

Upper Bucks County Technical School

CTC Plan

07/01/2019 - 06/30/2022

CTC Profile

Demographics

3115 Ridge Road
Perkasie, PA 18944
(215)795-2911

AYP Status: Not Provided
Administrative Director: John Sweda

Planning Process

The administrative team at Upper Bucks County Technical School regularly seeks input to make continuous and systemic improvements. UBCTS is jointly owned and operated by the Palisades, Pennridge, and Quakertown school districts. To better serve our sending districts, the Executive Director meets monthly with the Superintendents. The Assistant Director meets three times per year with the sending school Assistant Superintendents/Curriculum Directors and four times per year with the Principals. The CTE Supervisor meets with the Assistant Principals four times per year and the Supervisor of Student Services meets with the Guidance Counselors and Special Education Directors once per year. In addition to serving our sending districts, UBCTS also serves our local business and industry and our community. The administrative team meets four times per year with our General Advisory Committee, which is comprised of business and industry leaders, community agency representatives, parents, and educational leaders. Each career and technical program teacher meets a minimum of twice per year with their Occupational Advisory Committee which provides input on equipment, curriculum, instructional resources, and occupational safety. Committees within the school include a safety committee, a professional development committee, and a steering committee as well as ad hoc committees as needed. UBCTS solicited community input via an online survey. Information gathered from stakeholder meetings, the survey, and student achievement data were used by the administrative team and professional development committee to conduct a needs assessment. The needs assessment was shared with the Comprehensive Planning Committee which consists of 6 teachers, 2 educational specialists, 2 parents, 2 students, 2 business and industry representatives, 4 community members, and 6 administrators.

Mission Statement

The Mission of 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

Upper Bucks County Technical School is committed to being a leader in innovative workforce development and a world class learning resource for the ever changing needs of business and industry.

Shared Values

- 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 an essential component for 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 Community

As the name implies, Upper Bucks County Technical School is located in the northern part of Bucks county. Situated on approximately 50 acres in the "rural fringe" community of Perkasie, the school serves approximately 700 students from the Palisades, Penridge, and Quakertown school districts. The demographics of the school are increasing in diversity, with 83.3% Caucasian, 7.9% Hispanic, 7.4% multi-racial, and 1.9% African American. Approximately 40% of the student population has special needs and 35% are classified as economically disadvantaged.

Bucks County is an affluent county; while the median household income in 2016 for Pennsylvania was \$54,895 with 12.9% of persons below the poverty level, the median household income in Bucks County was \$79,559 with 6.6% of persons below the poverty level. Upper Bucks County Technical School has an operating budget of \$10.6 million and employs 46 full-time employees.

UBCTS is a part-time technical school offering 21 career and technical programs that prepare students for entry level positions in high priority occupations. Students are encouraged to conclude their training by participating in a school-to-work capstone experience (cooperative education). Students who wish to obtain training in a program UBCTS does not offer may enroll in the Career Internship Program to receive on-the-job training in the field of their choice. Every program at UBCTS has at least one articulation agreement with a post-secondary institution which allows successful program completers to receive advanced standing when they continue their education.

Students at UBCTS have the opportunity to enhance their education and develop entrepreneurial and management skills through dual enrollment classes offered at UBCTS by Bucks County Community College. In 2016, UBCTS signed an articulation agreement with Bucks County Community College which allows our students who qualify to receive up to 29 credits towards an associate's degree in Technical Entrepreneurship. This option is for those students who want to use their technical skills to become entrepreneurs, start or join family-run businesses, or advance into leadership positions within their technical career areas.

Upper Bucks County Technical School is a valuable community resource. In addition to secondary career and technical training, UBCTS also provides career and technical training to the community through its adult-evening school. UBCTS programs offer services to the community, from the operation of a student-run restaurant, salon, dental office, and bakery to community service projects completed for local schools and non-profits.

Planning Committee

Name	Role
Gail Capuano	Administrator : Professional Education
Emily Evans	Administrator : Professional Education
Michael Herrera	Administrator : Professional Education
Tracey Hill	Administrator : Professional Education
Cathleen Plesnarski	Administrator : Professional Education
Jeff Sweda	Administrator : Professional Education
Bernard Wagenseller	Administrator : Professional Education
Dwight Anderson	Board Member : Professional Education
Jim Hallowell	Board Member : Professional Education
Brian Cummings	Business Representative : Professional Education
Brenda Diehl	Business Representative : Professional Education
William Harner	Community Representative : Professional Education
Tara King	Community Representative : Professional Education
Peggy Lewis	Community Representative : Professional Education
Karen Freeh	Ed Specialist - Other : Professional Education
Morgan Welding	Ed Specialist - School Counselor : Professional Education
Dean Ruch	Elementary School Teacher - Regular Education : Professional Education
Bill Young	Elementary School Teacher - Regular Education :

	Professional Education
Marianne Deose	High School Teacher - Regular Education : Professional Education
Stacy Strunk	High School Teacher - Regular Education : Professional Education
Brian Moser	Middle School Teacher - Regular Education : Professional Education
Joe Yerkes	Middle School Teacher - Regular Education : Professional Education
Mr. Hockman	Parent : Professional Education
Mr. Samsel	Parent : Professional Education
Mrs. Samsel	Parent : Professional Education
Andrew Hockman	Student : Professional Education
Aurora Samsel	Student : Professional Education

Core Foundations

Standards

Mapping and Alignment

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

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

There are no standards that "Needs Improvement" or are "Non Existent."

Adaptations

Checked answers

None.

Unchecked answers

- 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
- Family and Consumer Sciences
- Geography

- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

None of the standards listed have been developed, expanded, or adapted.

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.	Developing
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:

UBCTS offers 21 CTE programs. Of the 21 programs, 18 are statewide programs of study and follow the statewide program of study task list. In most cases, the program Occupational Advisory Committees have made recommendations for "value-added" curriculum. The other 3 programs utilize a task list that has been developed, revised, and approved by the Occupational Advisory Committee.

