Bedford County Technical Center

CTC Plan

07/01/2018 - 06/30/2021

CTC Profile

Demographics

195 Pennknoll Road
Everett, PA 15537-6946
814-623-2760

AYP Status: Not Provided
Administrative Director: Mark Bollman

Planning Process

The comprehensive planning committee was selected and approved by the Joint Operating Committee. The committee consists of thirty two members of various backgrounds. From this committee four subcommittees were formed. The subcommittees were: Academic and Technical Skill Achievement Comittee, Safe and Supportive Schools Comittee, Human Fiscal Resources Committee, and Professional Development Committee. Working meetings were held at the Technical Center with a focus on the individual components of the comprehensive plan.

During the first working meeting the comprehensive planning committee reviewed the core foundations of the school and analyzed school data. The following data was used:

1. PSSA reading and writing

2. PSSA math

3. Technical skill attainment

4. Local technical skill assessments

5. Placement data

6. Graduation data

7. Nontraditional student data

8. Attendance data

9. Technology equipment and usage

10. Curriculum information

11. Instruction

12. School safety

13. Guidance program

14. Professional education program

15. Continuing education information

A consultant was used to facilitate discussion concerning each topic and comments were recorded. After the initial meeting, an executive summary of the core foundation review was developed. Feed back from the initial meeting was reviewed by the committee. The same executive summary was presented to the Joint Operating Committee and the Superintendents at the February, 2017 JOC meeting.

A second work session was held on March 15, 2017 with the purpose of analyzing the school systems using the fourteen systems outlined in the CTC Offline Planning Tool and CTC guiding questions. To do this we used subcommittees that were formed in a prior session. The subcommittees utilized a tool developed at BCTC with the fourteen systems as a foundation. Committee chairs were appointed to facilitate the systems data analysis using the tool. Each committee completed the work of analyzing the school systems. Systemic changes that were deemed appropriate by each subcommittee were analyzed and priorities were set by the comprehensive planning committee.

The subcommittees used the data from the two prior work sessions to develop action plans in accordance with priorities set by the comprehensive planning committee. At the May 8, 2017, work session, the comprehensive planning committee reviewed and reworked the action plans developed. The committee approved the action plans as revised. An executive summary of the drafted action plans were presented to the superintendent of record and the Joint Operating Committee at the June 2017 meeting.

The comprehensive plan will go on public display in the September to October, 2017 time frame. We will present the plan to the Joint Operating Committee at the November 14, 2017 meeting and ask for approval of the comprehensive plan. The plan will be submitted by the November 30, 2017 deadline.

Mission Statement

Enriching the quality of life in our community through specialized learning opportunites.

Vision Statement

To be the premier provider of specialized learning opportunites in South Central Pennsylvania allowing for the success of all our stakeholders.

Shared Values

1. Teachers will teach every student every day. 2. It is essential to have a positive, nurturing, caring and safe learning environment for staff and students. 3. Students, parents, businesses and the community represent partnerships that create positive supportive relationships that are essential to our success. 4.Using current technology is integral to our students' success. 5.Career and Technical Education (CTE) is added value in a student's educational experience and offers the student opportunities for success. 6.Individual success is maximized through relevant and challenging learning opportunities. 7. The staff will maintain a high level of technical competence and effective teaching methodology.

Educational Community

The Bedford County Technical Center is a shared time career and technical school that is operated by the Bedford and Everett School Districts with a fiscal operating budget of $2.6 million. Three other districts and a charter school send students on a paid tuition basis. These schools include: Chestnut Ridge, Hope for Hyndman Charter School, Northern Bedford County and Tussey Mountain.

The governing body of the school is a Joint Operating Committee (JOC), consisting of nine representatives; five from Bedford and four from Everett. In addition to the JOC, a Local Advisory Council composed of representatives from education, industry, business, parents and students advise the administration and JOC on philosophy, objectives, and program needs. Also, each program area has an Occupational Advisory Committee that provides current information and support as it relates to the individual training areas.

Bedford County Technical Center delivers educational services to students in grades 10, 11, and 12 during three sessions. The eight occupational areas and the capstone cooperative education program comply with Chapter 4 and Chapter 339 of the Pennsylvania School Code. Student outcomes are measured through competencies found in Chapter 4, therefore, programs of study and Tech Prep programs offered at BCTC reflect the state mandates for vocational education. The programs include: Agricultural Science, Auto Technology, Building Construction, Biotechnology, Cosmetology, Culinary Arts, Health Assisting, and Welding. Typically over three hundred students attend BCTC each year.

The participating districts have also entered into an agreement with Allegany College of Maryland to operate a Technical College in partnership with the Technical Center. High school students may apply for early college credit while at the Technical Center. Adults who wish to pursue trade and technical credentials also have the availability to pursue course work through this partnership. The community can also take advantage of the Registered Nursing program offered at the BCTC campus,as well as the many college credit courses offered through ACM. The partnership with Allegany College also includes the operation of the Pennsylvania Centers for Workforce Development and Continuing Education. Through the Center adults can choose from a wide variety of training and continuing education programs.

The Bedford County Technical Center enjoys a variety of business, industry and community agency partnerships. Some of the partnerships the Technical Center is proud to be a part of are: Allegany College of Maryland, The Bedford County Chamber of Commerce, Bedford County Health Consortium, Blair/Bedford County Builders Association, Bedford County Development Association, Bedford County Manufacturer's Consortium, Bedford County Career Link, Southern Alleghenies Workforce Investment Board, the Bedford County Safety Consortium and the Unified Family Services Systems. Our strong alliance with our community partners has played a large part in the success of our program completers. According to the Southern Alleghenies Workforce Investment Board Director, Susan Whisler and the President of the Bedford County Development Association, Bette Slayton, "BCTC plays a vital role in providing a pipeline of skilled workers for high priority jobs right here in Bedford County."

