

BERKS CTC

1057 County Welfare Road

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Is to prepare all students for successful careers and higher education through a highly acclaimed, integrated academic and technical education experience.

VISION STATEMENT

Is to provide a safe learning environment where each student is valued and prepared to succeed.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students are expected to attend their programs, ask questions, and engage fully in the learning process. Additionally, students are encouraged to participate in Career and Technical Student Organization (CTSO) activities and seek leadership opportunities throughout the school. Doing so will afford them the ability to develop a skill-set that will ultimately lead to successful entry into a postsecondary institution, trade school, and/or enter the workforce.

STAFF

All staff members have the responsibility of ensuring all of our students are successful in their chosen fields of study. Each position classification within the Berks Career and Technology Center is aligned towards student achievement. BCTC has embedded within its educational programming multiple academic supports, career counseling services, highly knowledgeable and skilled instructional staff and special education personnel, and clean and safe facilities.

ADMINISTRATION

The leadership team consists of 11 members (three Central Office, four Campus-based, one Technology, one Adult and Continuing Education, one Operations, and one Curriculum, Instruction, and Assessment). All leadership team members are responsible for ensuring the educational processes are being implemented with fidelity across all programs. Additionally, the leadership team meets on a regular basis with multiple advisory committees, business and industry partners, sending school leadership, and higher education representatives to ensure our programs are aligned to State standards and are meeting the needs of our students and the broader community.

PARENTS

We believe the parents play an integral role in the success of our school. Parents are engaged in the educational process from the very beginning and continue to be viewed as a partner in the success of their child(ren) throughout their time at BCTC. In addition to receiving the traditional report cards and quarterly progress reports, parents have 24/7 access to their student's grades through our Student Information

System (SIS), are able to see the curriculum, tasks, and assignments through our Learning Management System (LMS), and also participate on our Occupational Advisory Committees (OAC).

COMMUNITY

As a shared-time career and technical education center, the Berks Career and Technology Center relies on the many resources and opportunities our community provides. From work-based learning opportunities for our students, resources and equipment, to input in our operations and programming offered, our community partners are integral to our success as an organization and to the success of our students.

OTHER (OPTIONAL)

Our multiple advisory committees play a large role in the function and success of our school. Our Occupational Advisory Committees meet twice a year (fall and spring) and provide input into equipment, curriculum, and current trade expectations and required knowledge. Additionally, many of our Occupational Advisory Committee members serve as NOCTI judges for our end of program assessment. Our Professional Advisory Committee (PAC) consists of superintendents from our sixteen sending schools and the BCTC Superintendent of Record. The purpose of this group is to provide guidance and leadership to the career center on multiple topics including, but not limited to, budgeting, staffing, and programming. Our Berks Executive Council (BEC) is our Local Advisory Committee (LAC) and is comprised of sending school superintendents, higher education representatives, Workforce Development Board (WDB), students, BCTC staff, BCTC administration, and the BCTC Superintendent of Record. This group provides leadership and guidance on the workforce and higher education trends from a community perspective and also advises us on opportunities for additional programming at BCTC. This group meets twice per year.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Michael Stauffer	Administrator	Berks CTC
Mr. Kyle Follweiler	Administrator	Berks CTC
Ms. Michalene Berg	Administrator	Berks CTC
Ms. Kim DeHart	Administrator	Berks CTC
Dr. Kristine Rosenberger	Administrator	Berks CTC - East Campus
Mr. Ray Jenkins	Administrator	Berks CTC - East Campus
Mr. Brad Entrekin	Administrator	Berks CTC - West Campus
Mr. Mike Szczepkowski	Administrator	Berks CTC
Mr. Brett Adams	Administrator	Berks CTC
Ms. Barbara Steiner-Lawley	Staff Member	Berks CTC - West Campus
Ms. Kim Baskett	Community Member	Office of Vocational Rehabilitation
Austin Boettlin	Student	BCTC - East Campus
Ms. Lindsay Buler	Staff Member	BCTC - East Campus