During the 2015-2019 Comprehensive Planning timeframe, UBCTS focused on developing a common vision for competency-based education and seamlessly integrating that vision into curriculum and grading practices. The professional development committee established a list of attributes of curriculum and instruction that support competency-based education. These attributes provide parameters for teachers in developing instruction in program areas. In addition, grading policies were updated to ensure student competencies were appropriately assessed and monitored.

UBCTS adopted Core Standards in literacy and numeracy that are essential to career and technical education.

All programs measure mastery of the objectives of the planned course through the end-of-program assessment (NOCTI).

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

There are no standards that "Needs Improvement" or are "Non Existent."

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.

UBCTS employs 2 special education specialists and 10 instructional facilitators who assist teachers in ensuring that all modifications and accommodations to the curriculum and instruction are met for all students with special needs.

Modifications are made based on student ability and career objective. Accommodations include extended test time, use of study guides, chunking of reading assignments, etc.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Not Reviewed

Unchecked Answers

- Administrators
- Career Cluster Chairs
- Instructional Coaches

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

UBCTS uses the Teacher Effectiveness Evaluation model in conjunction with differentiated supervision for teacher observation and evaluation. Differentiated supervision opportunities have included peer coaching and instructional rounds networks. In addition, the induction process includes scheduled learning walks focused on key attributes of instruction. In 2017-2018, UBCTS formed an Instructional Rounds Network and conducted three rounds processes focusing on student ownership of learning and critical thinking. UBCTS staff will continue with Instructional Rounds in 2018-2019. UBCTS hopes to expand the Instructional Rounds network to more staff and administrators.

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

Regular Lesson Plan Review: UBCTS does not conduct regular lesson plan reviews. Career and technical teachers provide instruction to approximately 15-20 students per session. During any one of the two sessions, there may be students from multiple levels (years in the program), varying abilities, and three different sending schools. The expectation is that teachers facilitate a competency based educational system that allows students to move through the curriculum at different paces and different starting points. While the administrators do not review lesson plans, they regularly audit grades to ensure that grading practices support competency based education. Walk-through and formal observations provide evidence that planned instruction is occurring.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
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. (Required explanation if column selected was

No further explanation is needed.

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 Upper Bucks County Technical does not need to answer this question.

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

UBCTS employs a three tier hiring process that includes pre-screening and two rounds of interviews to hire the most effective and qualified teachers. While the state requires a minimum of two years of trade experience, UBCTS requires a minimum of 5 years.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

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

Local Assessments

(Comprehensive CTC who graduate students only)

Standards	WA	TD	NAT	DA	PSW	Other
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						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						

Graduation Requirement 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: *Checked answers*

- Not Applicable. Our LEA does not offer High School courses.

Unchecked answers

- 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.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Methods and Measures

Summative Assessments

- National Occupational Competency Testing Institute (NOCTI)
- National Institute for Metalworking Skills (NIMS) - for machining students only
- Industry Credentials
- Keystone Exams and other standardized tests as administered by the sending districts
- End of Unit Classroom Assessments

Benchmark Assessments

- NOCTI Pretest

Formative Assessments

- Demonstration, performances, products, and projects

Diagnostic Assessments

- Pretests

Validation of Implemented Assessments

(Comprehensive CTC only)

Checked answers

None.

Unchecked answers

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

Provide brief explanation of your process for reviewing assessments.

The Upper Bucks County Technical School does not need to answer this question.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

The Upper Bucks County Technical does not develop locally administered assessments.

Collection and Dissemination

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

NOCTI data (raw data) is accessible to all educational administrators. All NOCTI data is imported into classmate so that teachers and other key personnel have access to data.

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.

UBCTS administers the Pre-NOCTI assessment to all seniors. Seniors who are in danger of not scoring competent are placed on an intervention plan.

Assessment Data Uses

(Comprehensive CTC only)

Checked answers

None.

Unchecked answers

- 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 brief explanation of the process for incorporating selected strategies.

The Upper Bucks County Technical School is not a Comprehensive CTC.

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

The Upper Bucks County Technical School is not a Comprehensive CTC.

Distribution of Summative Assessment Results

Checked answers

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

Unchecked answers

- Local Media Reports
- Newsletters
- Press Releases
- School Calendar

Provide brief explanation of the process for incorporating selected strategies.

End of program assessment information is shared with parents and students through the student handbook, written correspondences, course planning guides, individual meetings, and the CTC website. End of program assessment data is shared annually at the public Joint Operating Committee meeting. Parents are informed of their student's achievements via letters and test scores sent home.

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

UBCTS needs to include assessment information and data in press releases and newsletters.

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Conflict Resolution or Dispute Management
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

Unchecked answers

- School-wide Positive Behavioral Programs
- Peer Helper Programs
- Placement of School Resource Officers
- Student Assistance Program Teams and Training

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

UBCTS has implemented many key practices to promote a safe and supportive schools, including the use of video surveillance and visitor monitoring systems, the development of all-hazards plans, and the implementation of ALICE. While UBCTS does not employ an official School Resource Officer, the school does employ a Safety Officer who is also a retired juvenile police officer. This position works to prevent, mediate, and address student conflict and behavioral concerns. UBCTS does not have a formal school-wide positive behavioral program, but does have mechanisms in place to support student behavior. For instance, work ethic and employability skills comprise 40% of the grading formula for CTE students. As a result, every teacher in every program teaches positive behaviors and attributes important for job acquisition and retention. These tenants of respect, safety, initiative, professionalism, and responsibility are embedded within the core curriculum. UBCTS also does not have a Student Assistance Program Team because all referrals are sent to the student's resident district.

Screening, Evaluating and Programming for Gifted Students

(Comprehensive CTC only)

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

UBCTS operates as an extension of the three schools we serve. We do not offer gifted education services and programs as they are provided by the sending district.

Describe your entity’s process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

UBCTS operates as an extension of the three schools we serve. We do not locate or screen students who may qualify for gifted education services and programs as these services are provided by the sending district.

