

**Butler County AVTS**

TSI non-Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Career and Technical Center		104101307
<b>Address 1</b>		
Butler County Area Vocational-Technical School		
<b>Address 2</b>		
210 Campus Lane		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Butler	Pennsylvania	16001
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Regina Hiler		hilerr@butlertec.us
<b>Single Point of Contact Name</b>		
Allison Brumbaugh		
<b>Single Point of Contact Email</b>		
BrumbaughA@butlertec.us		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
724-282-0735		
<b>Principal Name</b>		
Jared Ryan		
<b>Principal Email</b>		
ryanj@butlertec.us		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
7242820735		205
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Ernie Orelli		Orellie@butlertec.us

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Regina Hiler	Administrator	Butler County Area Vocational-Technical School	hilerr@butlertec.us
Jared Ryan	Administrator	Butler County Area Vocational-Technical School	ryanj@butlertec.us
Ernest Orelli	Administrator	Butler County Area Vocational-Technical School	orellie@butlertec.us
Rebekah Davis	Administrator	Butler County Area Vocational-Technical School	davisr@butlertec.us
Blake Beatrice	Staff Member	Butler County Area Vocational-Technical School	beatriceb@butlertec.us
Taylor Gall-Ruggiero	Staff Member	Butler County Area Vocational-Technical School	gallt@butlertec.us
Eric Collins	Parent	Butler County Area Vocational-Technical School	collinse@butlertec.us
Eric Ritzert	Administrator	Karns City ASD	eritzert@kcasdk12.org
John Conrad	Board Member	Butler County Area Vocational-Technical School/Butler Area School District	jwconrad1@aol.com
Drew Hay	Community Member	Butler County Area Vocational-Technical School	dhay@yahoo.com
Natalie Collins	Student	Butler County Area Vocational-Technical School	nhay@yahoo.com
Kevin Boozel	Community Member	Butler County	kboozel2000@gmail.com
Lisa Campbell	Community Member	Butler County Community College	lisa.campbell@bc3.edu
Mary Salony	Community Member	Tri-County WIB	msalony@tricitywib.org
Marsha Welsh	Other	Bureau of Career & Technical Education	marshawelsh@icloud.com

## LEA Profile

Butler County AVTS is comprised of students from the seven school districts in Butler County. Enrollment at BCAVTS has been around 1150 students each of the last 2 years. Nearly 35% of our student body is comprised of students receiving special education services and 40% of the student body at BCAVTS is considered low income. Students attending BCAVTS sign up through the scheduling process at their participating school district. A strength BCAVTS are the high success rate in terms of competent or advanced on the NOCTI exam by those students who are eligible to test. BCAVTS students also experience a high rate of success on industry recognized certification exams. One of the challenges faced by BCAVTS is attendance. BCAVTS courses are an elective for the students to schedule. Any student can sign up for a course at BCAVTS regardless of how their attendance may effect their ability to be successful in the CTE setting. As a result, a number of students with excessive absences are enrolled at BCAVTS through the scheduling process. Students attend BCAVTS for 2 hours each day, we have students that attend for only 2 years and students who attend for all 3 years they are eligible to. Most classes at BCAVTS are taught by a single teacher. This teacher is tasked with teaching 3 levels of students through the various items on the PDE task list associated with their program. Larger programs with enrollments of over 90 students throughout the day have 2 instructors to share the demanding teaching load. Time restrictions, curriculum requirements and the challenges associated with teaching various levels of students simultaneously make it challenging for teachers to implement academic improvement strategies related to Keystone testing. There are no academic classes or teachers at BCAVTS. English, Math and Science are integrated into each program as they directly relate to the training the student is attending BCAVTS to receive. It is challenging to balance the need to improve academically without having a detrimental impact on CTE outcomes. Investing the time necessary to create academic improvement for Keystone testing could be detrimental to the student's ability to earn industry credentials, score competent or advanced on the NOCTI and decrease the success rate of career outcomes and employment opportunities that students attending CTE are seeking.