As of the 2010 census, the population of Bedford County was 49,762. This rural region enjoys a steady economy with Agri-businesses being the oldest and largest industry in the county. The expansion and improvement of area highways has brought new and varied industries to the county including light manufacturing, biotechnology, lumber and large logistics/distribution centers. Bedford County also has a strong presence in retail trade and health care/social assistance with 187 and 168 establishments, respectively. Given Bedford County's rich sense of history it is also a place known for tourism and recreation. It is home to the fabulous Omni Bedford Springs Resort with its award winning golf course. Bedford County is home to four state parks, many historical sites and numerous camping, hunting and fishing opportunities.

Planning Committee

Name	Role
Mark Bollman	Administrator : Professional Education
Jim Hollis	Administrator
Denise Mills	Administrator : Professional Education
Jeremy Oldham	Board Member
Arlene Smith	Board Member
Wayne Blue	Business Representative : Professional Education
Terri Brumbaugh	Business Representative
Ryan Fetter	Business Representative
Mellisa Jacobs	Business Representative : Professional Education
Kelley Goodman Shaffer	Business Representative
Lyn Skillington	Business Representative
Bette Slayton	Business Representative
Tom Wakefield	Business Representative
Mike Dudek	Community Representative
Randy Fletcher	Community Representative : Professional Education
Esther Grana	Community Representative : Professional

	Education
Josh Lang	Community Representative
Dr. Dena Mobus	Ed Specialist - School Counselor : Professional Education
Samuel Shuss	Ed Specialist - School Counselor : Professional Education
Amy DiPasquale	Elementary School Teacher - Regular Education : Professional Education
Elise Murphy	Elementary School Teacher - Regular Education : Professional Education
John Black	High School Teacher - Regular Education
Kevin Lawton	High School Teacher - Regular Education
Patricia Leibfreid	High School Teacher - Regular Education
Rock Manges	High School Teacher - Regular Education : Professional Education
Kelsey McClelland	High School Teacher - Regular Education : Professional Education
Cathy Melius	High School Teacher - Regular Education
Scott Myers	High School Teacher - Regular Education
Rhonda Rhodes	High School Teacher - Regular Education
Dennis Whysong	High School Teacher - Regular Education
Doug Pauley	Middle School Teacher - Regular Education : Professional Education
Andrew Pepple	Middle School Teacher - Regular Education : Professional Education
Paula Garlock	Parent : Professional Education
Lori Miller	Parent : Professional Education
Cody Miller	Student
Katerina Warren	Student

Core Foundations

Standards

Mapping and Alignment

Standards	Mapping	Alignment
Arts and Humanities	Non Applicable	Developing
Career Education and Work	Non Applicable	Non Applicable
Civics and Government	Non Applicable	Non Applicable
PA Core Standards: English Language Arts	Non Applicable	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Applicable	Non Applicable
PA Core Standards: Mathematics	Non Applicable	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	Non Applicable	Non Applicable
History	Non Applicable	Non Applicable
Science and Technology and Engineering Education	Non Applicable	Developing

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

BCTC is a shared time Career and Technical Center where many of the standards groups do not apply.

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:

N/A

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.	Developing
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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

We are in the process of rewriting all program curriculum using a web-based tool. Teachers must identify curriculum characteristics and include the appropriate characteristics into their Programs of Study.

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

N/A

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.

Procedures for measurement of mastery of the objectives within the program of study are in place. Assessments are in place to determine the relationship between the objectives of the program of study and the student's ability to accomplish the work at a proficient level. Through professional development activities our teachers have developed a repertoire of successful instructional strategies aimed at engaging students in the learning process. Many of the

strategies can be embedded in the instructional materials to help teachers plan differentiated instruction. In order to make modifications and accommodations that allow all students at all mental and physical ability levels to access and master rigorous standards aligned curriculum, we encourage our staff to do the following:

1.   The IEP should be followed closely and all appropriate modifications and adaptation made to optimize the student's opportunity for success.

2.   Establish a safe and supportive environment in which the students are encouraged to talk and ask questions freely when they do not understand.

3.   Use a wide variety of methods to explain a concept or assignment. When appropriate, the concept or assignment may be depicted in graphic or pictorial form, with manipulative, or with real world examples.

4.   Provide assistance in the specific and general vocabulary to be used for each lesson prior to the lesson, using reinforcement or additional practice afterward. Instructional resources and instruction should be monitored for ambiguities or language that would be confusing.

5.   Set up tutoring situations that offer additional assistance. Tutoring by a qualified teacher or instructional aide is optimal. Peer tutoring should be so designed not to detract from the instructional time of either the tutor or tutee.

6.   Establish special sessions to prepare students for unfamiliar testing situations.

7.   Ask each student frequently to communicate his or her understanding of the concept or assignment. Students should be asked to verbalize or write down what they know, thereby providing immediate insight into their thinking and level of understanding. In addition, students should be encouraged to confer about each other's understanding of the concept being taught and the class work or homework assignments, particularly if the students are not fully proficient in English.

8.   Check frequently for understanding in a variety of ways. When a student does not understand, analyze why.

9.   Allow students to demonstrate their understanding and abilities in a variety of ways while reinforcing modes of communication that will be used on standardized tests.

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
  - Administrators
  - Instructional Coaches

  Unchecked Answers
  - Career Cluster Chairs
  - Not Reviewed

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

The Bedford County Technical Center Administrative Director evaluates all staff employed by the school. Vocational 1 certified teachers are evaluated formally twice per year and Vocational II certified teachers are evaluated formally on an annual basis. After the teacher has completed at least three (3) years of service time and achieved six satisfactory semi-annual evaluations they will be considered tenured teachers. Walk-throughs are used to collect formative data. If a staff member receives an unsatisfactory rating in any category or an overall unsatisfactory rating, a professional improvement plan is administered outlining the deficiencies. Suggestions are given for professional development opportunities to help correct the weaknesses.   The necessary resources for satisfactory growth is given to the staff member deemed unsatisfactory. All formal observations are followed by an individual meeting with the teacher to provide feedback and, if necessary, to discuss employment status. Suggestions for professional development are made in writing on the evaluation form for every teacher.