Describe your entity’s procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

UBCTS operates as an extension of the three schools we serve. We do not locate or screen students who may qualify for gifted education services and programs as these services are provided by the sending district.

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.

UBCTS personalizes learning for all students through the competency-based educational model. Students have the ability to remediate or accelerate as they progress with mastery.

Developmental Services

Checked answers

- Academic Counseling
- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Health and Wellness Curriculum
- Individual Student Planning
- Nutrition
- Orientation/Transition
- Coordination of Services with Sending School

Unchecked answers

- Coaching/Mentoring
- Health Screenings
- RTII/MTSS
- Wellness/Health Appraisal

Explanation of developmental services:

No further explanation is necessary.

Diagnostic, Intervention and Referral Services

Checked answers

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Crisis Response/Management/Intervention
- Individual Counseling
- Placement into Appropriate Programs
- Special Education Evaluation
- Coordination of Services with Sending School

Unchecked answers

- Casework
- Intervention for Actual or Potential Health Problems
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Student Assistance Program

Explanation of diagnostic, intervention and referral services:

No further explanation is needed.

Consultation and Coordination Services

Checked answers

- Alternative Education
- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Managing IEP and 504 Plans
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- Coordination of Services with Sending School

Unchecked answers

- Case and Care Management
- Community Liaison
- Community Services Coordination (Internal or External)
- Coordinate Plans
- Managing Chronic Health Problems
- Referral to Community Agencies
- System Support
- Truancy Coordination

Explanation of consultation and coordination services:

No further explanation is needed.

Communication of Educational Opportunities

Checked answers

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

Unchecked answers

None.

Communication of Student Health Needs

(Comprehensive CTC only)

Checked answers

None.

Unchecked answers

- Individual Meetings
- Individual Screening Results
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and Board of Directors
- Newsletters

- School Calendar
- Student Handbook
- Coordination of Services with Sending School

Frequency of Communication

Frequency of communication: **Monthly**

Collaboration for Interventions

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

UBCTS employs 1 guidance counselor, 2 special education coordinators, 1 school-to-work coordinator, 1 safety officer, 7 instructional facilitators, 1 math facilitator, and 2 technical facilitators who work with students to remove barriers. Additional services are coordinated through the sending districts.

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. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

UBCTS currently coordinates with an outside agency that operates an after-school youth workforce development program. This program is grant funded through the Bucks County Workforce Investment Board and provides academic remediation, career preparation, and transition services to qualifying students in their senior year.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing
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Provide explanation for processes used to ensure Accomplishment.

No explanation is needed.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

"Needs Improvement" or "Non Existent" was not checked.

SAS Incorporation

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

Further explanation for columns selected "

The only academic subject taught at UBCTS is Wellness (Health & Physical Education). Much time has been spent over the last 5-7 years integrating the PA state academic standard for Math, Reading, Writing, Speaking and Listening into the CTE content areas. UBCTS programs have curriculum matrices which align CTE curriculum with the academic standards. Teachers integrate academic content within their CTE program to enhance student understanding of the

CTE content, to implement research-based instructional practices, and to teach essential tasks within their curriculum.

Professional Education

Characteristics

Ctc Avts's Professional Education Characteristics	EEP	E EI	ML	HS
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.				X
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's Professional Education Characteristics	EEP	E EI	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.				X
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 brief explanation of your process for ensuring these selected characteristics.

Teachers and administrators have a lot of access to professional development activities within and outside of the building. Internally, UBCTS has an active professional development committee which is comprised of administrators, teachers, and special education specialists who determine professional development goals and in-service activities. Each August, the team

meets to review the previous year's goals and any data to support the attainment of these goals, then drafts new or revised goals for the coming school year. In addition, teachers are afforded 5 flex days in their contracts which allows them to engage in individual professional development to enhance their technical skill knowledge or pedagogical practice.

In 2017-2018, UBCTS formed a network of teachers and administrators to implement the Harvard Model of Instructional Rounds. The network meets monthly after school and engages in three series of instructional rounds. In this process, the network identifies, studies, and addresses a problem of practice through peer observations and analysis of instructional evidence. This initiative helps the network develop common vocabulary to describe teaching and learning and to develop theories of action to address the problems of practice. This network was launched in 2017-2018 with seven teachers and two administrators but will be expanded in the future.

UBCTS also has a Technology PLC comprising of seven teachers and one administrator. The PLC examines ways to use technology to customize and enhance student learning and to make learning accessible to all students. The Technology PLC was implemented in 2015-2016 school year and has been institutionalized. The PLC meets monthly to engage in collective inquiry and learning.

While much professional development occurs that is job-embedded, teachers have multiple opportunities to engage in professional learning offered externally. UBCTS sends teachers to regional conferences, like the Integrated Learning Conference, the Cooperative Education Conference, and PACTEC and CTE content-specific training provided by area trade organizations, unions, and companies. UBCTS also participates in the Technical Assistance Program offered by the Pennsylvania Department of Education's Bureau of Career and Technical Education. As a result of this participation, UBCTS has been the beneficiary of valuable professional development including MAXX teaching, various Pennsylvania Inspired Leadership (PIL) courses, and coaching support from distinguished school leaders.

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

UBCTS does not seek out training for working with gifted children because we do not have this demographic represented in our student body.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/27/2015 online training offered by GCN
The LEA plans to conduct the required training on approximately:
8/27/2020 Teachers take the online training as part of their entry to employment at UBCTS and then are scheduled to retake the training every 5 years. The training is offered online.

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

Questions
The LEA has conducted the training on:
8/23/2016 Face-to-face and online training
The LEA plans to conduct the training on approximately:
8/24/2021 Educators take the online training as part of their entry to employment at UBCTS and then are scheduled to retake it every 5 years.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- 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.
- 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.

Unchecked answers

- Administrators participate fully in all professional development sessions targeted for their faculties.

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

UBCTS approaches professional development from the mindset that administrators help to cultivate and support reflective practitioners and professional development must be customized and personalized for all teachers. UBCTS has a structure that supports this through processes such as differentiated supervision and student learning objective development and scheduling that provides common time for professional learning communities (Technology PLC and Instructional Rounds Network) to engage in collective learning and inquiry.

UBCTS has a differentiated supervision model that allows teacher to engage in personalized professional development activities based on their needs and goals. Teachers may opt to participate in differentiated supervision for three years and then must rotate back into clinical supervision. Most teachers who engage in differentiated supervision continue to participate in the process even when they are schedules for clinical supervision because the differentiated supervision learning has become valuable to them. Teachers also use the Student Learning Objective process to analyze student achievement data to set personal goals and action plans to use data to determine the effectiveness of the plan. Teachers examine NOCTI/NIMS data to identify areas in which students under-perform and use that duty area as a focus for curriculum and instructional improvements. Teachers may also use industry credential attainment as a focal point for their SLO. Each SLO is developed by the teacher with support and coaching from the supervisor.

While UBCTS tries to avoid the "one-size-fits-all" professional development model, there are times when professional development is delivered to all staff. As a result of the work and learning done by the Technology PLC, UBCTS teachers had whole-school training on Google apps and Canvas. In preparing for the first year of Instructional Rounds, the entire staff learned about the process and collectively developed and fine-tuned a problem of practice to steer the work of the network. Mandatory training requirements that arise from state legislation changes are also included in staff in-services.

Implementation evaluations are personalized based on teacher goals and used to promote educator reflection. For example, teachers engaged in differentiated supervision write an action plan and then report out mid-year and end-of-year to evaluate their own progress in meeting their goals. These reflections are shared with their supervisor and discussed during end-of-year evaluations. In cases where the PD is offered to all staff, the staff is given clear expectations on implementation criteria and the administrative team audits classroom practices to ensure fidelity of implementation.

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

The Assistant Director participates fully in all professional development offered to staff. Other administrators participate as their schedule allows.

Induction Program

Checked answers

- 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.

Unchecked answers

None.

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

Induction Format:

New Teacher Orientation:

UBCTS hosts two new teacher orientation days each August to prepare new teachers for their assigned teaching duties and to give an orientation to UBCTS.

Formal Induction Meetings:

Monthly induction meetings (twice per month in September and October) provide an opportunity for new teachers to receive formal training in numerous areas as outlined in the plan. This provides a forum for teacher sharing and dialogue.

Mentor-Inductee Meetings:

In addition to formal, whole-group meetings, inductees will also receive job-embedded support from their mentors. This may include periodic meetings to discuss school processes or instructional issues. Mentors are encouraged to meet weekly with their inductee.

Learning Walks:

Each new teacher will participate in two learning walks which will be scheduled in the fall and spring. The first learning walk focuses on classroom structure and routines; the second learning walk focuses on student engagement, formative assessment, and technology integration. Learning walks provide an opportunity for teachers to examine classroom practices. When participating in a learning walk, teachers spend 10 minutes in a classroom and look for positive observations of best practices they may incorporate into their own classrooms.

In addition, key staff members meet with new teachers, especially those CTE teachers who are hired right from industry to offer additional assistance.

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

All strategies have been incorporated into the plan.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- 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).
- The Assistant Director meets individually with new teachers to identify needs. CTE teachers who are new to teaching may be scheduled for additional induction training while teachers with prior experience may be exempt from some meetings.

Unchecked answers

- Student PSSA data.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

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

There are many avenues UBCTS implements to assess the needs of inductees. UBCTS has revamped its induction plan and format over that past three years. As a result of these changes, the meeting formats include time for formal training, sharing of best practices by seasoned teachers, and a question and answer session. This allows the administrators who participate in

the meetings to obtain feedback on inductee needs. Upon request, inductees are provided release time to observe their mentors or other teachers. Learning walks, which are conducted twice per year, provide another avenue to gain insight into inductee needs. New teachers are observed more frequently by their supervisors. Mentors, upon request, are provided release time to observe their mentees. At the end of each induction year, inductees are surveyed and the results of the survey are used to adjust and revise the induction plan.

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

Submission of Inductee portfolio: UBCTS needs to include a component in the induction plan that ties into the teacher evaluation system to develop an inductee portfolio.

Mentor Characteristics

Checked answers

- 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.
- Mentors must be permanently certified (VOC II) in order to be considered as a mentor for a new CTE teacher.
- Mentors are assigned based on strengths, inductee needs, physical proximity, similarity/comparability of content area.

Unchecked answers

None.

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

UBCTS only employs 25 teachers. When a new teacher is hired, the administrative team pairs the new inductee with a mentor teacher, taking into consideration teacher strengths, inductee needs, physical proximity, and similarity of content areas. All teachers at UBCTS have a common prep time which ensures that mentors and inductees can meet regularly.

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

All characteristics have been incorporated into mentor selection.

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					
Assessments		X				
Best Instructional Practices		X	X	X		
Safe and Supportive Schools	X					
Standards			X			
Curriculum			X		X	
Instruction		X		X		
Accommodations and Adaptations for diverse learners	X					
Data informed decision making					X	
Materials and Resources for Instruction		X		X		

If necessary, provide further explanation.

No further explanation is needed.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

UBCTS collects data from a variety of sources to monitor and evaluate the induction program. The induction plan includes preplanned meeting dates with objectives and includes checklists which require mentor and inductee signatures to assist with monitoring activities. The Induction program is evaluated and revised annually through information collected from supervisors, mentors, teacher leaders, and inductee surveys.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

- A designated administrator receives, evaluates and archives all mentor records.

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. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- 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:

Student performance on NOCTI/NIMS continues to be above the state average, ranging from 86%-95% over the past 5 years.

Accomplishment #2:

Student performance on Perkins Academic (algebra and literature) Indicators has been above the state expectations for all but one year over the past five years.

Accomplishment #3:

UBCTS has implemented a Technical Entrepreneurship Program in partnership with Bucks County Community College where UBCTS students may earn 20 credits for scoring advanced on the NOCTI/NIMS, 3 credits for documenting 200 hours of trade-related employment through cooperative education, and 6 dual enrollment credits through classes held on campus after school.

Accomplishment #4:

Increased work-based learning experiences through cooperative education and Career Internship Program resulting in 34.8% of NOCTI-eligible students graduating having had a work-based learning experience.

Accomplishment #5:

87.7% of UBCTS students graduate with at least one PDE-recognized industry certification.

CTC Concerns

Concern #1:

Funding formula for UBCTS, as outlined in the articles of agreement, has created an over-dependency on the fund balance to balance the annual budget.

Concern #2:

UBCTS needs to increase student enrollment, retention, and completion. In 2017-2018, the programs in our building were enrolled at 83% capacity, based on average daily membership (ADM) data of 680.3.

There were 751 students who enrolled in our building, but 64 or 8.5% of the students who enrolled withdrew before finishing the year. Data describing this phenomena is limited to withdrawal codes entered in the student information system.

Concern #3:

UBCTS has not met the state expectations for number of nontraditional participants and completers.

Concern #4:

Current business office procedures for purchasing lack transparency and accountability. Staff report frustration with issues around lost paperwork, timeliness of purchases, and the inability to check the status of orders.

Concern #5:

UBCTS is not meeting state expectations with the Perkins indicator of student placement, as measured via survey one year after a student graduates. To be considered positively placed, a student must be employed, enrolled in post-secondary training, or serving in the military. The most recent, state-issued date for UBCTS data is 94% and the state expectation is 98%.

Concern #6:

UBCTS implemented an adult education program in 2016-2017. The program has been offered for two consecutive years but is not yet financially self-sufficient.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #8*) Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

UBCTS needs to increase student enrollment, retention, and completion. In 2017-2018, the programs in our building were enrolled at 83% capacity, based on average daily membership (ADM) data of 680.3. There were 751 students who enrolled in our building, but 64 or 8.5% of the students who enrolled withdrew before finishing the year. Data describing this phenomena is limited to withdrawal codes entered in the student information system.

UBCTS has not met the state expectations for number of nontraditional participants and completers.

Current business office procedures for purchasing lack transparency and accountability. Staff report frustration with issues around lost paperwork, timeliness of purchases, and the inability to check the status of orders.

UBCTS is not meeting state expectations with the Perkins indicator of student placement, as measured via survey one year after a student graduates. To be considered positively placed, a student must be employed, enrolled in post-secondary training, or serving in the military. The most recent, state-issued data for UBCTS data is 94% and the state expectation is 98%.

Systemic Challenge #2 (*Guiding Question #10*) 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.

Aligned Concerns:

UBCTS is not meeting state expectations with the Perkins indicator of student placement, as measured via survey one year after a student graduates. To be considered positively placed, a student must be employed, enrolled in post-secondary training, or serving in the military. The most recent, state-issued data for UBCTS data is 94% and the state expectation is 98%.

Systemic Challenge #3 (*Guiding Question #11*) Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Aligned Concerns:

UBCTS needs to increase student enrollment, retention, and completion. In 2017-2018, the programs in our building were enrolled at 83% capacity, based on average daily membership (ADM) data of 680.3. There were 751 students who enrolled in our building, but 64 or 8.5% of the students who enrolled withdrew before finishing the year. Data describing this phenomena is limited to withdrawal codes entered in the student information system.

UBCTS has not met the state expectations for number of nontraditional participants and completers.

UBCTS is not meeting state expectations with the Perkins indicator of student placement, as measured via survey one year after a student graduates. To be considered positively placed, a student must be employed, enrolled in post-secondary training, or serving in the military. The most recent, state-issued data for UBCTS data is 94% and the state expectation is 98%.

Systemic Challenge #4 (*Guiding Question #7*) Establish a system within the school that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, expectations for professional staff members regarding record keeping, monitoring of student attendance and responding with classroom and school-wide interventions when students are chronically absent or disengaged.

Aligned Concerns:

UBCTS needs to increase student enrollment, retention, and completion. In 2017-2018, the programs in our building were enrolled at 83% capacity, based on average daily membership (ADM) data of 680.3. There were 751 students who enrolled in our building, but 64 or 8.5% of the students who enrolled withdrew before finishing the year. Data describing this phenomena is limited to withdrawal codes entered in the student information system.

UBCTS is not meeting state expectations with the Perkins indicator of student placement, as measured via survey one year after a student graduates. To be considered positively placed, a student must be employed, enrolled in post-secondary training, or serving in the military. The most recent, state-issued data for UBCTS data is 94% and the state expectation is 98%.

Systemic Challenge #5 (*Guiding Question #14*) Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

Funding formula for UBCTS, as outlined in the articles of agreement, has created an over-dependency on the fund balance to balance the annual budget.

Current business office procedures for purchasing lack transparency and accountability. Staff report frustration with issues around lost paperwork, timeliness of purchases, and the inability to check the status of orders.

UBCTS is not meeting state expectations with the Perkins indicator of student placement, as measured via survey one year after a student graduates. To be considered positively placed, a student must be employed, enrolled in post-secondary training, or serving in the military. The most recent, state-issued data for UBCTS data is 94% and the state expectation is 98%.

UBCTS implemented an adult education program in 2016-2017. The program has been offered for two consecutive years but is not yet financially self-sufficient.

CTC Level Plan

Action Plans

Goal #1: Demonstrate sound fiscal management through examining and revising the funding formula, seeking out alternative funding sources, forging new partnerships with business and industry, and improving internal systems and procedures for budget development and purchasing.

Related Challenges:

- Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.
- Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Revised articles of agreement & Annual Budget

Specific Targets: Decreased reliance on fund balance to balance annual budget.

Type: Annual

Data Source: Donation forms and/or grant documents

Specific Targets: Increased revenue/donations from alternative funding sources.

Type: Annual

Data Source: Staff survey, UBCTS Budget Process, and online purchasing software.

Specific Targets: Increased staff satisfaction as measured via a survey.

Strategies:

Research, examine, and select a new funding formula for UBCTS.

Description:

Research, examine, and select a new funding formula for UBCTS. Research will be based on practices of other career and technical schools. Alternative funding formulas will be proposed and a team will examine each option's financial impact on each sending school, fairness in cost based on enrollment, and ability to provide long-term solutions. Once selected the Articles of Agreement must be revised and approved by all schools.

SAS Alignment: None selected

Research and pursue alternative funding sources and partnerships.

Description:

The team assigned to this strategy will research and pursue alternative funding sources and partnerships. This could include establishing an education foundation, seeking out more grant opportunities, or securing partnerships with community organizations and business and industry. As a result of this strategy, UBCTS will increase funding from alternative sources which include, but are not limited to, grants and donations.

SAS Alignment: None selected

Develop business office procedures which increase transparency and accountability and support these procedures with appropriate software and technology.

Description:

Develop a performance-based budget process which includes input from all staff. Research and implement an online purchasing software to increase transparency and accountability in processes

SAS Alignment: None selected

Implementation Steps:

Research, examine, and select a new funding formula for UBCTS.

Description:

Research, examine, and select a new funding formula for UBCTS. Research will be based on practices of other career and technical schools. Alternative funding formulas will be proposed and a team will examine each option's financial impact on each sending school, fairness in cost based on enrollment, and ability to provide long-term solutions. Once selected the Articles of Agreement must be revised and approved by all schools.

Start Date: 10/1/2018 **End Date:** 3/1/2019

Program Area(s):

Supported Strategies:

- Research, examine, and select a new funding formula for UBCTS.

Research and pursue alternative funding sources and partnerships.

Description:

The team assigned to this strategy will research and pursue alternative funding sources and partnerships. This could include establishing an education foundation, seeking out more grant opportunities, or securing partnerships with community organizations and business and industry. As a result of this strategy, UBCTS will increase funding from alternative sources which include, but are not limited to, grants and donations.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s):**Supported Strategies:**

- Research and pursue alternative funding sources and partnerships.

Develop and implement a budget process which includes input from all stakeholders.

Description:

Develop a budget process which includes input from all stakeholders. This includes developing a budget plan that indicates dates the budget process starts with interim due dates and benchmarks along the way. The budget plan should include a descriptive process that shows how and when input is collected and included for consideration, drawing information from all stakeholders.

Budget process plan to be developed in 2018-2019

Budget process plan to be implemented in 2019-2020

Budget process plan to be reviewed/revised and implemented in 2020-2021

Start Date: 11/1/2018 **End Date:** 6/30/2021

Program Area(s):**Supported Strategies:**

- Develop business office procedures which increase transparency and accountability and support these procedures with appropriate software and technology.

Research and implement an online purchasing software program.

Description:

Research and implement an online purchasing software program to increase transparency and accountability in purchasing processes. Train staff in using the software.

Start Date: 11/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Develop business office procedures which increase transparency and accountability and support these procedures with appropriate software and technology.

Goal #2: Increase educational opportunities for students in our community by continuing to implement and expand innovative programming at UBCTS.

Related Challenges:

- Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- 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 teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.
- Establish a system within the school that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, expectations for professional staff members regarding record keeping, monitoring of student attendance and responding with classroom and school-wide interventions when students are chronically absent or disengaged.
- Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Enrollment Reports,

Specific Targets: Increase enrollment at UBCTS by 20% over the next three years.

Type: Annual

Data Source: PIMS Reporting

Specific Targets: Increase retention and completion at UBCTS by 20% over the next three years.

Type: Annual

Data Source: Perkins Indicator Data

Specific Targets: Increase post-program placement by 20% over the next three years.

Strategies:

Communication

Description:

Employ a variety of communication mediums (internal and external communications) to increase system efficiency, cultivate positive school-community relations, and build community awareness.

SAS Alignment: None selected

Adult Education

Description:

Build and enhance an adult education program that meets the needs of our regional employers, serves the community's incumbent and emerging workforce, and is financially self-sufficient.

SAS Alignment: None selected

Partnerships

Description:

Cultivate and expand partnerships with employers, companies, non-profit organizations, local agencies, and post-secondary institutions to increase opportunities for students in workplace and educational transitions.

SAS Alignment: None selected

Innovation

Description:

Continue to innovate CTE programs to keep ahead of technology, meet the needs of business and industry, and increase enrollment. Promote innovation through programming, curriculum, professional development, technology, and staffing.

SAS Alignment: None selected

Implementation Steps:

Build and enhance an adult education program that meets the needs of our regional employers, serves the community's incumbent and emerging workforce, and is financially self-sufficient.

Description:

Build and enhance an adult education program that meets the needs of our regional employers, serves the community's incumbent and emerging workforce, and is financially self-sufficient.

Start Date: 10/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Adult Education

Cultivate and expand partnerships with employers, companies, non-profit organizations, local agencies, and post-secondary institutions to increase opportunities for students in educational transitions.

Description:

Cultivate and expand partnerships with employers, companies, non-profit organizations, local agencies, and post-secondary institutions to increase opportunities for students in educational transitions.

Start Date: 9/11/2018 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Partnerships

Cultivate and expand partnerships with employers, companies, non-profit organizations, local agencies, and post-secondary institutions to increase opportunities for students in workplace transitions.

Description:

Cultivate and expand partnerships with employers, companies, non-profit organizations, local agencies, and post-secondary institutions to increase opportunities for students in workplace transitions.

Start Date: 9/11/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Partnerships

Employ a variety of communication mediums to cultivate positive school-community relations and build community awareness.

Description:

Employ a variety of communication mediums to increase system efficiency, cultivate positive school-community relations, and build community awareness. This includes examining personnel and job descriptions to ensure marketing & recruitment are supported by human resources, researching and selecting appropriate mediums for school-community communications, and developing and implementing a communications plan

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Communication

Integrate technology into instruction and professional development.

Description:

Continue to support the technology professional learning community. Continue to tap into sending districts' one-to-one initiatives. Implement Canvas as a learning management system to extend student access to learning beyond the school walls and school days, to increase student engagement, to personalize the learning experience, and to enhance student learning. Use Canvas as an online tool for professional development and induction.

Start Date: 10/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- Innovation

Implement proactive strategies for building a positive school culture and climate.

Description:

Implement proactive strategies for building a positive school culture and climate. Monitor culture and climate through a comprehensive annual culture and climate survey. Respond to survey data to continually improve culture and climate at UBCTS.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Innovation

Establish a system within the school that fully ensures the establishment of a student attendance policy.

Description:

Establish a system within the school that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, expectations for professional staff members regarding record keeping, monitoring of student attendance and responding with classroom and school-wide interventions when students are chronically absent or disengaged.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Innovation

Innovation: Professional Development/School Improvement - Continue to implement and expand the implementation of the instructional rounds network to develop a culture and systemic support for continuous improvement.

Description:

Continue to implement and expand the implementation of the instructional rounds network to develop a culture and systemic support for continuous improvement.

Start Date: 10/1/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Educational Technology

Supported Strategies:

- Innovation

Innovation - School/Business Industry: Support innovation through strong partnerships with business and industry.

Description:

Support innovation through strong partnerships with business and industry. These include, but are not limited to: strengthening occupational advisory committee participation, supporting teacher visitation of business and industry for flex time, school sponsorship of industry visits and job shadowing, and opportunities for teachers to stay current in their CTE field through cultivating and maintaining business and industry partnerships which include opportunities for site visits, and additional training for teachers to stay current in their field of study.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Innovation

Teaching Diverse Learners in an Inclusive Setting- Professional Development

Description:

The Upper Bucks County Technical School will continue the implementation of professional development for all teachers to build capacity for differentiating

curriculum and instruction in ways that specifically address the needs of our students

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Innovation

Language and Literacy Acquisition-Professional Development

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 alignment with NOCTI and keystone assessments.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Innovation

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Demonstrate sound fiscal management through examining and revising the funding formula, seeking out alternative funding sources, forging new partnerships with business and industry, and improving internal systems and procedures for budget development and purchasing.	Strategy #1: Develop business office procedures which increase transparency and accountability and support these procedures with appropriate software and technology.
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Start	End	Title	Description	Provider	Type	App.
11/1/2018	6/30/2020	Research and implement an online purchasing software program.	Research and implement an online purchasing software program to increase transparency and accountability in purchasing processes. Train staff in using the software.	UBCTS	School Entity	Yes
		Person Responsible Business Manager	SH 1.0	S 3	EP 60	

Knowledge Ability to use school software to manage department/program budgets and request, track, and purchase supplies.

Supportive Research Improves systemic efficiency.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Instructs the leader in managing resources for effective results.

LEA Whole Group Presentation

Training Format

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex
 Dir
 School counselors
 Classified Personnel
 New Staff
 Other educational specialists
 Related Service Personnel

Grade Levels

High (grades 9-12)

Follow-up Activities

implementation of the system.

Evaluation Methods

Review of ability of staff to implement new software.

LEA Goals Addressed: Increase educational opportunities for students in our community by continuing to implement and expand innovative programming at UBCTS. **Strategy #1: Communication**

Start	End	Title	Description
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7/1/2019	6/30/2020	Employ a variety of communication mediums to cultivate positive school-community relations and build community awareness.	Employ a variety of communication mediums to increase system efficiency, cultivate positive school-community relations, and build community awareness. This includes examining personnel and job descriptions to ensure marketing & recruitment are supported by human resources, researching and selecting appropriate mediums for school-community communications, and developing and implementing a communications plan					
	Person Responsible	SH	S	EP	Provider	Type	App.	
	Executive Director	1.0	6	40	UBCTS	TBD	Yes	

Knowledge • ability to use a variety of social media platforms

Supportive Research school-community engagement

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Instructs the leader in managing resources for effective results.

Training Format Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	High (grades 9-12)
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	Supt / Ast Supts / CEO / Ex	
	Dir	
	School counselors	
Follow-up Activities	implementation of social media to market programs/school	Evaluation Methods
		Digital footprint

LEA Goals Addressed: Increase educational opportunities for students in our community by continuing to implement and expand innovative programming at UBCTS. **Strategy #1: Innovation**

Start	End	Title	Description	Provider	Type	App.
10/1/2018	6/30/2021	Integrate technology into instruction and professional development.	Continue to support the technology professional learning community. Continue to tap into sending districts' one-to-one initiatives. Implement Canvas as a learning management system to extend student access to learning beyond the school walls and school days, to increase student engagement, to personalize the learning experience, and to enhance student learning. Use Canvas as an online tool for professional development and induction.	UBCTS	School Entity	Yes
		Person Responsible Assistant Director		SH 1.0	S 36	EP 25

Knowledge Understand and be able to implement Canvas and integrate cloud-based applications to enhance and enrich student learning.

Supportive Research

Technology Integration

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Professional Learning Communities

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
New Staff

Grade Levels

High (grades 9-12)

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Differentiated Supervision Action Plan Reflection</p>
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LEA Goals Addressed: **Increase educational opportunities for students in our community by continuing to implement and expand innovative programming at UBCTS.** **Strategy #1: Innovation**

Start	End	Title	Description	Provider	Type	App.
7/1/2019	6/30/2022	Implement proactive strategies for building a positive school culture and climate.	Implement proactive strategies for building a positive school culture and climate. Monitor culture and climate through a comprehensive annual culture and climate survey. Respond to survey data to continually improve culture and climate at UBCTS.	UBCTS	School Entity	Yes
	Person Responsible	SH	S	EP		
	CTE supervisor	1.0	6	40		

Knowledge Strategies for fostering a positive school culture and climate

Supportive Research

Culture and Climate

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Live Webinar

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
School counselors
Paraprofessional
New Staff

Grade Levels

High (grades 9-12)

Follow-up Activities

Implementation of strategies

Evaluation Methods

Participant survey

LEA Goals Addressed: **Increase educational opportunities for students in our community by continuing to implement and expand innovative programming at UBCTS.** **Strategy #1: Innovation**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Establish a system within the school that fully ensures the establishment of a student attendance policy.	Establish a system within the school that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, expectations for professional staff members regarding record keeping, monitoring of student attendance and responding with classroom and school-wide interventions when students are chronically absent or disengaged.	Supervisor of Student Services	1.0	6	40	UBCTS	School Entity	Yes

Interventions for students who are chronically absent or late.

