UPPER BUCKS COUNTY TECHNICAL SCHOOL

3115 Ridge Road

Comprehensive Plan | 2022 - 2025

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MISSION STATEMENT

The mission of the Upper Bucks County Technical School is to educate students for successful careers and to inspire lifelong learning in a challenging and changing global economy.

VISION STATEMENT

Belief Statements We believe in advocating the Upper Bucks County Technical School as an option for educational and career excellence. We believe in promoting self-respect, character development, integrity, and respect for diversity. We believe in providing a challenging and progressive curriculum that is essential to workforce development and post-secondary readiness. We believe in creating strong partnerships and relationships with all students, parents, community members, sending schools, and industry by fostering open communication.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

UBCTS students are expected to conduct themselves in a mature, respectable, and professional manner. Student expectations and behavioral rules have been established in conjunction with the Six Pillars of Character: 1. Trust - Be honest in your words and actions. 2. Respect - Use good manners, be considerate, and tolerate differences. 3. Responsibility - Do what is right, expected, and required. 4. Fairness - Play by the rules. Do not take advantage or blame others. 5. Caring- Be kind, grateful, and forgiving. 6. Citizenship-Take pride in your school and community. Get involved! Attendant upon the rights established for each student is specific responsibilities, which include regular attendance; conscientious effort in classroom work and homework; conformance to Joint Operating Committee policies and Upper Bucks County Technical School rules and regulations; respect for the rights of teachers, students, administrators, and all others involved in the educational process; and expression of ideas and opinions in a respectful manner. It shall be the responsibility of the student to: 1. Be aware of all policies, rules, and regulations for student behavior and conduct themselves accordingly. 2. Volunteer information in matters relating to the school community's health, safety, welfare, and protecting Upper Bucks County Technical School property. 3. Dress and groom to meet safety and health standards and not cause substantial disruption to the educational processes. 4. Assist the Upper Bucks County Technical School staff in operating a safe Upper Bucks County Technical School. 5. Comply with federal, state, and local laws. 6. Exercise proper care using Upper Bucks County Technical School facilities, instructional materials, and equipment. 7. Attend School functions. 8. Makeup work when absent from school. 9. Pursue and attempt to complete the courses of study prescribed by local school authorities. 10. Report accurately in student media. 11. Not use obscene language in student media or Upper Bucks County Technical School property. 12. Be in school daily and be on time for all classes and other Upper Bucks County Technical events.

STAFF

Staff will provide a safe, nurturing environment that fosters civic responsibility, respects the diversity of its students, and guarantees all students reach their full potential in all aspects of their lives. We will nurture students' emotional and social development by instilling a sense of self-worth in all students.

ADMINISTRATION

UBCTS administration will advocate Upper Bucks County Technical School as an educational and career excellence option. This will occur by: -promoting self-respect, character development, integrity, and respect for diversity. -providing a challenging and progressive curriculum is essential to workforce development and post-secondary readiness. -creating solid partnerships and relationships with all students, parents, community members, sending schools, and industry by fostering open communication

PARENTS

The parental and family involvement program shall be comprehensive and may include the following: -Support for parents/guardians as school leaders and decision-makers, in addition to serving in advisory roles. -Promote clear two-way communication between the school and the family about school programs and student progress. -Assistance to parents/guardians and families in developing parenting skills to foster positive relationships at home, support children's educational efforts, and assist their child with learning at home. -Involvement of parents/guardians, with appropriate training, in support roles at the school.

COMMUNITY

Community engagement aims to create a collaborative environment in which students, parents/guardians, families, residents, businesses, and community organizations are encouraged and invited to be involved stakeholders in the school community. Such engagement strengthens broad-based community support for the school's mission, goals, operations, and educational programs.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Rodney Altemose	Community Member	Bucks County Community College
Danielle Bodnar	Community Member	Upper Bucks Chamber of Commerce
Alice Colyar	Community Member	Bucks County Workforce & Economic Development
Robert Cormack	Community Member	BCEDC & WIB Member)
Brian Cummings	Community Member	PA CareerLink Bucks County
Brenda Diehl	Community Member	Bracalente Manufacturing
James Hallowell	Board Member	Palisades School District
Dr. Bridget O'Connell	Administrator	Palisades School District
Dr. Mark Hoffman	Administrator	Bucks County Intermediate Unit
Gregory Krug	Community Member	Lampire Biological Labs
Robert K. Linden	Board Member	Pennridge School District
Jessica Peterson	Community Member	PA CareerLink Bucks County/Bucks County Workforce Development
Jennifer Rubin	Staff Member	Upper Bucks County Technical School