## **Mission and Vision**

### **Mission**

The mission of the Butler County Area Vocational-Technical School is to empower students with the skills necessary for continuous development, education, and employment.

### **Vision**

The Butler County Area Vocational-Technical School is the local technological center that serves all of Butler County and as such, must provide "state of the art" programs in "state of the art" facilities.

## **Educational Values**

### **Students**

Attend school regularly.

### **Staff**

Reinforce the importance of student attendance including its impact on their ability to learn the curriculum and successfully complete the NOCTI assessment.

### **Administration**

Reinforce the importance of student attendance and provide the teachers and staff with the supports needed to improve student attendance and NOCTI outcomes.

### **Parents**

Support student attendance, communicate student needs related to attendance with the school and provide positive reinforcement around the importance of attending school.

### **Community**

Continue to support the school by attending OAC meetings. Continue to support the school through guest speaking opportunities, attending tech fair and BCAVTS' new student career night.

### **Other (Optional)**

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>True 10</b>	<b>True 11</b>	<b>True 12</b>	

## Review of the School(s) Level Performance

### Strengths

Indicator	Comments/Notable Observations
Industry-Based Learning	93.5% of BCAVTS students scored advanced or competent on the NOCTI/NIMS assessments.

### Challenges

Indicator	Comments/Notable Observations
Career Standards Benchmark	75% of our student body met the performance standard. Information has been requested to pinpoint which school districts need assistance with completing the task to meet the performance standard. This information is not reported by BCAVTS and the data of individual students and their districts is not available to BCAVTS to review for accuracy or assistance as far as BCAVTS is aware.
Regular Attendance	There are a multitude of factors influencing BCAVTS student attendance. The availability of district provided transportation when BCAVTS is in session and the school district is not (at home pick up vs. bus leaving from the school). Students elect to enroll in BCAVTS courses.

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

Indicator	Comments/Notable Observations
Occupational CTC Grade level data is not applicable <b>ESSA Student Subgroups</b>	BCAVTS does not offer any academic courses and does not administer the Keystone exams.

<b>Indicator</b> ESSA Student Subgroups	<b>Comments/Notable Observations</b>
<b>Indicator</b> ESSA Student Subgroups	<b>Comments/Notable Observations</b>
<b>Indicator</b> ESSA Student Subgroups	<b>Comments/Notable Observations</b>

### Challenges

<b>Indicator</b> Occupational CTC, Grade Level Data is not applicable ESSA Student Subgroups	<b>Comments/Notable Observations</b> BCAVTS does not offer any academic courses and does not administer the Keystone exams.
<b>Indicator</b> ESSA Student Subgroups	<b>Comments/Notable Observations</b>
<b>Indicator</b> ESSA Student Subgroups	<b>Comments/Notable Observations</b>
<b>Indicator</b> ESSA Student Subgroups	<b>Comments/Notable Observations</b>

### Summary

#### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

BCAVTS students have the opportunity to earn industry recognized certifications. 1093 industry certifications were earned during the 2022-2023 school year.
Of students who are eligible to take the NOCTI assessment according to the testing guidelines, 88% of those students scored advanced or competent on the NOCTI assessment.
BCAVTS students are provided the opportunity for real work experiences through cooperative education, internships, clinicals and job shadowing experiences that can be used toward the Career Readiness Goals.

#### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.



The Future Ready PA index stated regular attendance was lower than the statewide goal of 94.1%.

The Future Ready PA Index stated that 71.8% of 12th grade students scored competent or advanced on Industry Standards-Based Competency Assessments (NOCTI/NIMS)

BCAVTS students (75%) fell below the state average (89.6%) for meeting the career standards benchmark.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Data does not apply as per Future Ready	BCAVTS is a Non-Comprehensive CTC

### English Language Arts Summary

#### Strengths

Data does not apply as per Future Ready
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#### Challenges

Data does not apply as per Future Ready
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### Mathematics

Data	Comments/Notable Observations
Data does not apply as per Future Ready	BCAVTS is a Non-Comprehensive CTC

