

**Upper Bucks County Technical School**

Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Career and Technical Center		122099007
<b>Address 1</b>		
3115 Ridge Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Perkasie	PA	18944
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr Michael Herrera		mherrera@ubtech.org
<b>Single Point of Contact Name</b>		
Michael J Herrera		
<b>Single Point of Contact Email</b>		
mherrera@ubtech.org		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
215-795-2911		202
<b>Principal Name</b>		
Stacy Pakula		
<b>Principal Email</b>		
spakula@ubtech.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
2157952911		217
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Stacy Pakula		spakula@ubtech.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Chris Spear	Board Member	Quakertown Community SD	spear205@qcsd.org
Danielle Bodnar	Community Member	Upper Bucks Chamber of Commerce	dbodnar@ubcc.org
Alice Colyar	Community Member	Bucks County Workforce & Economic Development	amcolyar@buckscounty.org
Robert Cormack	Community Member	BCEDC & WIB Member	RFC@BCEDC.com
Brian Cummings	Community Member	PA CareerLink Bucks County	bcummings@buckscareerlink.org
Brenda Diehl	Community Member	Bracalente Manufacturing	bdiehl@bracalente.com
James Hallowell	Board Member	Palisades School District	tincow@aol.com
Gregory Krug	Community Member	Lampire Biological Labs	gkrug@lampire.com
Robert K. Linden	Board Member	Pennridge School District	Linden.r@verizon.net
Jessica Peterson	Community Member	PA CareerLink Bucks County/Bucks County Workforce Development	jpeterson@buckscareerlink.org
Tracy Kram	Staff Member	Upper Bucks County Technical School	tkram@ubtech.org
Marianne Deose	Staff Member	Upper Bucks County Technical School	mdeose@ubtech.org
Morgan Welding	Staff Member	Upper Bucks County Technical School	mwelding@ubtech.org
Leigh Young	Community Member	The Thompson Organization	hr2@1800thompson.com
Michael Herrera	Staff Member	Upper Bucks County Technical School	mherrera@ubtech.org
Kimberly Kucas	Staff Member	Upper Bucks County Technical School	kkucas@ubtech.org
Karen Freeh	Staff Member	Upper Bucks County Technical School	kfreeh@ubtech.org
Craig Staats	Community Member	State Representative	cstaats@pahousegop.com
Carla Zapotek	Community Member	Home Builder's Association of Bucks & Montgomery	czapotek@hbahomes.com
Stephen Maund	Community Member	Demko Automation	stephenm@demcoautomation.com
Craig Guest	Staff Member	Upper Bucks County Technical School	cguest@ubtech.org
Stacy Pakula	Parent	Upper Bucks County Technical School	spakula@ubtech.org
Mary Reshetar	Community Member	Bucks County Community College	Mary.Reshetar@bucks.edu
Daniel Cullen	Administrator	Upper Bucks County Technical School	dcullen@ubtech.org
Luke Pakula	Student	Upper Bucks County Technical School	PakulaL0222@ubtech.org
Jenna Yondura	Parent	Upper Bucks County Technical School	jyondura@ubtech.org
Natalia Yondura	Student	Upper Bucks County Technical School	YonduraN2178@ubtech.org
Sharon Baughman	Parent	Upper Bucks County Technical School	hncsmom@gmail.com
Holly Baughman	Student	Upper Bucks County Technical School	BaughmanH1876@ubtech.org
Becky Young	Parent	Upper Bucks County Technical School	beckycraggs@hotmail.com
Ella Young	Student	Upper Bucks County Technical School	YoungE0056@ubtech.org
Dr. Michael Donnelly	Administrator	Palisades School District	mdonnelly@palissd.org
Dr. Kathleen Brewster-	Administrator	Pennridge School District	kbrewster@pennridge.org

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Dr. Lisa Hoffman	Administrator	Quakertown Community School District	lhoffman@qcsd.org

## LEA Profile

The Upper Bucks County Technical school offers exemplary career and technical education in twenty-three program areas. Our students earn industry-recognized certifications and college credits through articulation agreements with area colleges and learn their technical skills using industry-standard equipment. Upper Bucks County Technical School is located in scenic Bedminster Township in Perkasie, PA. UBCTS has proudly served the Penridge, Quakertown, and Palisades communities since 1964. We work closely with our three sending districts to ensure the students receive the academic coursework to prepare them for college or careers. Our graduates have earned advanced degrees, owned successful businesses, and have continued their relationship with our school to ensure we continue to offer quality education.

## Mission and Vision

### **Mission**

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

### **Vision**

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

## Educational Values

### Students

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

### Staff

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

### Administration

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

### Parents

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

### Community

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

**Other (Optional)**



## Future Ready PA Index

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

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

## Review of the School(s) Level Performance

### Strengths

Indicator	Comments/Notable Observations
Students participating in industry-based learning. 100% of seniors graduate with at least one industry-recognized credential.	The percentage of students participating in industry-based learning exceeds both the statewide average and the statewide performance standard.
Students scoring advanced on industry-based competency assessment such as NOCTI or NIMS exceeds the state average.	The percentage of students scoring Advanced on Industry-based Competency Assessments exceeds the statewide average.