Knowledge

Classroom and school-wide practices to reengage students who are not actively participating in the learning process.

Supportive Research

Increasing student engagement and attendance

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Empowers educators to work effectively with parents and community partners.

For school and district

Provides leaders with the ability to access and use appropriate data to inform

administrators, and other educators seeking leadership roles:

decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format
LEA Whole Group Presentation
Series of Workshops

Participant Roles Dir Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
School counselors
Paraprofessional

Grade Levels High (grades 9-12)

Follow-up Activities Development of a repertoire of research-based strategies for intervention.

Evaluation Methods

- attendance data- percent of students with "regular attendance" will increase.

LEA Goals Addressed: Increase educational opportunities for students in our community by continuing to implement and expand innovative programming at UBCTS. **Strategy #1: Innovation**

Start **End** **Title** **Description**

10/1/2018	6/30/2022	<p>Innovation: Professional Development/School Improvement - Continue to implement and expand the implementation of the instructional rounds network to develop a culture and systemic support for continuous improvement.</p>	<p>Continue to implement and expand the implementation of the instructional rounds network to develop a culture and systemic support for continuous improvement.</p>
		<p>Person Responsible SH S EP Provider</p> <p>Assistant Director 7.0 3 10 UBCTS with IU support</p>	<p>Type App.</p> <p>School School Entity Yes</p>

Develop a common vocabulary when discussing what good teaching and learning looks like.

Knowledge

Supportive Research

Harvard Model of Instructional Rounds

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

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.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Professional Learning Communities

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	High (grades 9-12)
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Follow-up Activities	Peer-to-peer lesson discussion Joint planning period activities theories of action	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of written reports summarizing instructional activity Instructional Rounds Network Group Reflection
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LEA Goals Addressed: Increase educational opportunities for students in our community by continuing to implement and expand innovative programming at UBCTS. **Strategy #1: Innovation**

Start	End	Title	Description					
7/1/2019	6/30/2022	Innovation - School/Business Industry: Support innovation through strong partnerships with business and industry.	Support innovation through strong partnerships with business and industry. These include, but are not limited to: strengthening occupational advisory committee participation, supporting teacher visitation of business and industry for flex time, school sponsorship of industry visits and job shadowing, and opportunities for teachers to stay current in their CTE field through cultivating and maintaining business and industry partnerships which include opportunities for site visits, and additional training for teachers to stay current in their field of study.					
		Person Responsible Assistant Director and CTE Supervisor	SH 6.5	S 1	EP 25	Provider UBCTS with business and industry support	Type School Entity	App. Yes

Knowledge

- Understanding of current business and industry trends
- Aligning curriculum and input from business and industry
- Upgrading technical skills to keep up with technological and procedural changes.

Supportive Research

School-Community Relations
Content Knowledge

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles: 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.

Training Format	Series of Workshops		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers adapted curriculum based on new learning		Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed: Increase educational opportunities for students in our community by continuing to implement and expand innovative programming at UBCTS. **Strategy #1: Innovation**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Teaching Diverse Learners in an Inclusive Setting- Professional Development	The Upper Bucks County Technical School will continue the implementation of professional development for all teachers to build capacity for differentiating curriculum and instruction in ways that specifically address the needs of our students	Director, Administrative Team	3.0	3	25	Upper Bucks County Technical School	School Entity	No

Knowledge

Skills/strategies for differentiating for all staff related to differentiating curriculum and instruction in ways that specifically address the needs of our students. Curriculum compacting, tiered assignments, models for independent study, and strategies for adding depth and complexity to the core curriculum.

Supportive Research

Skills and strategies for teachers to recognize the learning differences and cognitive/affective characteristics of our students, including those from diverse cultural and linguistic backgrounds, and identify their related academic and social-emotional needs; design appropriate learning and performance modifications for the learners that enhance creativity, acceleration, depth and complexity in subject matter; and select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of our students.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional New Staff	Grade Levels
			High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles		Evaluation Methods
			Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed: **Increase educational opportunities for students in our community by continuing to implement and expand innovative programming at UBCTS.** **Strategy #1: Innovation**

Start	End	Title				Description		
7/1/2019	6/30/2022	Language and Literacy Acquisition-Professional Development				Reading and Writing standards are shared with staff members and available for inclusion in curriculum, with a focus on academic and technical integration and alignment with NOCTI and keystone assessments.		
		Person Responsible	SH	S	EP	Provider	Type	App.
		Director, Administrative Team	3.0	3	25	Upper Bucks County Technical School	School Entity	No

- Students’ cultural, economic, and linguistic backgrounds can affect how they learn.
 - Best practices to help support academic/technical success for English Learners.
- Knowledge**
- Provide classroom teachers with assessment data to identify the skills that specific ELs are capable of doing at their individual proficiency level.
 - Teachers will be provided with accommodations and information regarding techniques to build language acquisition and support the child in academic/technical areas.

Supportive Research

- Increases the educators’ teaching skills based on research on effective practice, with attention given to

interventions for struggling students.

- Provides the knowledge and skill to think and plan strategically, ensuring that assessments, curriculum, instruction, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s Academic Standards.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Series of Workshops

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Grade Levels	High (grades 9-12)
Follow-up Activities		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

CTC Level Affirmations

We affirm that this CTC Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the CTC offices and on the CTC website until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members to meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by James Hallowell on 11/30/2018

Board President

Affirmed by John Sweda on 11/28/2018

Executive Director