### Mathematics Summary

#### Strengths

Data does not apply as per Future Ready
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#### Challenges

Data does not apply as per Future Ready
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### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Data does not apply as per Future Ready	BCAVTS is a Non-Comprehensive CTC

### Science, Technology, and Engineering Education Summary

#### Strengths

Data does not apply as per Future Ready
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**Challenges**

Data does not apply as per Future Ready

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Graduate Survey information	Post-Secondary Education, Enlisted or entered workforce
BCAVTS technical programs are all approved through the Pennsylvania Department of Education CATS system.	Rigorous course of study
Career Standards Benchmark	BCAVTS will work with participating school districts to improve Career Standards Benchmark as our shared students are currently underperforming in this category.

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI	
NIMS	
Student Industry Certifications	

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Articulation Agreements

**True** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Programs have a rigorous course of study and follow a specific task list in order to best prepare students for post-secondary and career options.
Career readiness is established by measuring the ability of the student to complete all tasks at an industry specified level. Occupational Advisory Committees are in place to best navigate the school in keeping relevant with current industry practices and procedures.
Collaboration with business/industry, post-secondary schools, unions, and military professionals. Helping students have access to career and educational opportunities.

### Challenges

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

Expand upon Cooperative Education opportunities and apprenticeship type programs with business and industry.
Continued collaboration with sending school districts in viewing Career and Technical Education as a pathway to college, career, and skill related job opportunities.
Career Standards Benchmark, BCAVTS will collaborate with our participating school districts to improve student outcomes in this category. 75.6% of our shared students are meeting the category and the statewide average is 89.6%.

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**True** This student group is not a focus in this plan.

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

English Language Learners have needs met through the sending school district. For example, if an interpreter or assistive technology is needed for the student to be able to participate in a given program, the district would provide such support. BCAVTS provides

accommodations to make such a service manageable within the program setting. For example, preferential seating, directions repeated, and proper space.
The sending school district is responsible for developing the students IEP. BCAVTS staff follow the accommodations and specially designed instruction as indicated in the IEP. BCAVTS staff provide feedback and contribute to the IEP, especially as related to the students' transition plan.
Students considered economically disadvantaged are supported through communication with the sending school district. Resources for items needed for participation in a given program are procured through district/Vo-Tech collaboration and problem-solving.

**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.

Earlier notification of ELL, students with disabilities, and economically disadvantage students by the district would be helpful in meeting student needs in a more timely fashion.
More consistent invites to IEP meetings for students in need of significant supports prior to student arrival at BCAVTS.
Admission policy procedures in more specific detail.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	In order to meet goals established by BCAVTS through our K-12 Guidance Plan, it is important that students are regularly attending BCAVTS.
Technology Plan	N/A
English Language Development Programs	N/A

### Strengths

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

### 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.



## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Student engagement is at a high level and curriculum is relevant/rigorous. A variety of assessments are used to ensure student understanding and competency. Instructor feedback to students is provided in a consistent and frequent manner.
Instructors are supported by Support Services Personnel to meet educational needs of all learners. Teacher mentoring and observation is used to enhance teacher strengths and build up deficits.
Instructors build strong rapport with students given the nature of the instruction provided. The hands-on/task oriented format of instruction leads to high levels of student engagement. Instructor/student rapport enables a level of trust for students to feel safe and supported. Students confide in Instructors beyond academic concerns.
Partnerships with business and industry drives a portion of instruction and instructional needs. Post-secondary school articulation agreements and collaborations provide students access to higher learning.
NOCTI Tests are one form of summative assessment data utilized in measuring student progress. Tests are both written and practical in nature. Student completion of tasks from program tasks list provide an intermittent level of assessment more formative in nature.

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

A formalized Positive Behavior Support Program does not appear conducive to our non-comprehensive/two hour session format. The school utilized many components of PBS but does not follow a recognized program. Grant monies are being explored to implement PBS related programs such as Check-In/Check-Out and Check and Connect programs.
Multi-Tiered System of Support are coordinated with sending school districts. BCAVTS personnel received SAP training to better collaborate with sending school Student Assistant Programs and community supports.
Instructors are supported and directed to make consistent contact with parents via phone calls. The administrative team is looking at various ways to create time for instructors to have greater communication with parents. eSchool Data Student Management System, e-mails, voice-mails, and social media provide parents with access to their child's educational experience at BCAVTS.



## 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
BCAVTS students have the opportunity to earn industry recognized certifications. 1093 industry certifications were earned during the 2022-2023 school year.	True
Of students who are eligible to take the NOCTI assessment according to the testing guidelines, 88% of those students scored advanced or competent on the NOCTI assessment.	True
BCAVTS students are provided the opportunity for real work experiences through cooperative education, internships, clinicals and job shadowing experiences that can be used toward the Career Readiness Goals.	True
Data does not apply as per Future Ready	False
English Language Learners have needs met through the sending school district. For example, if an interpreter or assistive technology is needed for the student to be able to participate in a given program, the district would provide such support. BCAVTS provides accommodations to make such a service manageable within the program setting. For example, preferential seating, directions repeated, and proper space.	False
The sending school district is responsible for developing the students IEP. BCAVTS staff follow the accommodations and specially designed instruction as indicated in the IEP. BCAVTS staff provide feedback and contribute to the IEP, especially as related to the students' transition plan.	True
Students considered economically disadvantaged are supported through communication with the sending school district. Resources for items needed for participation in a given program are procured through district/Vo-Tech collaboration and problem-solving.	False
Data does not apply as per Future Ready	False
Data does not apply as per Future Ready	False
Programs have a rigorous course of study and follow a specific task list in order to best prepare students for post-secondary and career options.	True
Career readiness is established by measuring the ability of the student to complete all tasks at an industry specified level. Occupational Advisory Committees are in place to best navigate the school in keeping relevant with current industry practices and procedures.	True
Collaboration with business/industry, post-secondary schools, unions, and military professionals. Helping students have access to career and educational opportunities.	True

Student engagement is at a high level and curriculum is relevant/rigorous. A variety of assessments are used to ensure student understanding and competency. Instructor feedback to students is provided in a consistent and frequent manner.	False
Instructors are supported by Support Services Personnel to meet educational needs of all learners. Teacher mentoring and observation is used to enhance teacher strengths and build up deficits.	True
Instructors build strong rapport with students given the nature of the instruction provided. The hands-on/task oriented format of instruction leads to high levels of student engagement. Instructor/student rapport enables a level of trust for students to feel safe and supported. Students confide in Instructors beyond academic concerns.	False
Partnerships with business and industry drives a portion of instruction and instructional needs. Post-secondary school articulation agreements and collaborations provide students access to higher learning.	False
NOCTI Tests are one form of summative assessment data utilized in measuring student progress. Tests are both written and practical in nature. Student completion of tasks from program tasks list provide an intermittent level of assessment more formative in nature.	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Single Entity School 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 Future Ready PA index stated regular attendance was lower than the statewide goal of 94.1%.	True
The Future Ready PA Index stated that 71.8% of 12th grade students scored competent or advanced on Industry Standards-Based Competency Assessments (NOCTI/NIMS)	True
BCAVTS students (75%) fell below the state average (89.6%) for meeting the career standards benchmark.	True
	False
Career Standards Benchmark, BCAVTS will collaborate with our participating school districts to improve student outcomes in this category. 75.6% of our shared students are meeting the category and the statewide average is 89.6%.	True
Expand upon Cooperative Education opportunities and apprenticeship type programs with business and industry.	True
Continued collaboration with sending school districts in viewing Career and Technical Education as a pathway to college, career, and skill related job opportunities.	True

Data does not apply as per Future Ready	False
A formalized Positive Behavior Support Program does not appear conducive to our non-comprehensive/two hour session format. The school utilized many components of PBS but does not follow a recognized program. Grant monies are being explored to implement PBS related programs such as Check-In/Check-Out and Check and Connect programs.	True
Multi-Tiered System of Support are coordinated with sending school districts. BCAVTS personnel received SAP training to better collaborate with sending school Student Assistant Programs and community supports.	True
Instructors are supported and directed to make consistent contact with parents via phone calls. The administrative team is looking at various ways to create time for instructors to have greater communication with parents. eSchool Data Student Management System, e-mails, voice-mails, and social media provide parents with access to their child's educational experience at BCAVTS.	True
Earlier notification of ELL, students with disabilities, and economically disadvantage students by the district would be helpful in meeting student needs in a more timely fashion.	True
More consistent invites to IEP meetings for students in need of significant supports prior to student arrival at BCAVTS.	True
Admission policy procedures in more specific detail.	True
Data does not apply as per Future Ready	False
Data does not apply as per Future Ready	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 most notable observation is the data reported and associated to BCAVTS that is not tested, collected or submitted by BCAVTS. BCAVTS offers no academic courses, does not test students for the Keystone exams and does not submit data concerning the career standards benchmarks as these measures are implemented throughout various grade levels and not solely at the CTC. Data and information related to artifacts that meet the career standards benchmarks for BCAVTS students is provided to participating school districts for submission.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The Future Ready PA index stated regular attendance was lower than the statewide goal of 94.1%.	Students elect to participate in career and technical education at BCAVTS. Should more stringent admissions criteria be implemented to ensure students demonstrate prerequisite attendance requirements prior to enrolling at BCAVTS.	True
The Future Ready PA Index stated that 71.8% of 12th grade students scored competent or advanced on Industry Standards-Based Competency Assessments (NOCTI/NIMS)	This figure is calculated using students who are not eligible to test according to the NOCTI/NIMS guidelines. When calculated for those students who actually took the NOCTI/NIMS the percentage is closer to 90%.	True
BCAVTS students (75%) fell below the state average (89.6%) for meeting the career standards benchmark.	BCAVTS will work with participating districts to ensure all provided artifacts are being accurately reported/associated to BCAVTS students for the career standards benchmarks.	True
Career Standards Benchmark, BCAVTS will collaborate with our participating school districts to improve student outcomes in this category. 75.6% of our shared students are meeting the category and the statewide average is 89.6%.		False
Expand upon Cooperative Education opportunities and apprenticeship type programs with business and industry.		False
Continued collaboration with sending school districts in viewing Career and Technical Education as a pathway to college, career, and skill related job opportunities.		False
Instructors are supported and directed to make consistent contact with parents via phone calls. The administrative team is looking at various ways to create time for instructors to have greater communication with parents. eSchool Data Student Management System, e-mails, voice-mails, and social media provide parents with access to their child's educational experience at BCAVTS.		False



A formalized Positive Behavior Support Program does not appear conducive to our non-comprehensive/two hour session format. The school utilized many components of PBS but does not follow a recognized program. Grant monies are being explored to implement PBS related programs such as Check-In/Check-Out and Check and Connect programs.		False
Multi-Tiered System of Support are coordinated with sending school districts. BCAVTS personnel received SAP training to better collaborate with sending school Student Assistant Programs and community supports.		False
Earlier notification of ELL, students with disabilities, and economically disadvantage students by the district would be helpful in meeting student needs in a more timely fashion.		False
More consistent invites to IEP meetings for students in need of significant supports prior to student arrival at BCAVTS.		False
Admission policy procedures in more specific detail.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
The sending school district is responsible for developing the students IEP. BCAVTS staff follow the accommodations and specially designed instruction as indicated in the IEP. BCAVTS staff provide feedback and contribute to the IEP, especially as related to the students' transition plan.	
BCAVTS students have the opportunity to earn industry recognized certifications. 1093 industry certifications were earned during the 2022-2023 school year.	
Of students who are eligible to take the NOCTI assessment according to the testing guidelines, 88% of those students scored advanced or competent on the NOCTI assessment.	
BCAVTS students are provided the opportunity for real work experiences through cooperative education, internships, clinicals and job shadowing experiences that can be used toward the Career Readiness Goals.	
Programs have a rigorous course of study and follow a specific task list in order to best prepare students for post-secondary and career options.	
Career readiness is established by measuring the ability of the student to complete all tasks at an industry specified level. Occupational Advisory Committees are in place to best navigate the school in keeping relevant with current industry practices and procedures.	