Name	Position	Building/Group
Tracy Kram	Staff Member	Upper Bucks County Technical School
Marianne Deose	Staff Member	Upper Bucks County Technical School
Morgan Welding	Staff Member	Upper Bucks County Technical School
Theresa Hoeflich	Staff Member	Upper Bucks County Technical School
Leigh Young	Community Member	The Thompson Organization
Michael Herrera	Staff Member	Upper Bucks County Technical School
George Dietrich	Staff Member	Upper Bucks County Technical School
Kimberly Kucas	Parent	Upper Bucks County Technical School
Karen Freeh	Staff Member	Upper Bucks County Technical School
Craig Staats	Community Member	State Representative
Carla Zapotek	Community Member	Home Builder's Association of Bucks & Montgomery
Stephen Maund	Community Member	Demko Automation
Craig Guest	Staff Member	Upper Bucks County Technical School
Sharon Baughman	Parent	parent
Liza Natitus	Staff Member	Upper Bucks County Technical School

Name	Position	Building/Group
Mary Reshetar	Community Member	Bucks County Community College

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we design instruction to meet the needs of all students, all UBCTS students will complete the alternate pathways to graduation.	Industry-Based Learning Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 3: Provide Student-Centered Support Systems
Create an optimal, safe, and secure learning environment that places student and adult learning at its center. We must set high expectations and standards for the academic and social development of all students and the performance of adults.	Essential Practices 3: Provide Student-Centered Support Systems Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy
Industry based credentials

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Industry based competency	By the year 2024-25 school year, 100 percent of concentrators will leave with industry-based competency certification in their program of study.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students will be provided with an opportunity to learn an industry-based competency certification related to the CTE Concentrator's program of study each year they are in the program. Sending school districts will provide a list of students who did not pass their Keystones. UBCTS will send back the list with the certification attained and verification through our PIMS coordinator.	2022-09-01 - 2024-06-30	Director and Assistant Director	PA Industry Recognized List

Anticipated Outcome

All students, regardless of gender, ethnicity, disability, or socioeconomic status, receive a fair opportunity when learning technical content and attempting to earn an industry credential.

Monitoring/Evaluation

PIMS Data, CareerSafe

Evidence-based Strategy

UDL and CTE

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
UDL and CTE	By 2024-25, 100 percent of teachers will be able to develop, equip, and sustain a Universal Design For Learning" program to support all students, including those special populations.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
We will work with CAST to implement the UDL framework, which guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet the individual needs of all students. Using the UDL framework, teachers, staff, and administrators will focus on proactively removing barriers in the learning environment to ensure all learners can access the CTE curriculum and aligned activities such as work-based learning.	2022-09-01 - 2024-06-30	Executive Director	CAST and NOCTI

Anticipated Outcome

Provide Upper Bucks County Technical School (UBCTS) faculty with customized training opportunities that build the capacity to implement and roll out Universal Design for Learning (UDL) - a research-based framework for creating learning environments that support all learners, particularly special populations and other traditionally marginalized students. Educators will learn UDL-based strategies and educational decision-making to increase engagement and success in CTE classrooms and work-based learning activities.

Monitoring/Evaluation

ACT 48

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Evidence-based Strategy

Supporting Struggling Students

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Supporting Struggling Students Action Plan	By the end of the 2024-2025 school year, we will develop a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
A support team will systematically review all struggling students as identified by progress reports or teacher referrals. The Student Services group meets bi-monthly to discuss students who may struggle academically, behaviorally, emotionally, or with attendance. We assess students' needs and discuss strategies to implement to help improve their performance in the classroom and discuss appropriate interventions that may need to happen for those at-risk. The Student	2022-09-01 - 2024-06-30	Director and Assistant Director	Bucks County Intermediate Uit

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Services team comprises three Special Education Specialists, two Guidance Counselors, and our Student Services Secretary. A potential failure form will be created and completed by teachers at the mid-point of the last marking period.			

Anticipated Outcome

We will develop a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Monitoring/Evaluation

• Creation of an academic support team. • Review of submitted progress reports. • Records of interventions for struggling students. • Implementation of a potential failure form. • Records of Restorative Practice Circles.

Evidence-based Strategy

NOCTI Continuous Improvement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
NOCTI Continuous	By the year 2024-25 school year, 100 percent of teachers will be able to analyze NOCTI scores to identify

Goal Nickname	Measurable Goal Statement (Smart Goal)
Improvement Plan	areas for improving their content areas 100 percent of the time.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Work with MAX teaching to conduct a historical analysis of NOCTI scores to improve test outcomes.	2022-09-01 - 2024-06-30	Executive Director	MAX Teaching - NOCTI Analysis Technical Assistance Program NOCTI Pre & Post Exams

Anticipated Outcome

Teachers will learn to analyze NOCTI pre & post scores and modify instruction to improve student understanding.