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

Some evaluation practices are not feasible when one school administrator exists for the entire school system.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of

	district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

N/A

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.

This narrative is empty.

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

This narrative is empty.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 18/19	SY 19/20	SY 20/21
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 End of Program Assessment

Benchmark Assessments

- National Occupational Competency Testing Institute Pretest

Formative Assessments

- Indidividual Program Assessments

Diagnostic Assessments

- NOCTI pre-test taken in the fall of the senior year

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.

This narrative is empty.

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.

N/A

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 Pretest: A pre-test is administered to determine a student's baseline technical knowledge in a career and technical education (CTE) program. All eligible seniors take the pretest in October of each school year. The exam is taken on-line. Accommodations are made to students

with IEPs needing reading support. The testing supervisor disseminates data to teachers and the director as soon as test results are processed by NOCTI. Pre-tests along with the task link reports are used to guide teaching by providing data to:

1.   Identify strengths and gap areas

2.   Target content areas for remediation

3.   Assist in making curriculum adjustments

4.   Offer better and more individualized instruction

All teachers are required to include how they will use this data to help students improve their technical skill attainment.

The National Occupational Competency Testing Institute (NOCTI) credentialing assessment has identified the critical competencies recognized by industry as necessary for employment, also known as national standards. Criterion-referenced cut scores are available that indicate that an individual possesses the minimal skill competencies for particular jobs. Each year BCTC is required by PDE to facilitate an end of program assessment called the NOCTI exam. This test is administered and graded by experts from our business and industry community. There is a comprehensive written and hands on component of the exam. Based on their performance our students are ranked in 1 of the 3 achievement categories: Advanced, Competent, or Basic. Those students who perform in the Advanced category will earn a Pennsylvania Skill Certificate. Students that score at the competent level will receive a certificate of competency.

All eligible seniors take the NOCTI assessment in April of each year. The written portion of the exam is taken on-line. Accommodations are made to students with IEPs needing reading support. The hands-on portion is administered and graded by experts from our business and industry community. The student's results are collected by the testing proctors and the results are processed electronically to NOCTI. The testing supervisor disseminates data as soon as test results are processed by NOCTI.

Data is shared with the school staff, Joint Operating Committee, Occupational Advisory Committees, Local Advisory Committees, the Professional Advisory Committee, the Perkins Participatory Planning Committee. The data is posted on line, and it is released to the local newspaper. We continue to use a school-wide NOCTI preparation and improvement plan. Staff and administration process and evaluate test data and the results are tracked and analyzed on a yearly basis. Using this data, teachers are required to develop individual program action plans to facilitate improved NOCTI scores. Each year teachers are required to ensure that their curriculum aligns with the NOCTI blue print. Gaps are identified and action plans are developed to close the gaps.

Every Pennsylvania student in grades 3 through 8 is assessed in reading and math. Writng is now incorporated into reading and termed English Language Arts (ELA). Every Pennsylvania student in grades 4 and 8 is assessed in science. Pennsylvania schools are now required to phase in the keystone exams. High school Keystone exams are taken in Algebra 1, Biology, and Language Arts in the year the course is completed.PSSA data is collected by a web-based system called

eMetric. We provided each teacher with individual student PSSA reading/language arts and math scores. Each teacher had the opportunity to analyze the student 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.

We continue to use a school-wide NOCTI preparation and improvement plan. Staff and the administration process and evaluate both NOCTI pre-test and post test.data.   Using this data, teachers are required to develop individual program action plans to facilitate improved NOCTI scores. As part of this on-going effort, teachers are required to ensure that their curriculum aligns with the NOCTI blue print. Gaps are identified and action plans are developed to close the gaps.
PSSA data is collected by a web-based system called eMetric. We provided each teacher with individual student PSSA language arts and math scores. Each teacher has the opportunity to analyze the scores and to develop strategies to help students achieve academic proficiency when in their program. Based on the Keystone and PSSA data, teachers are asked to analyze their own programs in terms of implementation of new teaching strategies. They are also asked about their perceptions of student academic deficiencies and root causes for the deficiencies. The leadership committee is in the process of determining how this data should be used to develop a plan of action in order to enhance student academic achievement.

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.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

Checked answers

- Directing Public to the PDE & other Test-related Websites

- Individual Meetings

- Letters to Parents/Guardians

- Local Media Reports

- Website

- Meetings with Community, Families and School Board

- Press Releases

- Student Handbook

Unchecked answers

- Course Planning Guides
- Mass Phone Calls/Emails/Letters
- Newsletters
- School Calendar

Provide brief explanation of the process for incorporating selected strategies.

Data is shared with the school staff, Joint Operating Committee, Occupational Advisory Committees, Local Advisory Committees, the Professional Advisory Committee, the Perkins Participatory Planning Committee. The data is posted online, and it is released to the local newspaper. We continue to use a school-wide NOCTI preparation and improvement plan. Staff and administration process and evaluate test data and the results are tracked and analyzed on a yearly basis. Using this data, teachers are required to develop individual program action plans to facilitate improved NOCTI scores. Each year teachers are required to ensure that their curriculum aligns with the NOCTI blue print. Gaps are identified and action plans are developed to close the gaps.

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

One strategy that we can use to address distribution of information about summative assessments to the public is to use our web-based parent portal. The portal is a function of our student information management system. Our school calendar can be used to announce testing windows for the NOCTI pre and post tests.

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers

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

Unchecked answers

- School-wide Positive Behavioral Programs
- Conflict Resolution or Dispute Management
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Placement of School Resource Officers

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

School-wide positive behavior, conflict resolution, peer helper, and safety and violence prevention is handled by the sending schools. A resource officer is not deemed appropriate at this time by the planning committee.

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.)

We participate annually with Intermediate Unit 8 in posting services in various newspapers.

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

Conducted by the sending school district.

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

This narrative is empty.

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.

This narrative is empty.

Developmental Services

Checked answers

- Attendance Monitoring
- Behavior Management Programs
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Emergency and Disaster Preparedness
- Individual Student Planning
- Orientation/Transition
- Coordination of Services with Sending School
- N/A

Unchecked answers

- Academic Counseling
- Bullying Prevention
- Compliance with Health Requirements –i.e., Immunization
- Guidance Curriculum
- Health and Wellness Curriculum
- Health Screenings
- Nutrition
- RTII/MTSS
- Wellness/Health Appraisal

Explanation of developmental services:

The school's comprehensive guidance plan explains these services and is on file in the main office.

Diagnostic, Intervention and Referral Services

Checked answers

- Accommodations and Modifications
- Assessment/Progress Monitoring
- Crisis Response/Management/Intervention
- Individual Counseling

- Placement into Appropriate Programs
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Coordination of Services with Sending School

Unchecked answers

- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Casework
- Intervention for Actual or Potential Health Problems
- Special Education Evaluation
- Student Assistance Program

Explanation of diagnostic, intervention and referral services:

The school's comprehensive guidance plan explains these services and is on file in the main office.

Consultation and Coordination Services

Checked answers

- Managing IEP and 504 Plans
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- Truancy Coordination
- Coordination of Services with Sending School

Unchecked answers

- Alternative Education
- Case and Care Management
- Community Liaison
- Community Services Coordination (Internal or External)
- Coordinate Plans
- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Managing Chronic Health Problems
- Referral to Community Agencies
- System Support

Explanation of consultation and coordination services:

The school's comprehensive guidance plan explains these services and is on file in the main office.

Communication of Educational Opportunities

Checked answers

- Course Planning Guides
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and Board of Directors
- Mass Phone Calls/Emails/Letters
- Press Releases
- School Calendar
- Student Handbook
- Coordination of Services with Sending School
- Open House, 9th grade tours

Unchecked answers

- Directing Public to the PDE & Test-related Websites

- Newsletters

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: **Yearly**

Collaboration for Interventions

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

Our instructors work very closely with the sending district staff providing interventions to students with differing needs. Academic progress is monitored on a bi-semester basis and intervention is 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

1. Child care: This is coordinated by the sending school counsleor
2. After School programs: Each of our six sending districts has access to afterschool programs that provide a wide range of services including mentoring and tutoring through the 8th grade using the UFSS.
3. Youth workforce development: All six sending districts have access to the eight career programs at the technical center.
4. Tutoring: Each of our six sending districts has access to afterschool programs that provide a wide range of services including mentoring and tutoring through the 8th grade using the UFSS.

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	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Our budget adequately supports accessibility of material and resources for teachers and students.

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

This narrative is empty.

SAS Incorporation

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
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	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable

Further explanation for columns selected "

We are not currently utilizing SAS resources. We participate in Technical Centers That Work and the BCTE Technical Assistance Program. Our student achievement data has indicated strong gains in recent years utilizing the resources available through the Southern Regional Education Board and the Technical Assistance Program offered through the Department of Education.

Professional Education

Characteristics

Which of the following describes your professional education program for classroom teachers, school counselors and education specialists? (Check all that apply)

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on effective practice research, 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.

Which of the following describes your professional education program for administrators and other educators seeking leadership roles? (Check all that apply)

- 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.
- Instructs the leader in managing resources for effective results.

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

Bedford County Technical Center (BCTC) has made major headway in terms of integrating the PA academic assessment anchors and occupational skills to meet industry standards. BCTC is a Cohort 3 TAP school and has participated in most all of the suggested TAP activities. The instructional staff and Administrative Director have participated in the NOCTI PIL, Special Education PIL, PSSA PIL, SAS/STEM PIL and the teacher observation PIL programs. This year the director is registered for the Director's Academy PIL.

Our staff and administration participates in, and have been recent presenters at professional development activities such as the Integrated Learning Conference and PACTEC.   BCTC's Administrative Director is also an active member of PACTA. In the past our instructional aides were trained in test taking strategies and have successfully implemented a mini-course designed to help prepare seniors for the NOCTI exam. BCTC was a host site for a MAX Teaching workshop. BCTC's entire staff was trained on the MAX techniques and continue to use MAX teaching strategies. Our yearly professional development plan includes in-house workshops specifically focused on academic integration, and enhanced technical competence. We have seen much growth in our staff in terms of using literacy and numeracy teaching strategies with a priority on student engagement. Evidence of this can be found through public comments made by CTDSL Pat Moyer when addressing this issue. Pat has been very supportive in helping to observe staff using MAX teaching and other strategies. She provides constructive feedback for staff members, helping to increase their success in using these strategies effectively.

BCTC has contracted with James Daniel Associates to incorporate the newly developed PA Common Core Standards, Career Education Work Standards, and individual program business and industry standards as we develop curriculum around the Program of Study framework. We are using a web-based tool called Guides4Learning. The new curriculum modules for the welding equipment and the nursing simulator will be developed using this system. In October 2017 we had Dan Perna back in for in-service on the Guides 4 Learning system. This not only covered use of the Task list for each program, but also Lesson Plans and Learning guides.

Perkins allocations and TAP program resources have been used to provide professional development in helping BCTC's instructional staff to develop lessons and utilization of teaching strategies designed to engage students in the learning process. The school used the services of Dr. Daniel Perna. Dr. Perna's worked with BCTC's staff and administrator over a period of time to help develop knowledge of student learning styles and how to engage students by using pre, during and post learning activities. Teachers and students were also introduced to the concept of Cornell note taking. Two column note taking is a practice that has been integrated school wide through BCTC's literacy plan. Instructors have been using these strategies for 4 years now and have achieved substantial success in terms of technical skill attainment.

The NOCTI PIL information provided by Dr. Aldo Jackson, Director at Erie Technical Institute, has been a tremendous help in giving BCTC a template for intervention and change in the realm of technical skill attainment. We continue to use Dr. Jackson's methodology to process and evaluate student performance data. Using this data, teachers at Bedford CTC are required to

develop individual program action plans to facilitate improved NOCTI scores. In conjunction with implementation of the PIL program template, BCTC staff has done a tremendous job of enhancing the learning environment. CTC program staff at Bedford CTC are routinely using a variety of research based teaching and learning methods/resources that are making a real difference in both technical skill attainment and academic attainment. Local data indicates that in 2008/09 the percent of students that scored competent or advanced on NOCTI was 40%. In 2009/10 that number was increased to 48%. In 2010-11 the school increased the percentage of competent and advanced achievers to 68%. In the 2011-12 SY BCTC had even a greater increase when 78% of our students reached the competent or advanced level. We continue to maintain a level of 78-80% competent or advanced in almost all programs as evidenced in the 2017 NOCTI.

As part of our school improvement model we have been integrating the Pennsylvania Academic Standards into all Career and Technical Education (CTE) curriculum. We have also developed and implemented a school wide literacy plan.   Our literacy plan is simple. Students now have more required reading and writing across the CTE curriculum within the context of their program of study. Students are now required to do the following when enrolled at the Technical Center:

1.   Use the Cornell note taking method (two column notes) each time technical theory is presented to them.

2.   Summarize in writing one lesson per week using BCTC's teacher made assignment sheet.

3.   Read a trade or technical article pertaining to their program of study and summarize the article using an instrument developed by BCTC.

4.   We are collaborating with the sending districts when students choose to use a senior project that relates to their career and technical program of study. The BCTC teacher will grade the technical portion of the project.

5.   BCTC has asked sending school English teachers to collaborate in giving our students feedback in terms of using proper English composition when Literacy assignments are given by the CTC teacher. Students will receive extra credit for this.

BCTC has accomplished a great deal over the past five years. The extensive planning, curriculum work, school wide implementation of research based teaching methods and curriculum procedures will ensure that integration of the PA academic standards, assessment anchors, and technical standards will be in place on a continuum. New curriculum modules produced to accommodate implementation of new equipment are required to follow the same rigorous standards of development as outlined above. Academic standards will be listed in the lesson and the task will be linked to the appropriate industrial/business standard.

Educators that want ot pursue leadership roles enroll in the Penn State Workforce Development Leadership program. This program is designed to:

1.   Provide 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.

2.   Provide leaders with the ability to access and use appropriate data to inform decision making.

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

4.   Instruct the leader in managing resources for effective results.

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

Through internal professional development activities, BCTC has engaged in programs designed to empower educators to work effectively with parents and community partners in the past. Recently, only teachers that volunteer for conferences will be exposed to professional development with this aim. This can be enhanced by using external consultant training when funds become available.

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:
10/21/2014

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:
5/31/2016

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.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

   None.

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

1.   Professional development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening through a biannual SREB professional development needs assessment survey and by using individual program student achievement data.

2.   BCTC uses disaggregated student data to determine educators' learning priorities. Learning priorities are documented when teacher goals are reviewed and then again during the end of year teacher evaluation process.

3.   Through our custom NOCTI improvement model teachers utilize student assessment results to target curricular areas that need further alignment.

4.   Clear expectations in terms of teacher practice are identified for staff implementation when teacher goals are reviewed and during the end of year teacher interview.

5.   A teacher effectiveness evaluation plan has been implemented that is based upon specific expectations related to teacher behavior and positive change used to evaluate the effectiveness of the professional development initiative.

6.   BCTC only utilizes evidence based research driven to validate whether or not providers have the capacity to present quality professional development.

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

8.   Every professional development initiative includes components that provide ongoing support to teachers regarding implementation through the BCTE TAP program and internal professional development initiatives.

9.   BCTC has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations using the new educator effective model and a web based system called Ewalk.

10.   Professional Education is evaluated to show its impact on teaching practices and student learning through data driven processes such as Perkins and Technical Centers That Work student and teacher assessments.

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

N / A

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- 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

- Inductees will assign challenging work to diverse student populations.

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

Bedford County Technical Center has developed and implemented a new teacher induction program. The induction program is designed so that inductees are exposed to all pertinent school systems and resources. The inductee is assigned a mentor teacher who meets with the inductee on a regular basis. The teacher mentor facilitates the induction program and assures that all objectives of the program are met. During the induction program, the inductee will meet with a variety of staff to discuss specific school systems. The inductee will meet with the following as a minimum to learn about areas of specialty: the administrative director, the main office secretary, the fiscal manager, the school counselor, the cooperative education coordinator, the CTSO advisor, and the lead teacher. Each staff member must sign off on the competency after it is completed with the inductee.

The inductee is also required to attend all school training and staff meetings. Act 80 days, in-service program days, and monthly in-house staff training workshops are also required sessions for the inductee. The inductee is encouraged to attend conferences and professional trade specific update training.

The professional staff at BCTC include educators that vary in their educational and professional experience. Needs assessment surveys will identify the individual needs. The surveys will include topics related to components of the PDE Educator Effectiveness System. Inductees will be placed in Level I or Level II, depending on their educational and work experience. All inductees, Levels I or II, will have at least one formal observation within the first month of school. In most instances new career and technical teachers will be enrolled in a competency based teacher education (CBTE) at Penn State University. Penn State requires their participation with a Field Resource Person (FRP) in the CBTE Program. They also work directly with the Local Resource Person (LRP) at BCTC. The FRP assesses the inductee and provides the mentor with data. As part of the CBTE program, the FRP guides the new teacher through the program and monitors their progress.

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

N/A

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.

- Student PSSA data.

- 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.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

- Mid and end of year professional goals worksheet

Unchecked answers

   None.

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

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

SAS training will be incorporated into staff professional development in 2017-18 school year

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.

Unchecked answers

> *None.*

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

The mentor/lead teacher is selected based on the charateristics list above and is approved by the Joint Operating Committee on a yearly basis.

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

N/A

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

If necessary, provide further explanation.

N/A

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Induction Plan evaluation begins following the August Orientation Program. Upon completion the Inductees will complete an evaluation of the effectiveness of the Orientation Program. The Induction Team and Administration will review the comments and any immediate adjustments. The Induction Plan will be reviewed, evaluated and adjusted at a required meeting by Administration, Induction Team and inductees twice a year, January and May. The Professional Education Committee will review the information during the same month at their meeting and may make recommendations for additional modifications or improvements. The Induction Team will meet in July to review all the evaluations and implement any changes for the next school year. The timeline developed for each successive year will reflect the most recent modifications.

Monitoring
The inductees' progress will be supported, monitored, and evaluated by their mentors, the Director, and their individual evaluators. The support and monitoring will include classroom/program visits, clinical observations, and group and individual meetings. The individual administrative evaluators will conduct formal classroom observations using PDE-426 or 428 Employee Evaluation Forms. Inductees in the Penn State CBTE program will also be monitored and evaluated by his or her LRP and FRP.

During the Orientation Program the inductee will meet with his or her mentor to begin developing their Professional Improvement Plan (PIP) which includes the Induction Checklist. This plan will take into account the initial assessment survey along with education and teaching experience levels. Following an initial classroom/program clinical observation and any input from the FRP, the PIP will be completed. The inductee and mentor will use the plan throughout the year to monitor progress. At each required, open forum, or individual meeting, the Inductee will see that the Induction Checklist is updated. The identified plan and the checklist are maintained for the length of the Inductee's participation in the Induction Program. The PIP will

be evaluated and updated yearly. The inductee will keep an Induction Portfolio of presentation materials, records, and evaluations. This binder will be provided at the Orientation Program along with directions for use.

Each mentor will maintain a file on each assigned inductee and a mentoring log. The Induction Team will meet as needed to coordinate classroom visits, clinical observations, and provide advice and support to mentors. The Induction Team will maintain required and open forum meeting attendance records.

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.

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

- 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
None.

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:

Bedford County Technical Center

NOCTI Performance

Executive Summary

Background Information

Test results will be used to address the federal and state performance accountability requirements of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006* and *Chapter 339 of the Pennsylvania Code.* Specifically, these involve the use of third party end-of-program occupational assessments to measure technical skill attainment. In addition, students who score at the Advanced Level on the NOCTI or the NIMS will earn the Pennsylvania Skills Certificate. This certificate was developed by the Pennsylvania Department of Education (PDE) to recognize career and technical education students who have demonstrated high distinction of skills and knowledge in their chosen occupational field. Students who score at the Competent Level will earn the Certificate of Competency. In addition, students may be able to use the results to certify skill achievement with potential employers and post-secondary articulation.

Employers need workers and technicians who are qualified to fulfill the skill requirements of their fields. The National Occupational Competency Testing Institute (NOCTI) Job Ready Assessments and the National Institute of Metalworking Skills (NIMS) credentialing assessments have identified the critical competencies recognized by industry as necessary for employment, also known as national standards. Criterion-referenced cut scores are available that indicate that an individual possesses the minimal skill competencies for particular jobs.

Pennsylvania establishes criterion-referenced benchmarks for the NOCTI tests. The criterion in all benchmarks has been identified as the *productive entry-level employability requirements of business and industry*. The Competent (for employment) cut score separates students who possess the (productive) employability competencies from those who do not. Students who perform at or above this cut score will

be considered at or above the Competent Level. All other students will be considered to be performing below competency.

In addition to determining a cut score for the Competent Level, there was a need to establish a cut score for the Basic and Advanced Levels. These levels parallel the Pennsylvania System of School Assessment (PSSA) performance levels that were established and adopted by the State Board of Education. These performance levels of Below Basic, Basic, Competent and Advanced were established for the Consolidated Annual Report (CAR) required by the Perkins Act.

(Taken from: *A Guide to Student Occupational Competency, PA Department of Education 2009-10*)

Bedford County Technical Center Results

In 2013 we tested 80 senior BCTC students, 11 more student than last year. Sixty- eight point seven percent (68.7 %) of these students earned a Pennsylvania Skills Certificate (advanced level) and 25% earned the Certificate of Competency (competent level). Ninety- three point seven percent (93.7%) of BCTC students that took the NOCTI exam in 2013 achieved the advanced or competent level compared to 94.1% in 2012, 83.5% in 2011, and 53% in 2010. In 2017 91% of students scored proficient or advanced.

Satellite Program Results

We tested 40 students in 2013, compared to 25 in 2012. Eleven of the forty students or twenty-seven point five percent (27.5%) earned a Pennsylvania Skills certificate (Advanced level) and 25% earned the competent level. Fifty-two point five percent (52.5%) of the career and technical education students at the sending schools achieved the advanced or competent level compared to 37% in 2012, 22% in 2011, and 28.5% in 2010. As of 2017 the business program was dropped at one partner school, while engineering was added to the other.

Combined Results

  As the combined results of both school district sites and the Bedford County Technical Center are analyzed, we found that 120 senior CTC students were tested in 2013. This represents 24 more students being tested than the prior year. Fifty five percent (55%) of all students taking the assessment earned a Pennsylvania Skills Certificate and 25% earned the Certificate of Competency. This year, eighty percent (80%) of all career and technical education students achieved the advanced or competent level compared

to 78% in 2012, and 68% in 2011, 48.5% in 2010 and 40.3% in 2009. Overall, our students improved by 2% from the prior year by increasing the number of students obtaining a Pennsylvania Skills Certificate or Certificate of Competency.

Accomplishment #2:

According to the 2011-12 SY Perkins data, Bedford County Technical Center students scored 38.54 in reading and 26.8 in math. When comparing 2012-13 Perkins achievement data to this, BCTC has made substantial improvement in terms of academic attainment. For example the consortium performance for 2010-11 in reading is 56.32 (17.78 increase) and in math a 53.93 (27.13 increase) was achieved. BCTC's attention to curriculum revisions and alignment to the PA academic standards have played a key role in improving scores. Our goal for projected significant increase in PSSA achievement is 5% for both reading and math.

Accomplishment #3:

Partnership Between Bedford County Technical Center and Allegany College of Maryland

 With a satellite campus of Allegany College of Maryland (ACM) already located in Bedford County, the leadership teams of the Bedford County Technical Center (BCTC) and ACM realized their institutions share a mutual goal of providing the community with accessible adult and college education opportunities for the residence of Bedford County.

BCTC established a partnership with ACM to provide all adult education programs at BCTC through the Center for Continuing Education. This workforce education office is operated out of BCTC. ACM and BCTC offer adult education programs all year round at the BCTC campus. Customized job training is also available through the Center for Continuing Education.

The partnership in education between ACM and the BCTC has opened new and exciting opportunities for individuals residing in the region.   The Technical Center doubles as a branch campus of ACM focusing on RN Nursing, science, chemistry and biology. Both high school students and residence from the community can take advantage of this great opportunity to earn credits toward a bachelors or associates degree using Bedford County Technical Center's state of the art facility.

Accomplishment #4:

We have experienced several difficulties in accessing appropriate technology resources when running simultaneous learning groups in the building. Our technology consultant has investigated the issue and has recommended the following:

1. Increase the internet data pipeline to at least 4 times the current capacity(5MBS) completed in 2017

2. Increase the number of wireless access points to double the current capacity. Completed in 2016

3. Upgrade the data switch that serves the access point providing increased connectability to the data pipeline.

4. Email server is now done through Office 365 in 2017

5. All computers updated to Windows 10 in 2017

CTC Concerns

Concern #1:

Lack of safe access to educational websites (Ex.YouTube). By installing a server with the appropriate software to allow varying degrees of access to the internet, teachers and students can safely use a wider variety of internet resources..

Schedule time to provide on-going training opportunities for BCTC staff to explore new and enhanced ways to use technology in order to enrich and improve the learning environment. Examples include: White boards/LCD projectors, tablet computers, and curriculum management system.

Resources such as the technology committee, consultants, and contracted technician could be better utilized to explore ways to enhance the following items identified by the Comprehensive Planning Committee in order to reduce barriers to using technology:

- Allow teachers more time to learn technology and how to use it in the classroom. In-service time has been devoted to tech professional development.

- Level student skills by providing more access to technology in and out of school. Example: school email account. DONE

- Reduce financial limitations by applying for technology grants. ONGOING

- Increase on-site technology support. Director and Head teacher assist in this area.

- Use consultants for suggestions on technology integration. Examples include R. Fritz Enterprises and IU 8.

- Reduce security concerns by installing a more robust network infrastructure.

- Use of ELearning sites such as Blackboard and Itunes University.

- Use electronic textbooks.

- Work toward one-on-one computing.

- Provide Ipads and/or MACs for teachers.

Concern #2:

Bedford County Technical Center has special education policies and procedures in place. It was recommended by the committee that BCTC should research and update appropriate special education policies leading to up to date special education policies. Although BCTC is following said policies and procedures, it was also recommended that stakeholders should foster an understanding of all new policy and procedure changes in order to stay in compliance with special education laws and regulations. **The BCTC guidance counselor has begun attending IEP meetings at the sending school districts.**

Concern #3:

Bedford County Technical Center instructs staff on and practices emergencies procedures on a continuum. In assessment of these drills, although the current method was working well, it was deemed appropriate to investigate a more efficient method of securing classroom doors when a intruder alert was initiated. **This is a continuing effort. During 1st inservice in 2017 the active shooter procedures were updated followed by a drill with all students in each session participating. Emergency resposne will continue to be tweaked each year**

Concern #4:

Bedford County Technical Center understands the importance of interventions associated with students who are chronically absent or late. Several intervention techniques have been put into practice with mediocre results. School administration has tracked attendance and shared this data with school staff since the 2011-12 school year. In 2011-12 BCTC's percent of days attended was 90%. This was increased to 91% in 2012-13. The committee recommended that better intervention and attendance systems be researched, sought out and implemented to help strengthen attendance at this school. Accountability and enforcement seem to be 2 areas that have made an impact in this area.

Concern #5:

Enrollment in some programs is in decline. In order to increase enrooment we will explore intergenerational classrooms, as well as increased articulation agreements to offer college credit for some of our course such as bio-technology. We are also attempting to increase co-op opportunities.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #0)* Various efforts are needed to increase enrollment in programs with low enrollment. These efforts include better advertisement in sending schools, offering dual enrollment opportunities, and considering multi-generational classes.

Aligned Concerns:

Enrollment in some programs is in decline. In order to increase enrooment we will explore intergenerational classrooms, as well as increased articulation agreements to offer college credit for some of our course such as bio-technology. We are also attempting to increase co-op opportunities.

Systemic Challenge #2 *(Guiding Question #5)* Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Aligned Concerns:

Bedford County Technical Center has special education policies and procedures in place. It was recommended by the committee that BCTC should research and update appropriate special education policies leading to up to date special education policies. Although BCTC is following said policies and procedures, it was also recommended that stakeholders should foster an understanding of all new policy and procedure changes in order to stay in compliance with special education laws and regulations. **The BCTC guidance counselor has begun attending IEP meetings at the sending school districts.**

Bedford County Technical Center understands the importance of interventions associated with students who are chronically absent or late. Several intervention techniques have been put into practice with mediocre results. School administration has tracked attendance and shared this data with school staff since the 2011-12 school year. In 2011-12 BCTC's percent of days attended was 90%. This was increased to 91% in 2012-13. The committee recommended that better intervention and attendance systems be researched, sought out and implemented to help strengthen attendance at this school. Accountability and enforcement seem to be 2 areas that have made an impact in this area.

Systemic Challenge #3 *(Guiding Question #9)* Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: NOCTI

Specific Targets: Maintain that 94% of all students who take the end of program assessment (NOCTI) score in the competent or advanced range.

Strategies:

Update Special Education Policies and Procedures

Description:

Ensure that policies and procedures are in places that guarantee implementation of regulation-required actions related to special education. Students are assessed at their sending school to determine if there is a learning disability. If so, an IEP is developed and shared with us at the CTC. Since we are not a comprehensive CTC we do not offer ELA and math classes, however we integrate them into our courses. The primary standards we use are concerned with are from the industry standards task lists related to their vocation. If students with IEPS struggle we offer tutoring, accomodations based in their IEP, and continued communication with the sendign school district. If a non-IEP student sstruggles we offer turoring as well.

We benchmark test by using the NOCTI pre-test. Additional assessments are done in each program, some with the mastery required before they can move on.

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Create Special Education Procedures Manual

Description:

The Special Education Committee will collaborate for the purpose of researching, appropriating resources, and creating BCTC special education procedures manual. The manual will guide appropriate staff actions in dealing with special education regulations. School counselor will disseminate and review all procedures with BCTC staff.

Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s): Teacher Induction, Special Education

Supported Strategies:

- Update Special Education Policies and Procedures

Goal #2: Various efforts are needed to increase enrollment in programs with low enrollment. These efforts include better advertisement in sending schools, offering dual enrollment opportunities, and considering multi-generational classes.

Indicators of Effectiveness:

Type: Annual

Data Source: Enrollment numbers

Specific Targets: Each program would approach 20 students per session

Strategies:

Increase enrollment

Description:

Better advertise the programs offered at the tech center by visiting sending school districts as well as offering tours to guidance counselors and administrators. In addition, develop perks to enhance enrollment in certain programs. This would include a partnership with area colleges to offer college

credit for some of the courses we offer (dual enrollment). Also expand the college courses that are offered in our building to include courses that line up with our programs, as well as offering co-op oportunities for programs such as Bio-technology.

In addition, we will visit other CTCs to see how they are set up to offer intergenerational classes. There is room for adult students in some classes which would not only fill up classes, but would offer a service to the community and a source of revenue for the school.

SAS Alignment: None selected

Implementation Steps:

Increase enrollment

Description:

Visit other CTCs to determine how to integrate intergenerational classes into our programs.

Start Date: 10/26/2017   **End Date:** 10/26/2017

Program Area(s): Student Services

Supported Strategies:

- Increase enrollment

Goal #3: Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

Indicators of Effectiveness:

Type: Annual

Data Source: Standardized test scores, and PIMS records filed by sending school district

Specific Targets: Sending schools will ensure this goal is met

Strategies:

95% participation in PSSA

Description:

Since we are not a comprehensive CTC the sending school districts will ensure this goal is met. However, we will make sure 95% or more students take the NOCTI in their respective program of study.

SAS Alignment: Assessment

Implementation Steps:

95% participation in standardized testing

Description:

All seniors will take the NOCTI in their respective area of study

Start Date: 10/26/2017   **End Date:** 10/22/2020

Program Area(s): Professional Education

Supported Strategies:

- 95% participation in PSSA

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.	Strategy #1: Update Special Education Policies and Procedures

Start	End	Title	Description
9/1/2017	6/30/2018	Create Special Education Procedures Manual	The Special Education Committee will collaborate for the purpose of researching, appropriating resources, and creating BCTC special education procedures manual. The manual will guide appropriate staff actions in dealing with special education regulations. School counselor will disseminate and review all procedures with BCTC staff.

Person Responsible	SH	S	EP	Provider	Type	App.
Director and School Counselor	1.0	2	10	Guidance Counselor	School Entity	Yes

Knowledge	Update on speicial education procdures and latest IEP status.
Supportive Research	Based on school law.

Designed to Accomplish

For classroom teachers, school counselors and education

Increases the educator's teaching skills based on research on effective practice, with

specialists: attention given to interventions for struggling students.

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.

LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists	**Grade Levels**	High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed: **Establish a system within the school that**   **Strategy #1: 95% participation in PSSA**

fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

Start	End	Title	Description
10/26/2017	10/22/2020	95% participation in standardized testing	All seniors will take the NOCTI in their respective area of study

Person Responsible	SH	S	EP	Provider		Type	App.
Director and Instructors	1	2	10	Director		School Entity	Yes

Knowledge	Review of NOCTI procdures
Supportive Research	Industry certified test proctors

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.

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

Participant Roles	School counselors Paraprofessional	**Grade Levels**	High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Standardized student assessment data other than the PSSA

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.

No signature has been provided

Board President

Affirmed by Mark Bollman on 10/26/2017

Executive Director