Collaboration with business/industry, post-secondary schools, unions, and military professionals. Helping students have access to career and educational opportunities.	
Instructors are supported by Support Services Personnel to meet educational needs of all learners. Teacher mentoring and observation is used to enhance teacher strengths and build up deficits.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	BCAVCTS is establishing attendance monitoring and support programs to meet the needs of at-risk students.
	Attendance challenges due to the COVID 19 pandemic prevented students from meeting the requirements to be eligible for NOCTI testing. Additionally students who switch programs or are first year seniors are not eligible to take the NOCTI exam. BCAVTS will continue to focus on improving student attendance thereby increasing student eligibility for testing and potentially increasing the overall competent and advanced scores for NOCTI.
	BCAVTS will work with our participating districts to create opportunities for students to build artifacts to meet the career standards benchmarks.

## Goal Setting

**Priority: Attendance challenges due to the COVID 19 pandemic prevented students from meeting the requirements to be eligible for NOCTI testing. Additionally students who switch programs or are first year seniors are not eligible to take the NOCTI exam. BCAVTS will continue to focus on improving student attendance thereby increasing student eligibility for testing and potentially increasing the overall competent and advanced scores for NOCTI.**

<b>Outcome Category</b>			
Industry-Based Learning			
<b>Measurable Goal Statement (Smart Goal)</b>			
71.8% of BCAVTS 12th grade Seniors passed the NOCTI exam with an overall score of competent or advanced. BCAVTS will work to improve the overall competent and advanced score by 10% over the three year period.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Industry Based Learning/NOCTI			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
3% increase in overall competent or advanced scores.	3% increase in overall competent or advanced scores.	71.8% of BCAVTS 12th grade Seniors passed the NOCTI exam with an overall score of competent or advanced. BCAVTS will work to improve the overall competent and advanced score by 10% over the three year period.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
2% increase in overall competent or advanced scores.	2% increase in overall competent or advanced scores.	2% increase in overall competent or advanced scores.	71.8% of BCAVTS 12th grade Seniors passed the NOCTI exam with an overall score of competent or advanced. BCAVTS will work to improve the overall competent and advanced score by 10% over the three year period.

**Priority: BCAVTS will work with our participating districts to create opportunities for students to build artifacts to meet the career standards benchmarks.**

<b>Outcome Category</b>
Career Standards Benchmark
<b>Measurable Goal Statement (Smart Goal)</b>

BCAVTS will work with participating school districts to improve students completion of the career standards benchmarks 5% to 10% over the three year period.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Career Standards Benchmark			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
BCAVTS will work with districts to improve career standards benchmark completion by 2%.	BCAVTS will work with districts to improve career standards benchmark completion by 2%.	BCAVTS will work with participating school districts to improve students completion of the career standards benchmarks 5% to 10% over the three year period.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
BCAVTS will work with districts to improve career standards benchmark completion by 2%.	BCAVTS will work with districts to improve career standards benchmark completion by 2%.	BCAVTS will work with districts to improve career standards benchmark completion by 2%.	BCAVTS will work with participating school districts to improve students completion of the career standards benchmarks 5% to 10% over the three year period.

**Priority: BCAVCTS is establishing attendance monitoring and support programs to meet the needs of at-risk students.**

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
BCAVTS will work to improve student attendance rates by 8 - 10% over the next three years.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance improvement.			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
BCAVTS will work to improve student attendance rates by 3%.	BCAVTS will work to improve student attendance rates by 3%.	BCAVTS will work to improve student attendance rates by 8 - 10% over the next three years.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
BCAVTS will work to improve student attendance rates by 2%.	BCAVTS will work to improve student attendance rates by 2%.	BCAVTS will work to improve student attendance rates by 2%.	BCAVTS will work to improve student attendance rates by 8 - 10% over the next three years.



## Action Plan

### Measurable Goals

Industry Based Learning/NOCTI	Career Standards Benchmark
Attendance improvement.	

### Action Plan For: Check and Connect

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>BCAVTS will work to improve student attendance rates by 8 - 10% over the next three years.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Implement Check and Connect strategies: Relationship building, Monitoring, Problem Solving, Affiliation and Persistence.		2024-08-22	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Check and Connect Monitor	attendance information Support and assistance from Administration, Special Education, School Counselor and Classroom teachers and staff from the students home school district.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Earlier identification of attendance concerns. Implementation of improvement strategies. Increased communication with student guardians. Increased communication with sending school district. Decrease in the rate of absences throughout the school year.	The check and connect monitor (CCM) will complete a progress monitoring form. The CCM will share the form with the other stakeholders.

### Action Plan For: Dual Enrollment Programs

<b>Measurable Goals:</b>
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- BCAVTS will work with participating school districts to improve students completion of the career standards benchmarks 5% to 10% over the three year period.

Action Step		Anticipated Start/Completion Date	
BCAVTS will work to establish additional dual enrollment opportunities for students.		2024-08-22	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
BCAVTS administration and Guidance	Establish dual enrollment programs with local Community colleges, colleges and universities	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The establishment of additional dual enrollment opportunities for BCAVTS students.	Annually School Counselor Administration

### Action Plan For: My Teaching Partner-Secondary

Measurable Goals:
<ul style="list-style-type: none"> <li>• 71.8% of BCAVTS 12th grade Seniors passed the NOCTI exam with an overall score of competent or advanced. BCAVTS will work to improve the overall competent and advanced score by 10% over the three year period.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Improve teacher-student interactions. High-quality teacher-student interactions can lead to improved student learning and academic outcomes		2024-08-22	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration	Professional development in-service events teacher-to-teacher interactions	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Improve teacher-student interaction with all students, including those who typically struggle academically. These improved relationships can lead to improved student learning and academic outcomes. These improved outcomes can have a positive impact on BCAVTS NOCTI outcomes.

Administration Teachers Support Staff



## **Expenditure Tables**

### **School Improvement Set Aside Grant**

**True** School does not receive School Improvement Set Aside Grant.

### **Schoolwide Title 1 Funding Allocation**

**True** School does not receive Schoolwide Title 1 funding.

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
My Teaching Partner-Secondary	Improve teacher-student interactions. High-quality teacher-student interactions can lead to improved student learning and academic outcomes

### My Teaching Partner-Secondary

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Improve teacher-student interactions. High-quality teacher-student interactions can lead to improved student learning and academic outcomes</li> </ul>		
<b>Audience</b>		
Teaching Staff		
<b>Topics to be Included</b>		
How improved teacher-student interactions can improve student learning and academic outcomes.		
<b>Evidence of Learning</b>		
Improved rates of competent and advanced NOCTI scores.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal	2024-08-22	2026-06-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	As needed to complete the program
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	



## Communications Activities

Check and Connect					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Implement Check and Connect strategies: Relationship building, Monitoring, Problem Solving, Affiliation and Persistence.</li> </ul>	BCAVTS staff, students and parents/guardians	Building positive relationships with students and parents/guardians to improve student attendance.	Principal/Assistant Principal	08/22/2024	06/01/2026
Communications					
Type of Communication			Frequency		
Letter			At 3 absences, again at 7 and any further absences over 10 days.		
Other			Phone calls as needed from teaching staff, school counselor, MAPS coordinator and administration		
Newsletter			Newsletter at progress reports and 9 week grading reports for parents/guardians.		

## Dual Enrollment Programs

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>BCAVTS will work to establish additional dual enrollment opportunities for students.</li> </ul>	Local community colleges, colleges and universities Students BCAVTS staff Parents/Guardians	Establishing dual enrollment opportunities Communicating opportunities to students	School counselor Administration	08/22/2024	06/01/2026

## Communications

Type of Communication	Frequency
Other	Continuously

**Approvals & Signatures**

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>