Monitoring/Evaluation

NOCTI Pre & Post Score

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2024-25, 100 percent of teachers will be able to develop, equip, and sustain a Universal Design For Learning" program to support all students, including those special populations. (UDL and CTE)	UDL and CTE	We will work with CAST to implement the UDL framework, which guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet the individual needs of all students. Using the UDL framework, teachers, staff, and administrators will focus on proactively	09/01/2022 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		removing barriers in the learning environment to ensure all learners can access the CTE curriculum and aligned activities such as work-based learning.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the year 2024-25 school year, 100 percent of teachers will be able to analyze NOCTI scores to identify areas for improving their content areas 100 percent of the time. (NOCTI Continuous Improvement Plan)	NOCTI Continuous Improvement	Work with MAX teaching to conduct a historical analysis of NOCTI scores to improve test outcomes.	09/01/2022 - 06/30/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
N/A. We are a part-time CTC School	N/A. We are a part-time CTC School
N/A. We are a part-time CTC School	N/A. We are a part-time CTC School
N/A. We are a part-time CTC School	We need to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.
N/A. We are a part-time CTC School	
We have excellent business and industry representation.	Implement evidence-based strategies to engage families to support learning *
Organize programmatic, human, and financial capital resources aligned with the school improvement plan and the needs of the school community *	Collectively shape the vision for continuous improvement of teaching and learning *
N/A. We are a part-time CTC School	Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
N/A. We are a part-time CTC School	
Percentage of students earning industry-based certifications.	N/A. We are a part-time CTC School
Advanced on Industry Based Competency Assessments	N/A. We are a part-time CTC School
N/A. We are a part-time CTC School	Improve attendance

Strengths	Challenges
N/A. We are a part-time CTC School	Improve collection of data
N/A. We are a part-time CTC School	Improve services for our El students.
We have an excellent school to work program.	N/A. We are a part-time CTC School
Technical programs are approved through the PADOE CATS system.	N/A. We are a part-time CTC School
Students have the opportunity to earn industry-recognized certificates.	We need to track and identify students beginning in tenth grade to ensure all students graduate in compliance with act 158.
The monitoring of the implementation of the schoolwide continuous improvement plan.	N/A. We are a part-time CTC School
90% of our learners score competent or advanced on NOCTI/NIMS	N/A. We are a part-time CTC School
83% of our learners earn an industry-based credential	N/A. We are a part-time CTC School
An increasing number of students are earning industry-recognized assessments.	Approximately 40 percent of our students have an IEP, which can be challenging in preparing them to complete NOCTI industry-recognized certifications and be placed in a career in their major.
	We are establishing a system that differentiates instruction and evaluation to meet the varied learning needs of our students.
	UBCTS students are not meeting the attendance benchmark.
	We are expanding career exploration opportunities to students at the elementary and middle school levels.

Challenges

We need to disaggregate El and IEP data.

Due to the low number of EL students, we need to ensure we have structures in place to serve this population of students.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Approximately 40 percent of our students have an IEP, which can be challenging in preparing them to complete NOCTI industry-recognized certifications and be placed in a career in their major.	Is it possible for all students to earn an industry-recognized certificate? What is the timeframe for this to occur? Can we do a better job of assessing performance standards? Is this available in an electronic portfolio? How can we include case managers in the discussion?	
We are establishing a system that differentiates instruction and evaluation to meet the varied learning needs of our students.		
We need to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	How do we include critical stakeholders in the interview process? In what ways do we collaborate? Is it possible to reconvene key committee groups? How do we make the staff feel supported?	
Implement evidence-based strategies to engage families to support learning *		
Collectively shape the vision for continuous improvement of teaching and learning *		
We need to track and identify students beginning in tenth grade to ensure all students graduate in compliance with act 158.		

ADDENDUM B: ACTION PLAN

Action Plan: Industry based credentials

Action Steps	Anticipated Start/Completion Date
Students will be provided with an opportunity to learn an industry-based competency certification related to the CTE Concentrator's program of study each year they are in the program. Sending school districts will provide a list of students who did not pass their Keystones. UBCTS will send back the list with the certification attained and verification through our PIMS coordinator.	09/01/2022 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
PIMS Data, CareerSafe	All students, regardless of gender, ethnicity, disability, or socioeconomic status, receive a fair opportunity when learning technical content and attempting to earn an industry credential.

Material/Resources/Supports Needed	PD Step	Comm Step
PA Industry Recognized List	no	no

Action Plan: UDL and CTE

Action Steps	Anticipated Start/Completion Date
We will work with CAST to implement the UDL framework, which guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet the individual needs of all students. Using the UDL framework, teachers, staff, and administrators will focus on proactively removing barriers in the learning environment to ensure all learners can access the CTE curriculum and aligned activities such as work-based learning.	09/01/2022 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
ACT 48	Provide Upper Bucks County Technical School (UBCTS) faculty with customized training opportunities that build the capacity to implement and roll out Universal Design for Learning (UDL) - a research-based framework for creating learning environments that support all learners, particularly special populations and other traditionally marginalized students. Educators will learn UDL-based strategies and educational decision-making to increase engagement and success in CTE classrooms and work-based learning activities.