Name	Position	Building/Group
Ms. Stacey Campbell	Staff Member	BCTC - East Campus
Mr. Jim Del Conte	Teacher	BCTC - West Campus
Mr. Dan Fogarty	Community Member	Berks County Workforce Development Board
Ms. Samantha Garipoli	Community Member	At Risk Youth
Mr. Phil Harris	Staff Member	BCTC
Mr. Robert Heckman	Community Member	BCTC JOC Chairperson / Oley Valley Board Member
Mr. Kevin Heimbach	Teacher	BCTC - East Campus
Ms. Michelle Hiester	Parent	BCTC
Nicholas Hill	Student	BCTC - West Campus
Ms. Beth Ireland	Teacher	BCTC - West Campus
Ms. Jenny Kistler	Community Member	Goodwill Keystone
Ms. Laura Krause	Staff Member	BCTC - East Campus
Ms. April Lenhart	Teacher	BCTC - East Campus
Ms. Barbara Lopez	Community Member	Neighborhood Housing Services
Ms. Andrea Merrick	Community Member	Office of Vocational Rehabilitation

Name	Position	Building/Group
Mr. Chris Nappi	Teacher	BCTC - East Campus
Sarah Parsons	Student	BCTC - West Campus
Ms. Kelly Piccioni	Teacher	BCTC - East Campus
Ms. Kelly Ruth	Teacher	BCTC - West Campus
Mr. Dale Roberts	Teacher	BCTC - West Campus
Ms. Rochelle Rudy	Teacher	BCTC
Ms. Kathi Shaffer	Teacher	BCTC - East Campus
Ms. Wendy Sigourney	Staff Member	BCTC
Mr. Mike Stein	Parent	BCTC
Caitlyn Riddell	Student	BCTC - East Campus
Ms. Pamela Tuck	Parent	Parent
Mr. Richard Walters	Community Member	Office of Vocational Rehabilitation
Ms. Heather Wargo	Teacher	BCTC
Mr. Michael Wentling	Teacher	BCTC - East Campus
Mr. RC Youse	Teacher	BCTC

Name	Position	Building/Group
Ms. Kim Young	Staff Member	BCTC - East Campus
Ms. Connie Zerbe	Staff Member	BCTC
Ms. Susan Rohn	Community Member	Yocum Institute for Arts Education
Ms. Michele Ruano Weber	Community Member	County of Berks
Ms. Kaitlin Salvati	Community Member	Office of Vocational Rehabilitation

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Implement new strategies and practices to ensure students are aware of and have access to the program that best meets their interests and postsecondary goals.	Post-secondary transition to school, military, or work
Develop a practice for sharing student completion of the Career Education and Work Standards while at BCTC with our sending schools.	Career Standards Benchmark
Improve CTE academic supports for all students by implementing best practices used by our Educational Facilitators.	Essential Practices 1: Focus on Continuous Improvement of Instruction
To support the mental health needs of our students through trauma informed practices.	Wellness

ACTION PLAN AND STEPS

Evidence-based Strategy	
Multi-tiered System of Supports (MTSS)	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
CTE Academic Supports for All Students	By the conclusion of the 2024-2025 school year, we will implement processes to ensure all students have equitable access to individualized supports and are provided opportunities to improve NOCTI scores; to master

Goal Nickname**Measurable Goal Statement (Smart Goal)**

program skills, and to obtain the foundational knowledge required to continue in their chosen industry after high school.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Campus Principals work with through the Instructional Process Management Team to develop a formal MTSS process to ensure continual monitoring of all student progress.	2022-08-29 - 2023-06-01	Dr. Kristine Rosenberger	Current processes and procedures are already in place to monitor student progress with our special education population. Meetings scheduled with Instructional Process Management Team. MTSS Resources
Implement the MTSS process for all students and evaluate for effectiveness.	2023-08-28 - 2024-06-03	Dr. Kristine Rosenberger	Meetings scheduled with Instructional Process Management Team. MTSS resources
Full implementation of the MTSS process.	2024-08-26 - 2025-06-02	Dr. Kristine Rosenberger	N/A

Anticipated Outcome

Fully developed plan to ensure all students are supported and provided with opportunities for success.

Monitoring/Evaluation

Regular communication and report outs to leadership team, Campus Counselors, and Educational Facilitators during quarterly meetings, faculty meetings, and department meetings on progress towards implementing the goal.

Evidence-based Strategy

Partnerships with local businesses, community organizations, and other agencies

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Non-traditional
Enrollment

Reduce the number of non-traditional programs experiencing less than 20% non-traditional enrollment by 15% by the 2024-2025 school year.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Continue to develop partnerships with local business owners and employees who work in a non-traditional field.

2022-08-29 -
2023-01-06

Mr. Ray
Jenkins

Work-Based Education Coordinator
BCTC Women in Trades group
Outreach Coordinator

Work with the BCTC Women in Trades group and Outreach Coordinator to facilitate at least one opportunity to present to potential students.

2023-01-09 -
2023-06-30

Mr. Ray
Jenkins

BCTC Women in Trades Group
Outreach Coordinator
Local business owners/employees in
non-traditional fields

Develop and review relevant data points for determining the effectiveness of the initiatives to open more opportunities for non-traditional enrollment.

2023-08-28 -
2025-06-27

Mr. Ray
Jenkins

Spreadsheet software, Outreach
Coordinator, and BCTC Women in
Trades organization

Anticipated Outcome

We will have increased our non-traditional enrollment in non-traditional programs by the conclusion of the 2024-2025 school year.

Monitoring/Evaluation

Summer Data Assessment reviews will be utilized to monitor progress.

Evidence-based Strategy

Collaborative Instructional Planning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Career Standards Benchmark	By the conclusion of the 2024-2025 school year, we will have established a procedure for sharing BCTC student attainment of the Career Education and Work Standards with each of our sending schools.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Collaborate with the administration and staff from our sending schools to determine their specific reporting needs and required timelines.	2022-08-29 - 2023-06-30	Mr. Craig Soden	Collaboration with sending school administration, sending school counselors, BCTC Campus Counselors, and BCTC Reporting Systems Specialist. Collaboration with BCTC Campus

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			Counselors
Implement a standardized process for sharing all Career Education and Work artifacts that meet the Career Education and Work Standards completed by our students with their sending schools.	2023-07-03 - 2024-06-28	Mr. Craig Soden	Career Education and Work Standards and associated grade bands
Assess the implementation and sharing of the Career Education and Work Standards. Make adjustments to the system as needed.	2024-07-01 - 2025-06-27	Mr. Craig Soden	Sending school administration and counselors. BCTC Campus Counselors

Anticipated Outcome

We will have a formalized process for monitoring and sharing all Career Education and Work artifacts completed by our students with their sending schools to ensure accurate and timely reporting.

Monitoring/Evaluation

Regular communication with the sending schools and progress sharing at each quarterly Management Team meeting.

Evidence-based Strategy

Trauma Informed Practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Mental Health Supports/Trauma Informed Practices	By the 2024-2025 school year, a process for addressing student mental health needs will be implemented at BCTC.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Assess the current state of our mental health supports for students and identify areas where these supports can be improved.	2022-08-29 - 2023-06-30	Mr. Brad Entrekin	Various Trauma informed care resources. BCTC Campus Counselors. BCTC Nurse/Attendance Specialists.
Prepare to implement identified mental health supports.	2023-08-28 - 2024-01-05	Mr. Brad Entrekin	Non-specific
Evaluate the effectiveness of the additional mental health supports and make recommendations for additional supports to be added.	2024-01-08 - 2025-06-30	Mr. Brad Entrekin	Non-specific

Anticipated Outcome
 We will have increased opportunities for our students to seek mental health supports through BCTC.

Monitoring/Evaluation
 Mr. Entrekin, in coordination with the BCTC Campus Counselors, will develop a process for tracking data and assessing the effectiveness of the supports. This data will become part of our annual Summer Assessment and Data analysis process.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the conclusion of the 2024-2025 school year, we will implement processes to ensure all students have equitable access to individualized supports and are provided opportunities to improve NOCTI scores; to master program skills, and to obtain the foundational knowledge required to continue in their chosen industry after high school. (CTE Academic Supports for All Students)	Multi-tiered System of Supports (MTSS)	Campus Principals work with through the Instructional Process Management Team to develop a formal MTSS process to ensure continual monitoring of all student progress.	08/29/2022 - 06/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the conclusion of the 2024-2025 school year, we will implement processes to ensure all students have equitable access to individualized supports and are provided opportunities to improve NOCTI scores; to master program skills, and to obtain the foundational knowledge required to continue in their chosen industry after high school. (CTE Academic Supports for All Students)	Multi-tiered System of Supports (MTSS)	Implement the MTSS process for all students and evaluate for effectiveness.	08/28/2023 - 06/03/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Reduce the number of non-traditional programs experiencing less than 20% non-traditional enrollment by 15% by the 2024-2025 school year. (Non-traditional Enrollment)	Partnerships with local businesses, community organizations, and other agencies	Work with the BCTC Women in Trades group and Outreach Coordinator to facilitate at least one opportunity to present to potential students.	01/09/2023 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the conclusion of the 2024-2025 school year, we will have established a procedure for sharing BCTC student attainment of the Career Education and Work Standards with each of our sending schools. (Career Standards Benchmark)	Collaborative Instructional Planning	Collaborate with the administration and staff from our sending schools to determine their specific reporting needs and required timelines.	08/29/2022 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the 2024-2025 school year, a process for addressing student mental health needs will be implemented at BCTC. (Mental Health Supports/Trauma Informed Practices)	Trauma Informed Practices	Assess the current state of our mental health supports for students and identify areas where these supports can be improved.	08/29/2022 - 06/30/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that this plan:

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

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

School Board Minutes or Affirmation Statement

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Industry-Based Learning Group - East Campus

Regular Attendance - West Campus

Industry-Based Learning - West Campus

8 CTE Programs were 100% Advanced overall on the 2021 NOCTI

14 CTE Programs were 100% Advanced/Competent overall on the 2021 NOCTI Exam

7 CTE Programs demonstrated above 20% non-traditional enrollment

Does Not Apply

Does Not Apply

Does Not Apply

99% of Economically Disadvantaged students met the performance measures for the Industry-Based Learning target at the West Campus

Challenges

Regular Attendance - East Campus - Economically Disadvantaged Students and Students with Disabilities

Career Standards Benchmark - East and West Campuses

Not all earned industry certifications were uploaded into our new SMS system for the 2020-2021 school year

19 programs represent under 20% non-traditional enrollment

7 programs were under 80% overall Competent/Advanced on the 2021 NOCTI Exam

Does Not Apply

Does Not Apply

Does Not Apply

There is a discrepancy of 11.3% between East and West Campuses and the Economically Disadvantaged Students meeting the Career Standards Benchmark

There is a discrepancy of 9.5% between East and West Campuses

Strengths

Align curricular materials and lesson plans to the PA Standards

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidenced-based

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Identify and address individual student learning needs

Provide frequent, timely, and systematic feedback and support on instructional practices

100% of Hispanic students met the Industry-Based Learning performance measure at the West Campus

We have a comprehensive Technology Plan in place

Challenges

and the Students with Disabilities meeting the Career Standards Benchmark

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Implement a multi-tiered system of supports for academics and behavior

Implement evidenced-based strategies to engage families to support learning

Ability to offer Mental Health Services through a trauma informed approach

Embed mental health services for our students through a trauma informed approach

There is an 8.6% discrepancy between the Students with Disabilities student group at West Campus and the same group at East Campus in meeting the Industry-Based Learning targets

Develop a comprehensive system for reporting our Career Standards Benchmarks to our sending schools to improve our Future Ready PA Index dashboard data. Doing so will more accurately portray what our students are obtaining at BCTC in this area

Most Notable Observations/Patterns

Some of the challenges presented represent data sources that are shared/communicated between schools. Other data requires additional internal supports be put in place to ensure accuracy.

Challenges	Discussion Point	Priority for Planning
Not all earned industry certifications were uploaded into our new SMS system for the 2020-2021 school year	Even though all students earned at least one industry certification, we believe some of the additional industry certs earned by students were not accounted for due to the implementation of a new SIS.	
19 programs represent under 20% non-traditional enrollment	Continues to be a focus with our Outreach and Marketing efforts. Important that students find the correct career path that meets their interests.	
Implement a multi-tiered system of supports for academics and behavior	We have made progress in this area but still believe there is room for improvement. There are many academic supports in place for our special education population, but we must improve those supports to ensure all students have equal access to a high-quality educational program.	
Ability to offer Mental Health Services through a trauma informed approach	We have embedded a Student Assistance Program (SAP) referral system, but are investigating how we can further address the mental health needs of our students.	
Career Standards Benchmark - East and West Campuses	This is a data point we should excel at completing. The Future Ready PA Index dashboard does not indicate this. Better sharing of completion of the CEW standards with our sending schools is a must.	

ADDENDUM B: ACTION PLAN

Action Plan: Multi-tiered System of Supports (MTSS)

Action Steps	Anticipated Start/Completion Date	
Campus Principals work with through the Instructional Process Management Team to develop a formal MTSS process to ensure continual monitoring of all student progress.	08/29/2022 - 06/01/2023	
Monitoring/Evaluation	Anticipated Output	
Regular communication and report outs to leadership team, Campus Counselors, and Educational Facilitators during quarterly meetings, faculty meetings, and department meetings on progress towards implementing the goal.	Fully developed plan to ensure all students are supported and provided with opportunities for success.	
Material/Resources/Supports Needed	PD Step	Comm Step
Current processes and procedures are already in place to monitor student progress with our special education population. Meetings scheduled with Instructional Process Management Team. MTSS Resources	yes	no

Action Steps**Anticipated Start/Completion Date**

Implement the MTSS process for all students and evaluate for effectiveness.

08/28/2023 - 06/03/2024

Monitoring/Evaluation**Anticipated Output**

Regular communication and report outs to leadership team, Campus Counselors, and Educational Facilitators during quarterly meetings, faculty meetings, and department meetings on progress towards implementing the goal.

Fully developed plan to ensure all students are supported and provided with opportunities for success.

Material/Resources/Supports Needed**PD Step****Comm Step**

Meetings scheduled with Instructional Process Management Team. MTSS resources

yes

yes



Action Steps**Anticipated Start/Completion Date**

Full implementation of the MTSS process.

08/26/2024 - 06/02/2025

Monitoring/Evaluation**Anticipated Output**

Regular communication and report outs to leadership team, Campus Counselors, and Educational Facilitators during quarterly meetings, faculty meetings, and department meetings on progress towards implementing the goal.

Fully developed plan to ensure all students are supported and provided with opportunities for success.

Material/Resources/Supports Needed**PD Step****Comm Step**

N/A

no

yes

Action Plan: Partnerships with local businesses, community organizations, and other agencies

Action Steps**Anticipated Start/Completion Date**

Continue to develop partnerships with local business owners and employees who work in a non-traditional field.

08/29/2022 - 01/06/2023

Monitoring/Evaluation**Anticipated Output**

Summer Data Assessment reviews will be utilized to monitor progress.

We will have increased our non-traditional enrollment in non-traditional programs by the conclusion of the 2024-2025 school year.

Material/Resources/Supports Needed**PD Step****Comm Step**

Work-Based Education Coordinator BCTC Women in Trades group Outreach Coordinator

no

yes



Action Steps**Anticipated Start/Completion Date**

Work with the BCTC Women in Trades group and Outreach Coordinator to facilitate at least one opportunity to present to potential students.

01/09/2023 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Summer Data Assessment reviews will be utilized to monitor progress.

We will have increased our non-traditional enrollment in non-traditional programs by the conclusion of the 2024-2025 school year.

Material/Resources/Supports Needed**PD Step****Comm Step**

BCTC Women in Trades Group Outreach Coordinator Local business owners/employees in non-traditional fields

yes

yes



Action Steps**Anticipated Start/Completion Date**

Develop and review relevant data points for determining the effectiveness of the initiatives to open more opportunities for non-traditional enrollment.

08/28/2023 - 06/27/2025

Monitoring/Evaluation**Anticipated Output**

Summer Data Assessment reviews will be utilized to monitor progress.

We will have increased our non-traditional enrollment in non-traditional programs by the conclusion of the 2024-2025 school year.

Material/Resources/Supports Needed**PD Step****Comm Step**

Spreadsheet software, Outreach Coordinator, and BCTC Women in Trades organization

no

yes

Action Plan: Collaborative Instructional Planning

Action Steps**Anticipated Start/Completion Date**

Collaborate with the administration and staff from our sending schools to determine their specific reporting needs and required timelines.

08/29/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Regular communication with the sending schools and progress sharing at each quarterly Management Team meeting.

We will have a formalized process for monitoring and sharing all Career Education and Work artifacts completed by our students with their sending schools to ensure accurate and timely reporting.

Material/Resources/Supports Needed

PD Step **Comm Step**

Collaboration with sending school administration, sending school counselors, BCTC Campus Counselors, and BCTC Reporting Systems Specialist. Collaboration with BCTC Campus Counselors

yes yes



Action Steps**Anticipated Start/Completion Date**

Implement a standardized process for sharing all Career Education and Work artifacts that meet the Career Education and Work Standards completed by our students with their sending schools.

07/03/2023 - 06/28/2024

Monitoring/Evaluation**Anticipated Output**

Regular communication with the sending schools and progress sharing at each quarterly Management Team meeting.

We will have a formalized process for monitoring and sharing all Career Education and Work artifacts completed by our students with their sending schools to ensure accurate and timely reporting.

Material/Resources/Supports Needed**PD Step****Comm Step**

Career Education and Work Standards and associated grade bands

no

yes



Action Steps**Anticipated Start/Completion Date**

Assess the implementation and sharing of the Career Education and Work Standards. Make adjustments to the system as needed.

07/01/2024 - 06/27/2025

Monitoring/Evaluation**Anticipated Output**

Regular communication with the sending schools and progress sharing at each quarterly Management Team meeting.

We will have a formalized process for monitoring and sharing all Career Education and Work artifacts completed by our students with their sending schools to ensure accurate and timely reporting.

Material/Resources/Supports Needed**PD Step****Comm Step**

Sending school administration and counselors. BCTC Campus Counselors

no

yes

Action Plan: Trauma Informed Practices

Action Steps**Anticipated Start/Completion Date**

Assess the current state of our mental health supports for students and identify areas where these supports can be improved.

08/29/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Mr. Entrekin, in coordination with the BCTC Campus Counselors, will develop a process for tracking data and assessing the effectiveness of the supports. This data will become part of our annual Summer Assessment and Data analysis process.

We will have increased opportunities for our students to seek mental health supports through BCTC.

Material/Resources/Supports Needed**PD Step****Comm Step**

Various Trauma informed care resources. BCTC Campus Counselors. BCTC Nurse/Attendance Specialists.

yes

yes



Action Steps**Anticipated Start/Completion Date**

Prepare to implement identified mental health supports.

08/28/2023 - 01/05/2024

Monitoring/Evaluation**Anticipated Output**

Mr. Entrekina, in coordination with the BCTC Campus Counselors, will develop a process for tracking data and assessing the effectiveness of the supports. This data will become part of our annual Summer Assessment and Data analysis process.

We will have increased opportunities for our students to seek mental health supports through BCTC.

Material/Resources/Supports Needed**PD Step****Comm Step**

Non-specific

no

yes



Action Steps**Anticipated Start/Completion Date**

Evaluate the effectiveness of the additional mental health supports and make recommendations for additional supports to be added.

01/08/2024 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Mr. Entrekkin, in coordination with the BCTC Campus Counselors, will develop a process for tracking data and assessing the effectiveness of the supports. This data will become part of our annual Summer Assessment and Data analysis process.

We will have increased opportunities for our students to seek mental health supports through BCTC.

Material/Resources/Supports Needed**PD Step****Comm Step**

Non-specific

no

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the conclusion of the 2024-2025 school year, we will implement processes to ensure all students have equitable access to individualized supports and are provided opportunities to improve NOCTI scores; to master program skills, and to obtain the foundational knowledge required to continue in their chosen industry after high school. (CTE Academic Supports for All Students)</p>	<p>Multi-tiered System of Supports (MTSS)</p>	<p>Campus Principals work with through the Instructional Process Management Team to develop a formal MTSS process to ensure continual monitoring of all student progress.</p>	<p>08/29/2022 - 06/01/2023</p>
<p>By the conclusion of the 2024-2025 school year, we will implement processes to ensure all students have equitable access to individualized supports and are provided opportunities to improve NOCTI scores; to master program skills, and to obtain the foundational knowledge required to continue in their chosen industry after high school. (CTE Academic Supports for All Students)</p>	<p>Multi-tiered System of Supports (MTSS)</p>	<p>Implement the MTSS process for all students and evaluate for effectiveness.</p>	<p>08/28/2023 - 06/03/2024</p>
<p>Reduce the number of non-traditional programs experiencing less than 20% non-traditional enrollment by 15% by the 2024-2025 school year. (Non-traditional Enrollment)</p>	<p>Partnerships with local businesses, community</p>	<p>Work with the BCTC Women in Trades group and Outreach</p>	<p>01/09/2023 - 06/30/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	organizations, and other agencies	Coordinator to facilitate at least one opportunity to present to potential students.	
By the conclusion of the 2024-2025 school year, we will have established a procedure for sharing BCTC student attainment of the Career Education and Work Standards with each of our sending schools. (Career Standards Benchmark)	Collaborative Instructional Planning	Collaborate with the administration and staff from our sending schools to determine their specific reporting needs and required timelines.	08/29/2022 - 06/30/2023
By the 2024-2025 school year, a process for addressing student mental health needs will be implemented at BCTC. (Mental Health Supports/Trauma Informed Practices)	Trauma Informed Practices	Assess the current state of our mental health supports for students and identify areas where these supports can be improved.	08/29/2022 - 06/30/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Multi Tiered System of Supports	Instructional staff - Teachers and Instructional Assistants	The Multi-Tiered System of Support Process MTSS Resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participants will be able to explain the process and its significance	08/21/2023 - 11/27/2023	Dr. Kristine Rosenberger

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

Professional Development Step	Audience	Topics of Prof. Dev
Non-Traditional Students and Enrollment	BCTC Instructional Staff	What is Non-traditional enrollment? Why non-traditional enrollment is important?

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participants will be able to explain the what non-traditional enrollment is, how programs are identified as "non-traditional" type programs, and why non-traditional enrollment is important.	08/29/2022 - 06/02/2023	Mr. Ray Jenkins

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
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Professional Development Step	Audience	Topics of Prof. Dev
Career Education and Work Standards	BCTC Instructional Staff	The components and grade bands of the Career Education and Work standards The importance of ensuring we are communicating the Career Education and Work Standards our students complete while at BCTC with our sending schools.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participants will be able to explain the Career Education and Work standards, the grade bands and required artifacts, and importance for us to ensure this data is easily communicated with our sending schools.	08/22/2022 - 06/02/2023	Mr. Craig Soden

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
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Professional Development Step	Audience	Topics of Prof. Dev
Mental Health Supports	All BCTC Staff	The types, frequency, and options for students to access and utilize mental health supports.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participants will be able to identify the correct mental health resource to utilize when assisting their students. Participants will have an understanding of all the mental health supports offered at BCTC.	08/22/2022 - 06/02/2023	Mr. Brad Entrekin

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Trauma Informed Training (Act 18)



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the conclusion of the 2024-2025 school year, we will implement processes to ensure all students have equitable access to individualized supports and are provided opportunities to improve NOCTI scores; to master program skills, and to obtain the foundational knowledge required to continue in their chosen industry after high school. (CTE Academic Supports for All Students)</p>	<p>Multi-tiered System of Supports (MTSS)</p>	<p>Implement the MTSS process for all students and evaluate for effectiveness.</p>	<p>2023-08-28 - 2024-06-03</p>
<p>By the conclusion of the 2024-2025 school year, we will implement processes to ensure all students have equitable access to individualized supports and are provided opportunities to improve NOCTI scores; to master program skills, and to obtain the foundational knowledge required to continue in their chosen industry after high school. (CTE Academic Supports for All Students)</p>	<p>Multi-tiered System of Supports (MTSS)</p>	<p>Full implementation of the MTSS process.</p>	<p>2024-08-26 - 2025-06-02</p>
<p>Reduce the number of non-traditional programs experiencing less than 20% non-traditional enrollment by 15% by the 2024-2025 school year. (Non-traditional Enrollment)</p>	<p>Partnerships with local businesses, community organizations, and other agencies</p>	<p>Continue to develop partnerships with local business owners and employees who work in a non-traditional field.</p>	<p>2022-08-29 - 2023-01-06</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Reduce the number of non-traditional programs experiencing less than 20% non-traditional enrollment by 15% by the 2024-2025 school year. (Non-traditional Enrollment)	Partnerships with local businesses, community organizations, and other agencies	Work with the BCTC Women in Trades group and Outreach Coordinator to facilitate at least one opportunity to present to potential students.	2023-01-09 - 2023-06-30
Reduce the number of non-traditional programs experiencing less than 20% non-traditional enrollment by 15% by the 2024-2025 school year. (Non-traditional Enrollment)	Partnerships with local businesses, community organizations, and other agencies	Develop and review relevant data points for determining the effectiveness of the initiatives to open more opportunities for non-traditional enrollment.	2023-08-28 - 2025-06-27
By the conclusion of the 2024-2025 school year, we will have established a procedure for sharing BCTC student attainment of the Career Education and Work Standards with each of our sending schools. (Career Standards Benchmark)	Collaborative Instructional Planning	Collaborate with the administration and staff from our sending schools to determine their	2022-08-29 - 2023-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		specific reporting needs and required timelines.	
By the conclusion of the 2024-2025 school year, we will have established a procedure for sharing BCTC student attainment of the Career Education and Work Standards with each of our sending schools. (Career Standards Benchmark)	Collaborative Instructional Planning	Implement a standardized process for sharing all Career Education and Work artifacts that meet the Career Education and Work Standards completed by our students with their sending schools.	2023-07-03 - 2024-06-28
By the conclusion of the 2024-2025 school year, we will have established a procedure for sharing BCTC student attainment of the Career Education and Work Standards with each of our sending schools. (Career Standards Benchmark)	Collaborative Instructional Planning	Assess the implementation and sharing of the Career Education and Work Standards. Make adjustments to the system as needed.	2024-07-01 - 2025-06-27

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the 2024-2025 school year, a process for addressing student mental health needs will be implemented at BCTC. (Mental Health Supports/Trauma Informed Practices)	Trauma Informed Practices	Assess the current state of our mental health supports for students and identify areas where these supports can be improved.	2022-08-29 - 2023-06-30
By the 2024-2025 school year, a process for addressing student mental health needs will be implemented at BCTC. (Mental Health Supports/Trauma Informed Practices)	Trauma Informed Practices	Prepare to implement identified mental health supports.	2023-08-28 - 2024-01-05
By the 2024-2025 school year, a process for addressing student mental health needs will be implemented at BCTC. (Mental Health Supports/Trauma Informed Practices)	Trauma Informed Practices	Evaluate the effectiveness of the additional mental health supports and make recommendations for additional supports to be added.	2024-01-08 - 2025-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Ensure all students have the tools and access required to succeed	Campus Counselors, Instructional Staff, and Administrators	Process and procedures for ensuring all students have access to high quality programming and support

Anticipated Timeframe	Frequency	Delivery Method
08/22/2022 - 06/02/2025	In-person/virtual meetings as needed throughout the development, implementation, and evaluation of the program	Other Email Presentation

Lead Person/Position
Dr. Kristine Rosenberger

Communication Step	Audience	Topics/Message of Communication
Mental Health and Trauma Informed Practices	All BCTC Staff	Mental Health Services available and Trauma Informed Care training

Anticipated Timeframe	Frequency	Delivery Method
08/29/2022 - 06/02/2025	Once per school year.	Presentation Email Letter

Lead Person/Position
Mr. Brad Entrekin

Communication Step	Audience	Topics/Message of Communication
Non-Traditional Enrollment	BCTC Staff and Local Business Owners and Employees in Non-traditional fields	What is non-traditional? Importance of choosing a career that meets student interests. Ensuring students have opportunities to access all programs. How we can support our students to choose the career path that best meets their interests.

Anticipated Timeframe	Frequency	Delivery Method
08/22/2022 - 11/30/2022	One faculty meeting	Presentation Email Posting on district website

Lead Person/Position

Mr. Ray Jenkins

Communication Step

Audience

Topics/Message of Communication

Career Standards Benchmarks

BCTC Staff Sending school administrators and counselors

Career Education and Work standards. CEW reporting format for reporting. timeline for reporting

Anticipated Timeframe

Frequency

Delivery Method

08/29/2022 - 06/28/2024

As needed to get the ad hoc committee formed

Email
Other

Lead Person/Position

Mr. Craig Soden

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Induction Plan 28-day Public Inspection and Review	Review the draft Induction Plan and provide input	Draft Induction Plan was included as a JOC agenda item and placed on website for 28-day public inspection and review.	All BCTC Stakeholders	January 27, 2022 - February 23, 2022
Professional Development Plan Public Inspection and Review	Review the draft Professional Development Plan and provide input	Draft Professional Development Plan was included as a JOC agenda item and placed on website for 28-day public inspection and review.	All BCTC Stakeholders	January 27, 2022 - February 23, 2022
Induction Plan Joint Operating Committee Approval	Consideration to approve the 2022-2028 Induction Plan	Joint Operating Committee Agenda item	All BCTC Stakeholders	March 23, 2022
Professional Development Plan JOC Approval	Consideration to approve the 2022-2025 Professional Development Plan	Joint Operating Committee Agenda item	All BCTC Stakeholders	March 23, 2022
Share draft Comprehensive Plan with stakeholder group for feedback and suggestions for improvement	Please review the draft Comprehensive Plan and provide feedback by Wednesday, May 11, 2022.	Email document and message	Various BCTC stakeholder group representatives	May 4, 2022 - May 11, 2022
Student Services Plan Public	Review the draft Student	Draft Student Services Plan was included	All BCTC	May 2,

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Inspection and Review	Services Plan and provide input	as a JOC agenda item and placed on website for 28-day public inspection and review.	Stakeholders	2022 - May 31, 2022
Comprehensive Plan Joint Operating Committee Approval	Consideration to approve the 2022-2025 Comprehensive Plan	Joint Operating Committee Agenda Item	All BCTC Stakeholders	June 22, 2022
Comprehensive Plan Public Inspection and Review	Review the draft Comprehensive Plan and provide input	Draft Comprehensive Plan was included as a JOC agenda item and placed on website for 28-day public inspection and review.	All BCTC Stakeholders	May 25, 2022 - June 21, 2022
Student Services Plan Joint Operating Committee Approval	Consideration to approve the 2022-2028 Student Services Plan	Joint Operating Committee Agenda Item	All BCTC Stakeholders	June 22, 2022