### Challenges

Indicator	Comments/Notable Observations
Regular attendance is an issue at UBCTS. With 3 sending schools, there are a number of conflict days due to testing schedules, assemblies, etc. But, there are still students who are school avoidant for one reason or another.	The percentage of students who are not chronically absent is lower than both the statewide average and the statewide performance standard.
UBCTS exceeded the statewide average on the Career Standards Benchmark, but did not reach the statewide performance standard.	While UBCTS exceeded the statewide average in meeting the career standards benchmark, our performance on this indicator did not reach the statewide performance standard.

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

### Strengths

<b>Indicator</b> UBCTS experiences great successes with our non-traditional students. <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> We employ different strategies to promote, encourage and sustain nontraditional enrollment. We highlight nontraditional graduates who are successful in their chosen professions. We recognize our nontraditional students with awards and recognition, and we create events to expose students to a variety of career paths, both traditional and nontraditional. We participate in PDE sponsored courses and workshops on nontraditional enrollment. We also employ nontraditional instructional facilitators to provide real life examples.
<b>Indicator</b> Students earning at least one industry-recognized credential	<b>Comments/Notable Observations</b> 100% of the students in the Class of 2024 earned at least one industry-recognized credential.

<b>ESSA Student Subgroups</b> Economically Disadvantaged, English Learners, Students with Disabilities	
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**Challenges**

<b>Indicator</b> UBCTS is emerging in its supports for EL students enrolled in a CTE program. The Language as an Asset initiative has been effective in celebrating the benefits of fluency in multiple languages. <b>ESSA Student Subgroups</b> English Learners	<b>Comments/Notable Observations</b> UBCTS is leading the way in regards to recognizing "Language as an Asset." We are in the second year of this initiative which identifies student who are fluent in a second language and encourage them to take the AAPPL testing in conjunctions with the Language Testing Institute. We are collaborating with our sending schools as they pursue the Seal of Biliteracy. Our application is free of bias. We employ instructional facilitators to work with our special populations to support progress toward program completion and increase academic proficiency and skill attainment.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

**Summary**

**Strengths**

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

Students participating in industry-based learning. 100% of seniors graduate with at least one industry-recognized credential.
Students scoring advanced on industry-based competency assessment such as NOCTI or NIMS exceeds the state average.
The percentage of students participating in industry-based learning exceeds both the statewide average and the statewide performance standard.

**Challenges**

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

Regular attendance is an issue at UBCTS. With 3 sending schools, there are a number of conflict days due to testing schedules, assemblies, etc. But, there are still students who are school avoidant for one reason or another.
UBCTS is working to improve data identification, collection, and organization.
UBCTS is emerging in its supports for EL students enrolled in a CTE program. The Language as an Asset initiative has been effective in celebrating the benefits of fluency in multiple languages.



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
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### English Language Arts Summary

Strengths

Challenges

### Mathematics

Data	Comments/Notable Observations
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### Mathematics Summary

Strengths

Challenges

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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### Science, Technology, and Engineering Education Summary

Strengths

Challenges

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
90.2% of our students met the Career Standards Benchmark	This statistic exceeds the statewide average of 89.6% but falls short of the statewide performance standard of 98.0%
During the 22-23 school year, 86 students (46%) relied on Pathway 3 - the CTE pathway to satisfy the Act 158 requirement for graduation. During the 23-24 school year, 143 students (66%) relied on Pathway 3.	100% of our seniors are graduating with at least one industry-recognized credential.

### Career and Technical Education (CTE) Programs

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

Data	Comments/Notable Observations
Agricultural Technology: NOCTI scores increased from 0%/20%/80% (A/C/B) to 0%/86%/14% (A/C/B); 6 out of 7 23-24 graduates were completers	Improvement noted, but need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Auto Collision: NOCTI scores increased from 34%/33%/33% (A/C/B) to 67%/33%/0% (A/C/B);	Improvement noted, but need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Auto Tech: NOCTI scores increased from 71%/29%/0% (A/C/B) to 40%/60%/0% (A/C/B)	Improvement noted, but need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Baking: NOCTI scores decreased from 100%/0%/0% (A/C/B) to 83%/17%/0% (A/C/B); 6 out of 6 23-24 graduates were completers.	Need to determine why scores dropped; need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Carpentry: NOCTI scores decreased from 70%/20%/10% (A/C/B) to 60%/10%/30% (A/C/B); 2 out of 10 23-24 graduates were completers	Need to determine why scores dropped; need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Construction: NOCTI scores increased from 100%/0%/0% (A/C/B) to 82%/18%/0% (A/C/B); 11 out of 11 23-24 graduates were completers	Need to determine why scores dropped; need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Cosmetology: NOCTI scores increased from 29%/24%/47% (A/C/B) to 54%/32%/14% (A/C/B); 13 out of 23 23-24 graduates were completers	Improvement noted, but need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Culinary Arts: NOCTI scores decreased from 100%/0%/0% (A/C/B) to 67%/11%/22% (A/C/B); 6 out of 9 23-24 graduates were completers	Need to determine why scores dropped; need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Dental Careers: NOCTI scores decreased from 89%/0%/11%	Need to determine why scores dropped; need to continue improvement through curriculum

(A/C/B) to 27%/18%/55% (A/C/B); 7 out of 11 23-24 graduates were completers	alignment, instructional strategies and data analysis.
Diesel: NOCTI scores decreased from 43%/57%/0% (A/C/B) to 40%/40%/20% (A/C/B); 5 out of 7 23-24 graduates were completers	Need to determine why scores dropped; need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Electrical: NOCTI scores consistently perfect 100%/0%/0% (A/C/B); 1 out of 12 23-24 graduates were completers	Need to analyze effective strategies and techniques and share with others
ExScience: First set of NOCTI data (100%/0%/0%);	Need to analyze effective strategies and techniques and share with others
Graphics: NOCTI scores increased from 88%/12%/0% (A/C/B) to 100%/0%/0% (A/C/B); 3 out of 4 23-24 graduates were completers	Need to analyze effective strategies and techniques and share with others
HCC: NOCTI scores distribution changed from 0%/100%/0% (A/C/B) to 33%/34%/33% (A/C/B); 11 out of 13 23-24 graduates were completers	Need to determine why scores dropped; need to continue improvement through curriculum alignment, instructional strategies and data analysis.
HVAC: NOCTI scores decreased from 71%/29%/0% (A/C/B) to 47%/40%/13% (A/C/B); 15 out of 16 23-24 graduates were completers	Shift in test from PLB to HVAC; need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Law Enforcement: NOCTI scores decreased from 100%/0%/0% (A/C/B) to 83%/0%/17% (A/C/B); 12 out of 12 23-24 graduates were completers	Need to determine why scores dropped; need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Mechatronics: NOCTI scores increased from 0%/60%/40% (A/C/B) to 71%/29%/0% (A/C/B)	Improvement noted, but need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Small Engine: NOCTI scores increased from 75%/0%/25% (A/C/B) to 100%/0%/0% (A/C/B)	Need to analyze effective strategies and techniques and share with others; Improvement noted, but need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Vet Assisting: NOCTI scores increased from 9%/36%/55% (A/C/B) to 67%/11%/22% (A/C/B); 2 out of 9 23-24 graduates were completers	Need to analyze effective strategies and techniques and share with others; Improvement noted, but need to continue improvement through curriculum alignment, instructional strategies and data analysis.
Welding: NOCTI scores shifted from 90%/10%/0% (A/C/B) to 84%/16%/0% (A/C/B); 3 out of 13 23-24 graduates were completers	need to continue improvement through curriculum alignment, instructional strategies and data analysis.

## Arts and Humanities

True Arts and Humanities Omit

## Environment and Ecology

True Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

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

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

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

## Articulation Agreements

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

## Summary

### Strengths

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

All articulation agreements have been submitted and approved through the CATS system.
All students have the opportunity to earn at least one industry-recognized credential.
According to the Future Ready PA index, 66.5% of students scored competent or advanced on NOCTI/NIMS during school year 2022-2023. During the 2023-2024 school year, 82.3% of students scored competent or advanced on NOCTI/NIMS.
100% of seniors who graduated in 2024 earned an industry recognized credential.

### Challenges

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

Approximately 35% of our students are identified with an IEP, which presents unique challenges in a CTE and regular education setting with special education supports.
We need to improve the process for task tracking to increase frequency to boost students becoming program completers, as well as objectivity through the use of a variety of assessments.
UBCTS students are not meeting the attendance benchmark.
UBCTS needs to increase the percentages of student achieving advanced or competent on the NOCTI exam.





## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
We have a small, but growing number of students identified as English Learners.	We need to analyze multiple data point to identify if there are areas where our EL students are performing disproportionately lower than non-EL peers. We then need to identify professional development to support our teachers in adopting strategies and best practices.

### Students with Disabilities

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

Data	Comments/Notable Observations
We need to further disaggregate our data on this group.	We need to examine additional data points to determine if there are areas where our identified students are performing disproportionately lower than their non-identified peers. We can then use this data to develop a plan for professional development for teachers and/or push in services with small groups by our special education specialists and/or facilitators.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
We need to further disaggregate our data on this group.	We need to examine additional data points to determine if there are areas where our economically disadvantaged students are performing disproportionately lower than their peers without this designation. We do, however, have a student needy fund which covers the cost of uniforms, footwear, and/or tools required for the program, so that this does not become a barrier for the student.


### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Asian	UBCTS needs to examine performance data, discipline rates and attendance rates to see if race/ethnicity has an impact any any of these areas.
Black	UBCTS needs to examine performance data, discipline rates and attendance rates to see if race/ethnicity has an impact any any of these areas.
Hispanic	UBCTS needs to examine performance data, discipline rates and attendance rates to see if race/ethnicity has an impact any any of these areas.
2 or More Races	UBCTS needs to examine performance data, discipline rates and attendance rates to see if race/ethnicity has an impact any any of these areas.

### Summary

#### Strengths

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

UBCTS supports students with essential needs to remove barriers to full participation in his/her chosen program.
UBCTS has multiple data sets to use for evaluation which address both written and performance components.
100% of graduates last year earned at least one industry-recognized credential, satisfying Pathway 3 under Act 158.

#### Challenges

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

UBCTS needs to further disaggregate our data and look at any possible confluence when students are in multiple subgroups to see the combined effects on performance.
UBCTS needs to identify and implement instructional strategies and services for our growing EL population.


## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	Reviewed, completed and approved during the 23-24 school year.
Technology Plan	
English Language Development Programs	
New Teacher Induction Plan	Plan was revised this summer and is in the implementation stage. Data will be collected throughout the year and an end-of-year survey of mentors and mentees will be administered to solicit feedback and recommendations.

### Strengths

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

New Teacher Induction Plan developed by the Leadership Team has been implemented this year.
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### Challenges

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

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

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

### Empower Leadership

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

### Provide Student-Centered Support Systems

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

### Foster Quality Professional Learning

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

## Summary

### Strengths

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

UBCTS' partnerships with local businesses, community organizations, and other agencies to meet the needs of the school is exemplary. We have strong community and industry partners.

UBCTS promotes and sustains a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. Our students report feeling safe, connected and supported here.

### Challenges

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

UBCTS is emerging in its' use of a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices due to a significant number of newer teachers.

UBCTS needs to implement an evidence-based system of schoolwide positive behavior interventions and supports.

UBCTS should investigate and implement evidence-based strategies to engage families to support learning

UBCTS will monitor and evaluate the impact of professional learning on staff practices and student learning \*

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

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

Strength	Check for Consideration in Plan
Students participating in industry-based learning. 100% of seniors graduate with at least one industry-recognized credential.	False
Students scoring advanced on industry-based competency assessment such as NOCTI or NIMS exceeds the state average.	False
The percentage of students participating in industry-based learning exceeds both the statewide average and the statewide performance standard.	True
All articulation agreements have been submitted and approved through the CATS system.	False
All students have the opportunity to earn at least one industry-recognized credential.	False
According to the Future Ready PA index, 66.5% of students scored competent or advanced on NOCTI/NIMS during school year 2022-2023. During the 2023-2024 school year, 82.3% of students scored competent or advanced on NOCTI/NIMS.	False
100% of seniors who graduated in 2024 earned an industry recognized credential.	False
UBCTS supports students with essential needs to remove barriers to full participation in his/her chosen program.	False
UBCTS has multiple data sets to use for evaluation which address both written and performance components.	False
100% of graduates last year earned at least one industry-recognized credential, satisfying Pathway 3 under Act 158.	True
New Teacher Induction Plan developed by the Leadership Team has been implemented this year.	False
UBCTS' partnerships with local businesses, community organizations, and other agencies to meet the needs of the school is exemplary. We have strong community and industry partners.	True
UBCTS promotes and sustains a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. Our students report feeling safe, connected and supported here.	True

### Challenges

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

Strength	Check for Consideration in Plan
Regular attendance is an issue at UBCTS. With 3 sending schools, there are a number of conflict days due to testing schedules, assemblies, etc. But, there are still students who are school avoidant for one reason or another.	False
UBCTS is working to improve data identification, collection, and organization.	False
UBCTS is emerging in its supports for EL students enrolled in a CTE program. The Language as an Asset initiative has been effective in celebrating the benefits of fluency in multiple languages.	False

Approximately 35% of our students are identified with an IEP, which presents unique challenges in a CTE and regular education setting with special education supports.	True
We need to improve the process for task tracking to increase frequency to boost students becoming program completers, as well as objectivity through the use of a variety of assessments.	True
UBCTS students are not meeting the attendance benchmark.	True
UBCTS needs to increase the percentages of student achieving advanced or competent on the NOCTI exam.	True
UBCTS is emerging in its' use of a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices due to a significant number of newer teachers.	True
UBCTS needs to implement an evidence-based system of schoolwide positive behavior interventions and supports.	True
UBCTS will monitor and evaluate the impact of professional learning on staff practices and student learning *	False
UBCTS needs to further disaggregate our data and look at any possible confluence when students are in multiple subgroups to see the combined effects on performance.	False
UBCTS needs to identify and implement instructional strategies and services for our growing EL population.	False
UBCTS should investigate and implement evidence-based strategies to engage families to support learning	False

### Most Notable Observations/Patterns

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

It became apparent working through the process as a team that none of the identified goals will impact only one outcome. There is an interplay that became apparent, as in the completion of goal 1 will also impact goal 3; the completion of goal 2 will also impact goal 3.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Approximately 35% of our students are identified with an IEP, which presents unique challenges in a CTE and regular education setting with special education supports.	Addressing this population of students required tailored educational approaches, a multitude of resources, and support systems to ensure an equitable, inclusive, and effective learning environment for all students.	False
We need to improve the process for task tracking to increase frequency to boost students becoming program completers, as well as objectivity through the use of a variety of assessments.	Inadequate task tracking processes hinder the frequency of student progression towards program completion and compromise assessment objectivity.	True
UBCTS students are not meeting the attendance benchmark.	Several factors can contribute to poor attendance at a half-time career and technical center (CTC) in high school including Transportation Challenges; Scheduling Conflicts; Perception of Difficulty; Lack of Support or Guidance; Social Pressures; Communication Issues, among others. Addressing these causes requires a comprehensive approach that involves improving program relevance, enhancing transportation options, resolving scheduling conflicts, providing adequate support and guidance, implementing MTSS, addressing social pressures, and improving communication strategies.	False
UBCTS needs to increase the percentages of student achieving advanced or competent on the NOCTI exam.	Students may underperform on the NOCTI exam due to several reasons, including Lack of Preparation; Poor Study Habits; Curriculum Misalignment; Test Anxiety; Limited Familiarity with Testing Format; Language or Literacy Challenges; Teacher Preparation and Support; External Factors, among others. Addressing these issues requires a multifaceted approach, including targeted test preparation, effective teaching strategies aligned with exam content, addressing test anxiety through supportive environments, providing adequate resources and support for students with language or literacy challenges, and promoting a positive school culture that values and supports academic achievement.	True
UBCTS is emerging in its' use of a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices due to a significant number of newer teachers.		False
UBCTS needs to implement an evidence-based system of schoolwide positive behavior interventions and supports.	Implementing an evidence-based system of Schoolwide Positive Behavior Interventions and Supports (SW-PBIS) in high schools offers several benefits including Improved School Climate; Reduced Behavioral Issues; Enhanced Academic	True

	Performance; Consistent Expectations; Targeted Support for Students; Strengthened Relationships Between Students & Adults; Family and Community Engagement; Data-Driven Decision Making; Promotion of Equity and Inclusion; Preparation for Life Skills, and more. Overall, SW-PBIS not only addresses behavioral challenges effectively but also contributes to a positive school culture that supports the well-being and success of all students.	
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**Analyzing Strengths**

Analyzing Strengths	Discussion Points
The percentage of students participating in industry-based learning exceeds both the statewide average and the statewide performance standard.	
100% of graduates last year earned at least one industry-recognized credential, satisfying Pathway 3 under Act 158.	100% of the Class of 2025 have also earned at least one industry -recognized credential, satisfying Pathway 3.
UBCTS' partnerships with local businesses, community organizations, and other agencies to meet the needs of the school is exemplary. We have strong community and industry partners.	
UBCTS promotes and sustains a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. Our students report feeling safe, connected and supported here.	

**Priority Challenges**

Analyzing Priority Challenges	Priority Statements
	Monitor and evaluate the impact of professional learning on student outcomes with relationship to proper placement using interest surveys and other objective data, as well as student retention, which will positively impact student concentrator/completion rates.
	Improve the process for task tracking to increase frequency to boost student completion attainment as well as developing objective and aligned assessments to support task tracking and NOCTI improvement.
	To develop and implement a comprehensive Multi-Tiered System of Support (MTSS) process adapted to the Upper Bucks County Technical School (UBCTS) Career and Technical Education (CTE) setting that clearly defines and operationalizes a continuum of supports across Tiers 1, 2, and 3, which should result in improved attendance rates, reduced disciplinary rates, and increased supports for struggling students.



## Goal Setting

Priority: Monitor and evaluate the impact of professional learning on student outcomes with relationship to proper placement using interest surveys and other objective data, as well as student retention, which will positively impact student concentrator/completion rates.

<b>Outcome Category</b>		
Professional learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of three years, we will establish and implement a systematic approach to monitoring and evaluating the impact of professional learning on student outcomes. This will be measured by improvements in student retention and increased student concentrator/completion rates. By year three, we will have fully implemented an ongoing evaluation system that informs continuous improvement in professional learning and student outcomes, with a measurable increase of at least 5% in student retention and concentrator/completion rates compared to the baseline.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Professional learning impact on student outcomes		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Establish baseline data on student retention, placement accuracy, and concentrator/completion rates. Develop and implement an initial monitoring framework using surveys and objective data. Provide targeted professional learning sessions. Develop and pilot a data collection system to track the impact of professional learning on student placement accuracy, retention, and completion rates. Establish baseline data using surveys and objective measures.	Analyze the collected data to identify trends and areas for improvement. Provide targeted professional development based on findings to enhance student placement and retention strategies. Implement additional support measures to improve retention.	By the end of three years, we will establish and implement a systematic approach to monitoring and evaluating the impact of professional learning on student outcomes. This will be measured by improvements in student retention and increased student concentrator/completion rates. By year three, we will have fully implemented an ongoing evaluation system that informs continuous improvement in professional learning and student outcomes, with a measurable increase of at least 5% in student retention and concentrator/completion rates compared to the baseline.

Priority: Improve the process for task tracking to increase frequency to boost student completion attainment as well as developing objective and aligned assessments to support task tracking and NOCTI improvement.

<b>Outcome Category</b>
Essential Practices 1: Focus on Continuous Improvement of Instruction
<b>Measurable Goal Statement (Smart Goal)</b>
Improve the task tracking process to increase frequency and accuracy, boosting student completion rates. Develop and implement objective, standards-aligned assessments to support task tracking and enhance NOCTI performance. Success will be measured by the increased frequency of task tracking, improved student completion rates, and higher NOCTI scores. Data will be collected through task tracking logs, assessment performance, and student completion reports. By leveraging technology, professional development, and structured assessment design, the goal will be achieved through a phased approach that ensures sustainable implementation and continuous improvement. Enhancing task tracking and assessment alignment directly supports student success by ensuring skill mastery, increasing completion rates, and preparing students for NOCTI certification.

<b>Measurable Goal Nickname (35 Character Max)</b>		
Increase student completion rates and NOCTI achievement		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Assess current task tracking processes and identify gaps. Increase tracking frequency and consistency. Develop initial aligned assessments and pilot them in selected programs. Begin analyzing student performance data.	Fully implement refined task tracking procedures across all CTE programs. Expand the use of objective assessments to align with NOCTI standards. Provide professional development to instructors on effective tracking and assessment strategies.	Improve the task tracking process to increase frequency and accuracy, boosting student completion rates. Develop and implement objective, standards-aligned assessments to support task tracking and enhance NOCTI performance. Success will be measured by the increased frequency of task tracking, improved student completion rates, and higher NOCTI scores. Data will be collected through task tracking logs, assessment performance, and student completion reports. By leveraging technology, professional development, and structured assessment design, the goal will be achieved through a phased approach that ensures sustainable implementation and continuous improvement. Enhancing task tracking and assessment alignment directly supports student success by ensuring skill mastery, increasing completion rates, and preparing students for NOCTI certification.

Priority: To develop and implement a comprehensive Multi-Tiered System of Support (MTSS) process adapted to the Upper Bucks County Technical School (UBCTS) Career and Technical Education (CTE) setting that clearly defines and operationalizes a continuum of supports across Tiers 1, 2, and 3, which should result in improved attendance rates, reduced disciplinary rates, and increased supports for struggling students.

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
Develop and implement a comprehensive Multi-Tiered System of Support (MTSS) adapted to the UBCTS Career and Technical Education (CTE) setting, clearly defining and operationalizing a continuum of support across Tiers 1, 2, and 3. The system will be designed to improve student attendance, reduce disciplinary incidents, and increase supports for struggling students. Success will be measured by tracking improvements in attendance rates, reductions in disciplinary referrals, and the number of students receiving targeted interventions at each tier. By leveraging existing resources, staff training, and data-driven decision-making, the goal can be met through phased implementation, collaboration, and continuous refinement of the MTSS framework. Implementing MTSS aligns with UBCTS's mission to support student success in the CTE environment by addressing academic, behavioral, and social-emotional needs.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
MTSS development and implementation		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Establish an MTSS leadership team and conduct a needs assessment to identify gaps in current	Expand Tier 2 and Tier 3 interventions based on year-one data. Provide	Develop and implement a comprehensive Multi-Tiered System of Support (MTSS) adapted to the UBCTS Career and

<p>support systems. Develop clear definitions and intervention strategies for Tiers 1, 2, and 3. Implement initial Tier 1 supports school-wide and begin data collection on attendance, discipline, and student support needs.</p>	<p>professional development for staff on MTSS strategies. Monitor and refine intervention effectiveness through data analysis, making necessary adjustments.</p>	<p>Technical Education (CTE) setting, clearly defining and operationalizing a continuum of support across Tiers 1, 2, and 3. The system will be designed to improve student attendance, reduce disciplinary incidents, and increase supports for struggling students. Success will be measured by tracking improvements in attendance rates, reductions in disciplinary referrals, and the number of students receiving targeted interventions at each tier. By leveraging existing resources, staff training, and data-driven decision-making, the goal can be met through phased implementation, collaboration, and continuous refinement of the MTSS framework. Implementing MTSS aligns with UBCTS's mission to support student success in the CTE environment by addressing academic, behavioral, and social-emotional needs.</p>
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## Action Plan

### Measurable Goals

Professional learning impact on student outcomes	Increase student completion rates and NOCTI achievement
MTSS development and implementation	

### Action Plan For: Impact of Professional Learning on Student Outcomes

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of three years, we will establish and implement a systematic approach to monitoring and evaluating the impact of professional learning on student outcomes. This will be measured by improvements in student retention and increased student concentrator/completion rates. By year three, we will have fully implemented an ongoing evaluation system that informs continuous improvement in professional learning and student outcomes, with a measurable increase of at least 5% in student retention and concentrator/completion rates compared to the baseline.</li> <li>Improve the task tracking process to increase frequency and accuracy, boosting student completion rates. Develop and implement objective, standards-aligned assessments to support task tracking and enhance NOCTI performance. Success will be measured by the increased frequency of task tracking, improved student completion rates, and higher NOCTI scores. Data will be collected through task tracking logs, assessment performance, and student completion reports. By leveraging technology, professional development, and structured assessment design, the goal will be achieved through a phased approach that ensures sustainable implementation and continuous improvement. Enhancing task tracking and assessment alignment directly supports student success by ensuring skill mastery, increasing completion rates, and preparing students for NOCTI certification.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Foster a culture of continuous learning and development among CTE educators ensuring relevant, individualized professional development through the revision of the Professional Development Plan.		2025-08-19	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Executive Director/Assistant Director/Assistant Director of Student Services	Access to conferences, workshops, and professional development opportunities and opportunities for collaboration among peers.	Yes	No
Action Step		Anticipated Start/Completion Date	
Continually review and revise the New Teacher Induction Plan to provide ongoing support and professional development to new teachers in an effort to increase instructional effectiveness.		2025-08-19	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Executive Director/Assistant Director/Assistant Director of Student Services	Gather teacher feedback to determine the effectiveness of the plan in supporting new educators	Yes	No
Action Step		Anticipated Start/Completion Date	
Empower educators with the knowledge and skills necessary to integrate technology into their instruction.		2025-08-19	2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Executive Director/Assistant Director/Assistant Director of Student Services	Professional development workshops and trainings, collaborative platforms, technology specialists, and adequate infrastructure.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
IF UBCTS identifies and provides quality professional learning opportunities for educators, this would contribute to enhanced standards of instruction. This, in turn, would improve student outcomes, specifically completion rates and NOCTI achievement	The Leadership Team will gather feedback annually from staff through annual surveys focused the effectiveness of professional development initiatives. UBCTS will also track retention rates, professional development participation, and student achievement through the attainment of industry credentials, concentrator and completer rates, and NOCTI scores. Administrators will conduct formal observations and informal walk-throughs focusing on instructional strategies and curriculum.

### Action Plan For: Multi-Tiered Systems of Support (MTSS) development and implementation

Measurable Goals:
<ul style="list-style-type: none"> <li>Develop and implement a comprehensive Multi-Tiered System of Support (MTSS) adapted to the UBCTS Career and Technical Education (CTE) setting, clearly defining and operationalizing a continuum of support across Tiers 1, 2, and 3. The system will be designed to improve student attendance, reduce disciplinary incidents, and increase supports for struggling students. Success will be measured by tracking improvements in attendance rates, reductions in disciplinary referrals, and the number of students receiving targeted interventions at each tier. By leveraging existing resources, staff training, and data-driven decision-making, the goal can be met through phased implementation, collaboration, and continuous refinement of the MTSS framework. Implementing MTSS aligns with UBCTS’s mission to support student success in the CTE environment by addressing academic, behavioral, and social-emotional needs.</li> <li>Improve the task tracking process to increase frequency and accuracy, boosting student completion rates. Develop and implement objective, standards-aligned assessments to support task tracking and enhance NOCTI performance. Success will be measured by the increased frequency of task tracking, improved student completion rates, and higher NOCTI scores. Data will be collected through task tracking logs, assessment performance, and student completion reports. By leveraging technology, professional development, and structured assessment design, the goal will be achieved through a phased approach that ensures sustainable implementation and continuous improvement. Enhancing task tracking and assessment alignment directly supports student success by ensuring skill mastery, increasing completion rates, and preparing students for NOCTI certification.</li> </ul>

Action Step	Anticipated Start/Completion Date		
Form a dedicated MTSS leadership team to guide the development and implementation of a Multi-Tiered System of Support (MTSS) tailored to the Career and Technical Education (CTE) setting at UBCTS. Conduct a comprehensive needs assessment to identify gaps, resources, and priorities.	2025-07-01 2025-06-30		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com



			<b>Step?</b>
Executive Director/Assistant Director/Assistant Director of Student Services	Data reports, professional development materials, collaboration time, research on CTE-specific MTSS models. Identified staff are already in the process of being trained in MTSS.	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
<p>By the end of the first year, UBCTS will have an established MTSS Leadership Team with clearly defined roles and responsibilities. A comprehensive needs assessment will be completed, identifying strengths, gaps, and priorities in student support. Based on the assessment findings, an initial MTSS framework will be developed, outlining Tier 1, Tier 2, and Tier 3 interventions tailored to the CTE setting. Benchmark goals for attendance, disciplinary reduction, and student support improvements will be set. Additionally, staff and stakeholders will have a clear understanding of the MTSS plan, fostering buy-in and readiness for implementation.</p>	<p>The implementation of the MTSS Leadership Team and the development of the initial MTSS framework will be monitored through ongoing data collection and stakeholder feedback. Evaluation will focus on assessing progress toward the established benchmarks and identifying areas for improvement. Other steps to be completed &amp;/or records to be maintained include meeting documentation (MTSS Leadership Team meetings, including attendance, agenda items, and action steps taken), complete a Needs Assessment (data compiled and analyzed to guide framework development), Stakeholder Engagement (conduct staff and stakeholder surveys or focus groups to assess understanding and buy-in of the MTSS framework), and Benchmark Data Tracking (regularly review attendance rates, disciplinary data, and student support intervention records to monitor early impact). The MTSS Leadership Team will conduct quarterly reviews of data and stakeholder feedback to make necessary adjustments to the framework before full implementation in Year 2. Findings will be shared with staff to ensure transparency and ongoing collaboration.</p>

Expenditure Tables

School Improvement Set Aside Grant

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

Schoolwide Title 1 Funding Allocation

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

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Impact of Professional Learning on Student Outcomes	Foster a culture of continuous learning and development among CTE educators ensuring relevant, individualized professional development through the revision of the Professional Development Plan.
Impact of Professional Learning on Student Outcomes	Continually review and revise the New Teacher Induction Plan to provide ongoing support and professional development to new teachers in an effort to increase instructional effectiveness.
Impact of Professional Learning on Student Outcomes	Empower educators with the knowledge and skills necessary to integrate technology into their instruction.
Multi-Tiered Systems of Support (MTSS) development and implementation	Form a dedicated MTSS leadership team to guide the development and implementation of a Multi-Tiered System of Support (MTSS) tailored to the Career and Technical Education (CTE) setting at UBCTS. Conduct a comprehensive needs assessment to identify gaps, resources, and priorities.

### Instructional Technology

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Empower educators with the knowledge and skills necessary to integrate technology into their instruction.</li> </ul>		
<b>Audience</b>		
Teachers, student services, instructional facilitators		
<b>Topics to be Included</b>		
Emerging educational technology tools, how to appropriately incorporate Artificial Intelligence as tool		
<b>Evidence of Learning</b>		
Observed integration of new technology in classroom instruction and/or the teacher's learning management system.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant Executive Director, Assistant Director of Student Services	2025-08-19	2028-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>4e: Growing and Developing Professionally</li> <li>3c: Engaging Students in Learning</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Common Ground: Culturally Relevant Sustaining Education	

## MTSS Development and Implementation

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Form a dedicated MTSS leadership team to guide the development and implementation of a Multi-Tiered System of Support (MTSS) tailored to the Career and Technical Education (CTE) setting at UBCTS. Conduct a comprehensive needs assessment to identify gaps, resources, and priorities.</li> </ul>		
<b>Audience</b>		
Teachers, student services, instructional facilitators		
<b>Topics to be Included</b>		
Professional development focused on understanding, implementing, and sustaining a tiered support system that addresses academic, behavioral, and social-emotional needs. Training to include foundational knowledge, data-driven decision-making, academic interventions, behavioral & social-emotional supports; collaboration & team-based problem solving, and implementation & sustainability. Will also include one hour of trauma informed training integrated with the MTSS training to illustrate MTSS as an endorsed response to students experiencing or who have experienced trauma.		
<b>Evidence of Learning</b>		
Direct Assessments during training (pre & post assessments, case studies); Application in the classrooms & student services (evidenced by documentation in the logs or teacher lesson plans), increase in cross-disciplinary collaboration to implement strategies.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant Director of Student Services, Assistant Executive Director	2025-07-01	2028-06-30

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2d: Managing Student Behavior</li> <li>4e: Growing and Developing Professionally</li> <li>4d: Participating in a Professional Community</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1b: Demonstrating Knowledge of Students</li> <li>2a: Creating an Environment of Respect and Rapport</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
At Least 1-hour of Trauma-informed Care Training for All Staff	

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4d: Participating in a Professional Community</li> <li>4e: Growing and Developing Professionally</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

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### Learning Format

Type of Activities	Frequency
Learning walk	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4a: Reflecting on Teaching</li> <li>4d: Participating in a Professional Community</li> <li>4e: Growing and Developing Professionally</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Continuous Learning and Individualized Professional Development

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Foster a culture of continuous learning and development among CTE educators ensuring relevant, individualized professional development through the revision of the Professional Development Plan.</li> <li>Continually review and revise the New Teacher Induction Plan to provide ongoing support and professional development to new teachers in an effort to increase instructional effectiveness.</li> </ul>		
<b>Audience</b>		
Teachers, student services, instructional facilitators		
<b>Topics to be Included</b>		
In addition to required PDE trainings and locally determined needs, UBCTS will provide access to conferences, workshops, and professional development opportunities that support the educator's individual growth. UBCTS will also provide opportunities for collaboration among peers.		
<b>Evidence of Learning</b>		
Reflection and reporting of the training in the individual educator's differentiated supervision plan; peer mentoring; evidenced in lesson plans or classroom instruction		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Executive Director, Assistant Executive Director, Assistant Director of Student Services, and key members of the Leadership Team	2025-07-01	2028-06-30

### Learning Format

Type of Activities	Frequency
Inservice day	Annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	

- 3c: Engaging Students in Learning
- 4d: Participating in a Professional Community

**This Step Meets the Requirements of State Required Trainings**

### Learning Format

Type of Activities	Frequency
Independent study	Annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 4d: Participating in a Professional Community</li> <li>• 3c: Engaging Students in Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Learning Format

Type of Activities	Frequency
Classroom/school visitation	As needed/requested
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4e: Growing and Developing Professionally</li> <li>• 4d: Participating in a Professional Community</li> <li>• 3c: Engaging Students in Learning</li> <li>• 1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4e: Growing and Developing Professionally</li> <li>• 4d: Participating in a Professional Community</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 3c: Engaging Students in Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

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### Learning Format

Type of Activities	Frequency
Course(s)	One per semester
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"><li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li><li>• 3d: Using Assessment in Instruction</li><li>• 1c: Setting Instructional Outcomes</li><li>• 4d: Participating in a Professional Community</li><li>• 3b: Using Questioning and Discussion Techniques</li><li>• 3c: Engaging Students in Learning</li><li>• 1f: Designing Student Assessments</li><li>• 4e: Growing and Developing Professionally</li><li>• 2b: Establishing a Culture for Learning</li></ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Communications Activities

MTSS Implementation Announcement					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Form a dedicated MTSS leadership team to guide the development and implementation of a Multi-Tiered System of Support (MTSS) tailored to the Career and Technical Education (CTE) setting at UBCTS. Conduct a comprehensive needs assessment to identify gaps, resources, and priorities.</li> </ul>	Sending School Administration, Joint Operating Committee, Students, Teachers & Staff, Parents/Guardians & Families, General Advisory and Occupational Advisory Committees, Business and Industry Partners	Announcement of the MTSS Leadership Team, communicate the results of the needs assessment, priorities, services available to students; Later communications should include outcomes such as improved attendance, reduced disciplinary infractions, etc.	Assistant Director of Student Services, Assistant Executive Director	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Email			Monthly		
Newsletter			Monthly		
Posting on district website			Monthly		
Presentation			Quarterly		



## Approvals & Signatures

<b>Uploaded Files</b>

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