Material/Resources/Supports Needed	PD Step	Comm Step
CAST and NOCTI	yes	yes

Action Plan: Supporting Struggling Students

Action Steps	Anticipated Start/Completion Date
A support team will systematically review all struggling students as identified by progress reports or teacher referrals. The Student Services group meets bi-monthly to discuss students who may struggle academically, behaviorally, emotionally, or with attendance. We assess students' needs and discuss strategies to implement to help improve their performance in the classroom and discuss appropriate interventions that may need to happen for those at-risk. The Student Services team comprises three Special Education Specialists, two Guidance Counselors, and our Student Services Secretary. A potential failure form will be created and completed by teachers at the mid-point of the last marking period.	09/01/2022 - 06/30/2024

Monitoring/Evaluation

• Creation of an academic support team. • Review of submitted progress reports. • Records of interventions for struggling students. • Implementation of a potential failure form. • Records of Restorative Practice Circles.

Anticipated Output

We will develop a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Material/Resources/Supports Needed	PD Step	Comm Step
Bucks County Intermediate Uit	no	no

Action Plan: NOCTI Continuous Improvement

Action Steps	Anticipated Start/Completion Date
Work with MAX teaching to conduct a historical analysis of NOCTI scores to improve test outcomes.	09/01/2022 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
NOCTI Pre & Post Score	Teachers will learn to analyze NOCTI pre & post scores and modify instruction to improve student understanding.

Material/Resources/Supports Needed	PD Step	Comm Step
MAX Teaching - NOCTI Analysis Technical Assistance Program NOCTI Pre & Post Exams	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2024-25, 100 percent of teachers will be able to develop, equip, and sustain a Universal Design For Learning" program to support all students, including those special populations. (UDL and CTE)	UDL and CTE	We will work with CAST to implement the UDL framework, which guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet the individual needs of all students. Using the UDL framework, teachers, staff, and administrators will focus on proactively	09/01/2022 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		removing barriers in the learning environment to ensure all learners can access the CTE curriculum and aligned activities such as work-based learning.	
By the year 2024-25 school year, 100 percent of teachers will be able to analyze NOCTI scores to identify areas for improving their content areas 100 percent of the time. (NOCTI Continuous Improvement Plan)	NOCTI Continuous Improvement	Work with MAX teaching to conduct a historical analysis of NOCTI scores to improve test outcomes.	09/01/2022 - 06/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Industry Recognized Certificates - ACT 158	CTE Teachers and Facilitators, PIMS Coordinator,	List of PA industry Certificates, reporting, and portfolio artifacts

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
We will provide PD to ensure all students, regardless of gender, ethnicity, disability, or socioeconomic status, have a fair opportunity when learning technical content and attempting to earn an industry credential. We will implement the Universal Design for Learning (UDL) framework with the help of CAST, formerly the Center for Applied Special Technology, and NOCTI to make this happen. Teachers at UBCTS will work with CAST and NOCTI to develop a series of micro-credentials and a recognition system to document teacher achievements. Guides4Learning will be created in each program area, along with weekly lesson plans.	08/23/2022 - 06/30/2023	Director and Assistant Director

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2024-25, 100 percent of teachers will be able to develop, equip, and sustain a Universal Design For Learning" program to support all students, including those special populations. (UDL and CTE)	UDL and CTE	We will work with CAST to implement the UDL framework, which guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet the individual needs of all students. Using the UDL framework, teachers, staff, and administrators will focus on proactively	2022-09-01 - 2024-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		removing barriers in the learning environment to ensure all learners can access the CTE curriculum and aligned activities such as work-based learning.	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
UBCTS , CAST, SREB, Bucks County IU, and NOCTI UDL Micro credential	CTE	We are working with CAST to design professional development for teachers centered on the Universal Design for Learning (UDL) principles. The teachers at Upper Bucks will be the first to experience this new learning resource and assist with perfecting the content. As the planning moved along, there became the need to recognize the successful completion of the PD module, which is where NOCTI comes in. NOCTI, CAST, and the team at Upper Bucks will be developing micro-credentials based on the content of the professional development modules. Teachers at UBCTS will work with CAST and NOCTI to develop a series of micro-credentials and a recognition system to document teacher achievements.

Anticipated Timeframe	Frequency	Delivery Method
09/01/2022 - 09/30/2024	Once	Other Presentation Blog Blog

Lead Person/Position
Executive Director

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline