

BEDFORD COUNTY TECHNICAL CENTER

195 Pennknoll Road

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The mission of the BCTC is to enrich the quality of life in our community through specialized learning opportunities.

VISION STATEMENT

The vision of the BCTC is to be the premier provider of specialized learning opportunities in South Central Pennsylvania allowing for the success of all our stakeholders.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

All students have the ability to learn and do so in different ways. Students will be engaged in their learning and work towards career-oriented goals. Students will become productive and responsible citizens. Students will meet the BCTC W.O.R.K.S. expectations - Workforce ready, Opportunistic, Respectful, Kind, and Safe.

STAFF

Staff will embrace professional development and work towards industry and teaching excellence. Staff will continually focus on improving instructional practices. Staff will provide differentiated learning opportunities for all students to experience success. Staff will have high expectations for student learning. Staff will hold students accountable for their learning. Staff will actively engage with community stakeholders to support the vision, mission, and goals of the technical center. Staff will instill the BCTC W.O.R.K.S. expectations with students - Workforce ready, Opportunistic, Respectful, Kind, and Safe.

ADMINISTRATION

Administration will support and guide growth in all stakeholders. Administration will engage with community stakeholders to support the vision, mission, and goals of the technical center. Administration will instill the BCTC W.O.R.K.S. expectations with students and staff - Workforce ready, Opportunistic, Respectful, Kind, and Safe.

PARENTS

Parents will be active in their child's education. Parents will hold students accountable for their learning. Parents will support the policy and procedures of the technical center.

COMMUNITY

The community will advocate for and partner with the school to support the vision, mission and goals of the technical center.

OTHER (OPTIONAL)

STEERING COMMITTEE

| Name | Position | Building/Group |
|------------------------|------------------|---------------------------------|
| Mike O'Dellick | Administrator | Bedford County Technical Center |
| Dena Mobus | Staff Member | Bedford County Technical Center |
| Rock Manges | Staff Member | Bedford County Technical Center |
| Sam Shuss | Staff Member | Bedford County Technical Center |
| Wayne Blue | Community Member | Allegany College of MD |
| Leah Pepple | Community Member | Allegany College of MD |
| Denise Mills | Parent | Bedford County Technical Center |
| Amy Weicht | Parent | Bedford County Technical Center |
| Bette Slayton | Community Member | BCDA |
| Kellie Goodman Shaffer | Community Member | Bedford County Chamber |
| Mike Dudek | Staff Member | Bedford County Technical Center |
| Randy Fletcher | Staff Member | Bedford County Technical Center |
| Kevin Lawton | Staff Member | Bedford County Technical Center |
| | | |

| Name | Position | Building/Group |
|--------------------|--------------|---------------------------------|
| Patricia Leibfreid | Staff Member | Bedford County Technical Center |
| Kelsey McClelland | Staff Member | Bedford County Technical Center |
| Cathy Melius | Staff Member | Bedford County Technical Center |
| Scott Meyers | Staff Member | Bedford County Technical Center |
| Steve Sellers | Staff Member | Bedford County Technical Center |
| Andrew Pepple | Other | Everett Area School District |
| Chad Bosley | Other | Everett Area School District |
| Dennis Whyson | Staff Member | Bedford County Technical Center |
| Fred Bacca | Board Member | JOC |
| Morgan Emerick | Student | Bedford County Technical Center |
| Jody Emerick | Parent | Bedford County Technical Center |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|--|----------------------------|
| Our regular student attendance is below the state average. We plan to implement an attendance tracking system using our SIS in order to more closely monitor student attendance and respond in a timely manner with a range of interventions when a student becomes habitually absent | Regular Attendance |
| Our staff has received very little training in regards to providing differentiated and modified instruction to meet the diverse needs of our students. Professional development will be provided to the staff that focuses on identifying student learning needs and making instructional accommodations to meet those needs especially for our special population students. | Professional learning |
| We will provide professional development to staff and students in order to implement an evidence-based system of schoolwide positive behavior intervention and supports. | School climate and culture |

ACTION PLAN AND STEPS

| Evidence-based Strategy | |
|--|--|
| Positive Behavior Intervention and Supports (PBIS) | |
| Measurable Goals | |
| Goal Nickname | Measurable Goal Statement (Smart Goal) |
| 2% Attendance | We will increase our regular school-wide attendance rate 2% each school year for the next three years in order |

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|-------------------------|---|
| Improvement Each Year | to meet or exceed a regular attendance rate of 83.4%. |
| Special Population P.L. | Staff will implement a full range of instructional strategies that will meet the diverse learning styles and needs of our students. |
| PBIS Implementation | We will fully implement an evidence-based system of school-wide positive behavior intervention and supports system. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|---|
| We will partner with Appalachia Intermediate Unit 8 to provide PBIS PD to our staff team. | 2022-05-02 - 2022-08-31 | Mike O'Dellick | Substitute Teachers & PD Materials |
| We will roll out PBIS PD to all staff prior to the start of the 2022-23 school year | 2022-08-18 - 2022-08-19 | Mike O'Dellick | PowerPoint Presentation, Staff PBIS handbook. |
| A student PBIS team will be created in order to guide the programs implementation and provide opportunity for student voice. | 2022-05-02 - 2023-05-26 | Sam Shuss | general supplies |
| We will partner with local stakeholders - businesses, community, parents, etc. in order to provide resources and supports to the PBIS system. | 2022-12-23 - 2025-05-30 | | |
| An acknowledgement and consequence system will be developed to positively influence student and staff behaviors. | 2022-04-01 - 2022-12-23 | Mike O'Dellick | |

Anticipated Outcome

A PBIS system will be implemented school-wide.

Monitoring/Evaluation

Monthly meetings will be held by the staff and student PBIS teams to actively monitor the program's implementation status. The Tiered Fidelity Inventory (TFI) will be used and will provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPBIS.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|---|-------------------------------|
| We will increase our regular school-wide attendance rate 2% each school year for the next three years in order to meet or exceed a regular attendance rate of 83.4%. (2% Attendance Improvement Each Year) | Positive Behavior Intervention and Supports (PBIS) | We will partner with Appalachia Intermediate Unit 8 to provide PBIS PD to our staff team. | 05/02/2022 - 08/31/2022 |
| Staff will implement a full range of instructional strategies that will meet the diverse learning styles and needs of our students. (Special Population P.L.) | | | |
| We will fully implement an evidence-based system of school-wide positive behavior intervention and supports system. (PBIS Implementation) | | | |

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.

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

| | | |
|----------------------------|-------------------|------------|
| Chief School Administrator | Michael O'Dellick | 2022-08-31 |
|----------------------------|-------------------|------------|

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Industry- Based Learning

Rigorous Courses of Study

N/A

N/A

N/A

N/A

Industry-Based Learning

CTE program of study concentration

Plan incorporates 339 standards.

Foster a culture of high expectations for success for all students, educators, families, and community members

Align curricular materials and lesson plans to the PA Standards

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially,

Challenges

Career Standards Benchmark

Regular Attendance

N/A

N/A

N/A

N/A

Regular Attendance

More focus and training for students in regards to employability/soft skills.

Identify and address individual student learning needs

Collectively shape the vision for continuous improvement of teaching and learning

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

Strengths

emotionally, intellectually and physically

Challenges

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

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Regular Attendance

✓

Identify and address individual student learning needs

✓

Collectively shape the vision for continuous improvement of teaching and learning

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

✓

ADDENDUM B: ACTION PLAN

Action Plan: Positive Behavior Intervention and Supports (PBIS)

| Action Steps | | Anticipated Start/Completion Date | |
|---|--|--|-----------|
| We will partner with Appalachia Intermediate Unit 8 to provide PBIS PD to our staff team. | | 05/02/2022 - 08/31/2022 | |
| Monitoring/Evaluation | | Anticipated Output | |
| Monthly meetings will be held by the staff and student PBIS teams to actively monitor the program's implementation status. The Tiered Fidelity Inventory (TFI) will be used and will provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPBIS. | | A PBIS system will be implemented school-wide. | |
| Material/Resources/Supports Needed | | PD Step | Comm Step |
| Substitute Teachers & PD Materials | | yes | no |

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| We will roll out PBIS PD to all staff prior to the start of the 2022-23 school year | 08/18/2022 - 08/19/2022 |

| Monitoring/Evaluation | Anticipated Output |
|---|--|
| Monthly meetings will be held by the staff and student PBIS teams to actively monitor the program's implementation status. The Tiered Fidelity Inventory (TFI) will be used and will provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPBIS. | A PBIS system will be implemented school-wide. |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|---|---------|-----------|
| PowerPoint Presentation, Staff PBIS handbook. | no | yes |

| Action Steps | Anticipated Start/Completion Date |
|--|-----------------------------------|
| A student PBIS team will be created in order to guide the programs implementation and provide opportunity for student voice. | 05/02/2022 - 05/26/2023 |

| Monitoring/Evaluation | Anticipated Output |
|---|--|
| Monthly meetings will be held by the staff and student PBIS teams to actively monitor the program's implementation status. The Tiered Fidelity Inventory (TFI) will be used and will provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPBIS. | A PBIS system will be implemented school-wide. |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|------------------------------------|---------|-----------|
| general supplies | no | yes |

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| We will partner with local stakeholders - businesses, community, parents, etc. in order to provide resources and supports to the PBIS system. | 12/23/2022 - 05/30/2025 |

| Monitoring/Evaluation | Anticipated Output |
|---|--|
| Monthly meetings will be held by the staff and student PBIS teams to actively monitor the program's implementation status. The Tiered Fidelity Inventory (TFI) will be used and will provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPBIS. | A PBIS system will be implemented school-wide. |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|------------------------------------|---------|-----------|
| | no | yes |

| Action Steps | Anticipated Start/Completion Date |
|--|-----------------------------------|
| An acknowledgement and consequence system will be developed to positively influence student and staff behaviors. | 04/01/2022 - 12/23/2022 |

| Monitoring/Evaluation | Anticipated Output |
|---|--|
| Monthly meetings will be held by the staff and student PBIS teams to actively monitor the program's implementation status. The Tiered Fidelity Inventory (TFI) will be used and will provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPBIS. | A PBIS system will be implemented school-wide. |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|------------------------------------|---------|-----------|
| | no | yes |

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|---|-------------------------------|
| We will increase our regular school-wide attendance rate 2% each school year for the next three years in order to meet or exceed a regular attendance rate of 83.4%. (2% Attendance Improvement Each Year) | Positive Behavior Intervention and Supports (PBIS) | We will partner with Appalachia Intermediate Unit 8 to provide PBIS PD to our staff team. | 05/02/2022 - 08/31/2022 |
| Staff will implement a full range of instructional strategies that will meet the diverse learning styles and needs of our students. (Special Population P.L.) | | | |
| We will fully implement an evidence-based system of school-wide positive behavior intervention and supports system. (PBIS Implementation) | | | |

PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|-----------------------------------|--|
| PBIS Staff PD | PBIS Staff Team Entire BCTC Staff | SWPBIS Overview SWPBIS Universal Curriculum SWPBIS Evidenced-Based Outcomes Establishing School-Wide Positive Expectations: Prevention Systems Classroom Behavior Support Systems Acknowledgement System |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|--|-------------------------|---|
| PBIS Team Implementation Checklist (TIC 3.1) Baseline and yearly School-Wide Self-Assessment Surveys (SAS) Tiered Fidelity Inventory (TFI) | 04/01/2022 - 05/30/2025 | Mike O'Dellick, Administrative Director |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---|---|
| 2c: Managing Classroom Procedures | Teaching Diverse Learners in Inclusive Settings |
| 4c: Communicating with Families | Language and Literacy Acquisition for All Students |
| 2a: Creating an Environment of Respect and Rapport | |
| 4a: Reflecting on Teaching | |
| 1a: Demonstrating Knowledge of Content and Pedagogy | |
| 3c: Engaging Students in Learning | |
| 4f: Showing Professionalism | |
| 2b: Establishing a Culture for Learning | |
| 2d: Managing Student Behavior | |
| 4d: Participating in a Professional Community | |
| 1b: Demonstrating Knowledge of Students | |
| 3a: Communicating with Students | |
| 4e: Growing and Developing Professionally | |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1c: Setting Instructional Outcomes

3e: Demonstrating Flexibility and Responsiveness

4e: Growing and Developing Professionally

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

ADDENDUM D: ACTION PLAN COMMUNICATION

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|--|--|-------------------------|
| <p>We will increase our regular school-wide attendance rate 2% each school year for the next three years in order to meet or exceed a regular attendance rate of 83.4%. (2% Attendance Improvement Each Year)</p> <p>Staff will implement a full range of instructional strategies that will meet the diverse learning styles and needs of our students. (Special Population P.L.)</p> <p>We will fully implement an evidence-based system of school-wide positive behavior intervention and supports system. (PBIS Implementation)</p> | Positive Behavior Intervention and Supports (PBIS) | We will roll out PBIS PD to all staff prior to the start of the 2022-23 school year | 2022-08-18 - 2022-08-19 |
| <p>We will increase our regular school-wide attendance rate 2% each school year for the next three years in order to meet or exceed a regular attendance rate of 83.4%. (2% Attendance Improvement Each Year)</p> <p>Staff will implement a full range of instructional strategies that will meet the diverse learning styles and needs of our students. (Special Population P.L.)</p> <p>We will fully implement an evidence-based system of school-wide positive behavior intervention and supports system. (PBIS Implementation)</p> | Positive Behavior Intervention and Supports (PBIS) | A student PBIS team will be created in order to guide the programs implementation and provide opportunity for student voice. | 2022-05-02 - 2023-05-26 |
| <p>We will increase our regular school-wide attendance rate 2% each school year for the next three years in order to meet or exceed a regular attendance rate of 83.4%. (2% Attendance Improvement Each Year)</p> | Positive Behavior Intervention | An acknowledgement and consequence | 2022-04-01 - 2022-12-23 |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|--|---|-------------------------|
| <p>Staff will implement a full range of instructional strategies that will meet the diverse learning styles and needs of our students. (Special Population P.L.)</p> <p>We will fully implement an evidence-based system of school-wide positive behavior intervention and supports system. (PBIS Implementation)</p> | and Supports (PBIS) | system will be developed to positively influence student and staff behaviors. | |
| <p>We will increase our regular school-wide attendance rate 2% each school year for the next three years in order to meet or exceed a regular attendance rate of 83.4%. (2% Attendance Improvement Each Year)</p> <p>Staff will implement a full range of instructional strategies that will meet the diverse learning styles and needs of our students. (Special Population P.L.)</p> <p>We will fully implement an evidence-based system of school-wide positive behavior intervention and supports system. (PBIS Implementation)</p> | Positive Behavior Intervention and Supports (PBIS) | We will partner with local stakeholders - businesses, community, parents, etc. in order to provide resources and supports to the PBIS system. | 2022-12-23 - 2025-05-30 |

COMMUNICATIONS PLAN

| Communication Step | Audience | Topics/Message of Communication |
|---|--|--|
| Annual Letter and Quarterly Newsletter to Parents and Stakeholders explaining SWPBIS as well as implementation progress and successes | Local Stakeholders - parents, local businesses, OAC, LAC, JOC, local community members, etc. | PBIS overview PBIS progress PBIS successes |

| Anticipated Timeframe | Frequency | Delivery Method |
|-------------------------|-----------|--|
| 08/22/2022 - 05/30/2025 | Quarterly | Newsletter Posting on district website Email Presentation |

| Lead Person/Position |
|-----------------------------|
| Sam Shuss, Career Counselor |

| Communication Step | Audience | Topics/Message of Communication |
|-------------------------|-------------------------|---|
| PBIS School-Wide System | BCTC Staff and Students | PBIS Overview and Implementation Steps PBIS Behavior Matrix PBIS Acknowledgement System PBIS Progress, Growth, and Successes Student Leadership |

| Anticipated Timeframe | Frequency | Delivery Method |
|-------------------------|----------------|---------------------------------------|
| 08/22/2022 - 05/30/2025 | 2 times a year | Presentation Email Presentation |

| Lead Person/Position |
|-------------------------|
| Scott Myers, PBIS Coach |

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|---|-----------------------------------|------------|-----------|--|
| Draft posted on school website for review. Final plan posted on school website for review | BCTC Comprehensive Plan 2021-2024 | Electronic | Community | Beginning July 11,2022 with completion by August 31, 2022. |
