mandated to have an Occupational Advisory Council which meets twice a year with the teacher of record to discuss everything from the classroom environment to curriculum. All teachers are required to have a phone log and/or an email log of communication with parents. As inexperienced teachers, support is offered to assist teachers one-on-one making the "tough" calls to parents. Teachers must also keep their Parent Portal to grades updated at all times.

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

BCTHS will investigate and establish a data team to disseminate the results to teachers for enhancing professional practices, curriculum mapping, and scaffolding instruction; the professional development committee will discuss and investigate professional learning opportunities for gifted students.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training totaling three (3) hours every five (5) years as outlined in Act 126.

Questions

The LEA has conducted the required training on:

April 1, 2016 Web based training

December 31, 2016

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

Questions

The LEA has conducted the training on:

November 7, 2017

March 13, 2018

The LEA plans to conduct the training on approximately:

September 1, 2023 Next 5 year cycle.

Strategies Ensuring Fidelity

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

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

Professional development plans are developed through our professional development committee. The staff development emphasis was on new teacher evaluation, but the emphasis is now on differentiated teacher supervision. The emphasis in 2018-2019 will be on meeting the needs of special students including those on the autism spectrum and technology in the classroom. Learning walks and classroom observations are used to monitor the implementation of the staff development skills.

BCTHS will create a data team to analyze data and determine staff development needs based on the data.

Induction Program

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

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

Observations and Learning Walk are part of the mentoring process. In addition, teachers are expected to implement as quickly as they become aware. This means turning information in on time such as grades, attendance, reports.

Needs of Inductees

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Student PSSA/Keystone data.
- Standardized student assessment data other than the PSSA/Keystone.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

All of the identified tools are part of the Induction Plan approved by PDE and implemented in monthly meetings with the Assistant Director.

The Assistant Director will collaborate with Human Resources on designing a survey for Inductees and Mentors. The Assistant Director will arrange meetings three times a year with the mentors for feedback, and inductees for the purpose of a private conversation to discuss their needs as a new teacher. BCTHS does not employ instructional coaches, so supervisors monitor growth.

Mentor Characteristics

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

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

The Human Resources Coordinator informs the administration of the need and a collaborative decision is made on a rotating basis.

Induction Program Timeline

TOPICS	Aug -Sep	Oct- Nov	Dec- Jan	Feb- Mar	Apr- May	Jun- Jul
Code of Professional Practice and Conduct for Educators	X			X		
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X			X		
Standards	X	X	X			
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	
Data informed decision making				X	X	
Materials and Resources for Instruction		X	X	X		

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Induction Program is monitored through the effect it has on teaching and learning by learning walks. Surveys need to be created and second year interviews need to be established.

Recording Process

Identify the recording process for inductee participation and program completion.

Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Assurances

SAFE AND SUPPORTIVE SCHOOLS

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students
- Free education and attendance
- School rules
- Collection, maintenance and dissemination of student records
- Discrimination
- Corporal punishment
- Exclusion from school, classes, hearings
- Freedom of expression
- Flag salute and Pledge of Allegiance
- Hair and dress
- Confidential communications
- Searches
- Emergency care and administration of medication and treatment
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation
- Development and implementation of local wellness program
- Early Intervention Services System Act (if applicable)
- Establishment and implementation of student assistance programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

CTC ACCOMPLISHMENTS

Accomplishment #1:

Continue to have more applications than available seats

Accomplishment #2:

Dramatic increase of students involved in Career Technical Student Organizations (CTSOs).
Increase from 30% to 100%

Accomplishment #3:

Enhanced security through:

- Active shooter drills
- Additional security office
- ALICE Training
- Electronic door locks
- Reduction of access points

Accomplishment #4:

Increased articulation and dual enrollment credit opportunities for students

- BCTHS-Bucks-Bloomsburg Super Articulation
- Thaddeus Stevens

Accomplishment #5:

Used PVAAS data to align higher performing teachers to Keystone courses

Accomplishment #6:

Added literacy/comprehension and writing programs for targeted freshmen

Accomplishment #7:

Mathematics instruction introduced to targeted freshmen

Accomplishment #8:

Started a "Transition to Tech" summer program for targeted freshmen

Accomplishment #9:

Curriculum realigned to allow physical science in 9th grade

Accomplishment #10:

Two more AP classes were introduced, bringing the total AP courses to five (5)

- AP Statistics
- AP Environmental Science

CTC CONCERNS

Concern #1:

There is a need for improvement in continued student achievement

Concern #2:

Need to improve/increase support services

Concern #3:

Infrastructure and operations

CTC Level Plan

Action Plans

GOAL #1:

Improve Student Achievement

Related Challenges:

- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.
- Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.
- Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.
- Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.
- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Indicators of Effectiveness:

Type:

Annual

Data Source:

Use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Specific Targets:

Ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

STRATEGIES

Academic/Technical Integration

DESCRIPTION:

Examine delivery system (e.g., six-day, half-day, etc.)

Realign curriculum to create more academic and technical crossover

Increase professional development that focuses on integration of academic and curriculum and special needs populations.

SAS ALIGNMENT:

Standards, Assessment, Instruction, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

PA Ready Index

DESCRIPTION:

Educate staff on PA Ready Index.

Continue to focus on initiatives to improve student attendance.

Increase career awareness opportunities and work-based education opportunities.

SAS ALIGNMENT:

Standards, Assessment, Instruction, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

Best Practices

DESCRIPTION:

Continue and expand on teacher-driven committees.

Revise/Update curriculum to make sure it is standardized.

Continue to focus on best practices.

SAS ALIGNMENT:

Standards, Assessment, Instruction, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

IMPLEMENTATION STEPS

PA Ready Index

DESCRIPTION:

Educate staff on PA Ready Index.

Continue to focus on initiatives to approve student attendance.

Increase career awareness opportunities and work-based education opportunities.

Start Date: July 1, 2019

End Date: June 30, 2022

PROGRAM AREA(S):

Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

SUPPORTED STRATEGIES:

PA Ready Index

Best Practices

DESCRIPTION:

Continue and expand on teacher-driven committees.

Revise/update curriculum to make sure it is standardized.

Continue to focus on best practices.

Start Date: July 1, 2019

End Date: June 30, 2022

PROGRAM AREA(S):

Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

SUPPORTED STRATEGIES:

Best Practices

Language and Literacy Acquisition

DESCRIPTION:

Reading and writing standards are shared with staff members and available for inclusion in curriculum with a focus on academic and technical integration and in alignment with NOCTI and Keystone Assessments.

Start Date: July 1, 2019

End Date: June 30, 2022

PROGRAM AREA(S):

Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

SUPPORTED STRATEGIES:

Academic/Technical Integration

Teaching Diverse Learners in an Inclusive Setting

DESCRIPTION:

Inclusionary practices are utilized at BCTHS and will continue to be developed.

Start Date: July 1, 2019

End Date: June 30, 2022

PROGRAM AREA(S):

Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

SUPPORTED STRATEGIES:

Academic/Technical Integration

Academic/Technical Integration

DESCRIPTION:

Examine delivery system (e.g. six-day, half-day, etc.)

Realign curriculum to create more academic and teacher crossover

Increase professional development that focuses on integration of academic and curriculum and special needs populations

Start Date: July 1, 2019

End Date: June 30, 2022

PROGRAM AREA(S):

Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

SUPPORTED STRATEGIES:

Academic/Technical Integration

Action Plans

GOAL #2:

Improve/Increase Support Services

Related Challenges:

- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms
- Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.
- Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.
- Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.
- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Indicators of Effectiveness:

Type:

Annual

Data Source:

Increase Career Awareness and Student Engagement, Improve School Climate/ Environment, Meeting the Needs of all Students.

Specific Targets:

Increase Career Awareness and Student Engagement, Improve School Climate/ Environment, Meeting the Needs of all Students.

STRATEGIES

Career Awareness and Student Engagement

DESCRIPTION:

Stress the importance of non-traditional participation through the career explore program and other strategies.

Provide career opportunities through individual participating speakers and field trips.

SAS ALIGNMENT:

Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

School Climate/Environment

DESCRIPTION:

Attain recognition as a National School of Character

Examine peer-to-peer and other mentoring programs/methods

Continue school-wide effort for anti-bullying and suicide prevention

Improve/increase support services.

SAS ALIGNMENT:

Standards, Assessment, Curriculum Framework, , Instruction, Materials & Resources, Safe and Supportive Schools

Meeting the Needs of All Students

DESCRIPTION:

Secure a social worker and/or psychologist

Increase the number of days available for after-school activities

Increase job readiness skills for students

Celebrate successes

SAS ALIGNMENT:

Standards, Assessment, Curriculum Framework, , Instruction, Materials & Resources, Safe and Supportive Schools

IMPLEMENTATION STEPS

Meeting the Needs of All Students

DESCRIPTION:

Secure a social worker and/or psychologist
Increase the number of days available for after-school activities.
Increase job readiness skills for students
Celebrate successes

Start Date: July 1, 2019

End Date: June 30, 2022

PROGRAM AREA(S):

Professional Education, Special Education, Student Services

SUPPORTED STRATEGIES:

Meeting the needs of all students

School Climate/Environment

DESCRIPTION:

Attain recognition as a National School of Character
Examine peer-to-peer and other mentoring programs/methods.
Continue school-wide effort for anti-bullying and suicide prevention
Improve/increase support services

Start Date: July 1, 2019

End Date: June 30, 2022

PROGRAM AREA(S):

Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

SUPPORTED STRATEGIES:

School climate/environment

Career Awareness and Student Engagement

DESCRIPTION:

Stress the importance of non-traditional participation through the career explore program and other strategies

Provide career opportunities through individual participating speakers and field trips.

Start Date: July 1, 2019

End Date: June 30, 2022

PROGRAM AREA(S):

Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

SUPPORTED STRATEGIES:

Career Awareness and student engagement

Action Plans

GOAL #3:

Improve Infrastructure and Operations

Related Challenges:

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

Indicators of Effectiveness:

Type:

Annual

Data Source:

Campus, Information Technology, Systemtize Procedures, Workforce Development/Industry Partnerships, Adult Education, Marketing/Branding.

Specific Targets: Implementation from July 1, 2019 until June 30, 2022: Infrastructure (Campus, Information Technology, Systematize Procedures), Workforce Development (Industry Partnerships, Adult Education), Marketing/Branding

STRATEGIES

Infrastructure and Operations

DESCRIPTION:

Maintain and repair physical plant by securing funding

Increase brand awareness

Improve security hardware upgrades

SAS ALIGNMENT:

Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools.

Workforce Development

DESCRIPTION:

Attract new members for advisory councils

Increase opportunities for students

Examine participation and partnerships in adult education

Increase certification opportunities for students and adults

SAS ALIGNMENT:

Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools.

Marketing

DESCRIPTION:

Reinstitute parent/teacher organization and Foundation (501c3) and create an alumni association

Create Public Relations/Development Coordinator position

SAS ALIGNMENT:

Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools.

IMPLEMENTATION STEPS

Workforce Development

DESCRIPTION

Attract new members for advisory councils.

Increase opportunities for students.

Examine participation and partnerships in adult education.

Increase certification opportunities for students and adults

Start Date: July 1, 2019

End Date: June 30, 2022

PROGRAM AREAS (S):

Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

SUPPORTED STRATEGIES:

Workforce Development

Infrastructure and Operations

DESCRIPTION

Maintain and repair physical plant by securing funding

Increase brand awareness

Improve security hardware upgrades.

Start Date: July 1, 2019

End Date: June 30, 2022

PROGRAM AREAS (S):

Student Services

SUPPORTED STRATEGIES:

Infrastructure and Operations

Marketing

DESCRIPTION:

Reinstitute parent/teacher organization and Foundation (501c3), and create an Alumni Association

Create Public Relations/Development Coordinator position

Start Date: July 1, 2019

End Date: June 30, 2022

PROGRAM AREA(S):

Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

SUPPORTED STRATEGIES:

Marketing