

Beaver County CTC

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Beaver County Career & Technology Center		127041307
Address 1		
145 Poplar Avenue		
Address 2		
City	State	Zip Code
Monaca	Pennsylvania	15061
Chief School Administrator		Chief School Administrator Email
Laura DelVecchio		ldelvecchio@bcctc.org
Single Point of Contact Name		
Laura DelVecchio		
Single Point of Contact Email		
ldelvecchio@bcctc.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
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Principal Name		
Laura DelVecchio		
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Principal Phone Number		Principal Extension
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School Improvement Facilitator Name		School Improvement Facilitator Email
Nick Tisak		ntisak@bcctc.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Laura DelVecchio	Administrator	Beaver County CTC	ldelvecchio@bcctc.org
John Goberish	Other	Community College of Beaver County	jgoberish@ccbc.org
Anne Liller	Staff Member	Beaver County Career & Technology Center	aliller@bcctc.org
Bernadette Mattica	Board Member	Beaver County CTC	bernadettemattica@gmail.com
Larry Nelson	Community Member	Beaver County Building & Construction Trades Council	larrynelson@ibew712.org
Nicole DeMark	Teacher	Beaver County Career and Technology Center	ndemark@bcctc.org
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Dr. Janice Zupsic	Administrator	Ambridge Area School District	jzupsic@ambridge.k12.pa.us
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Deb Gray	Community Member	Express Employment	
Amy Huber	Community Member	JC Penney Salon	
Nicole Rogers	Other	Middle School Counselor	
Bobby Wilson	Community Member	Behavioral Therapist	bwilson@bcctc.org
Jeff Nolfi	Community Member	SRO	jnolfi@bcctc.org
Rich Strouther	Community Member	Job Training Beaver County	rstrother@jtbc.org
David Brandon	Administrator	Western Beaver School District	david.brandon@westernbeaver.org

LEA Profile

The Beaver County Career and Technology Center (BCCTC) is a part-time career and technology center located in Monaca, Pennsylvania. The BCCTC serves students from 13 school districts: Aliquippa, Ambridge, Beaver, Big Beaver Falls, Blackhawk, Central Valley, Freedom, Hopewell, New Brighton, Riverside, Rochester, and Western Beaver. Our career center is centrally located in our delivery area; most students are 15 minutes with the exception of Riverside, who travels 45 minutes. The thirteen districts encompass urban, suburban, and rural areas and different socio-economic backgrounds.

Located on twenty-five (25) acres of ground in Center Township, the career center is adjacent to the Community College of Beaver County and the Beaver Valley Intermediate Unit (IU27). The Beaver County Career and Technology Center educates seven hundred (700) each year. Our school is dedicated to providing a program of high quality, cutting-edge technical training integrated with a strong rigorous academic education and an emphasis on critical thinking, problem solving, decision making, and team building skills.

The career center currently offers seventeen (17) programs of study in which the curriculum is closely tied to the needs of business and industry. Additionally, for over forty (40) years, we have been providing training to meet the unique needs and circumstances of adults in Beaver County and the surrounding areas. Adult evening programs have been offered, and will continue to be a focus of our center, thus, providing programs for dislocated workers, persons wishing to enhance their skills for career growth, and for anyone wishing to learn skills needed in the home or business. We also assist employers in the area of customized training.

The Administrative staff is comprised of a Superintendent of Record from the Big Beaver Falls School District, the Administrative Director, Assistant Director/Principal, and the Facilities Manager. The school has twenty-two (22) professional employees and twenty (20) non-professional employees consisting of ten (10) paraprofessionals, eight (8) office support staff, and three (3) maintenance staff. We are prepared to provide all students with industry recognized credentials and business ethics needed for related employment and/or continuing employment.

Mission and Vision

Mission

At Beaver County Career and Technology Center, we believe in the transformative power of education to shape individuals into skilled, ethical, and forward-thinking leaders. Through collaboration with experienced professionals, state-of-the-industry facilities, and a dedicated faculty providing hands-on education, we strive to instill a passion for lifelong learning and a commitment to excellence for our students. We prepare students for a career, and empower them to be leaders, innovators, and contributors to a global society driven by advanced technology in our ever-changing digital age.

Vision

Beaver County Career and Technology Center envisions a dynamic and inclusive learning community, committed to cultivating the skills, knowledge, and resilience needed for success in the evolving global landscape by igniting potential and empowering futures.

Educational Values

Students

The attainment of high levels of academic knowledge and technical skills vital to student success. Effective interpersonal skills are an essential component to all aspects of one's life, as well as, presenting a strong work ethic, and a deeper understanding of effective critical-thinking, problem-solving, and strong communication skills.

Staff

Staff members are expected to deliver high quality technical education while creating opportunities for students and providing support as needed. Staff members believe that student empowerment comes with higher levels of technical skills, academic proficiency, and professionalism.

Administration

It is our belief that administration will provide opportunities, resources, and experiences to students and staff, and provide the support needed for success.

Parents

The parent/guardian is responsible for ensuring student success that is shared by students, instructors, and parents and actively support the business community and post-secondary institutions.

Community

Community members, including business leaders, are expected to help develop the workforce and promote economic growth, by cultivating student success through Occupational Advisory participation, and creating opportunities for work-based learning opportunities.

Other (Optional)

Post-Secondary institutions are expected to provide pathways with our technical programs through curriculum coordination and articulation agreements that lead to post-secondary programs/credentials culminating in employment in in-demand occupations.

Future Ready PA Index

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

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	False 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Coordinate fiscal resources from local, state and federal programs to achieve the district's goals and priorities.	Allocate resources, including money, staff, professional learning materials, and support to schools based on the analysis of a variety of data.
Recruit and retain fully credentialed, experienced and high quality leaders and instructors.	Foster a vision and culture of high expectations for success for all students, educators, and families.
The overall performance for the end of program exam, NOCTI (National Occupancy and Testing Institute), historically as been 88% or higher.	The instructional staff at the BCCTC are committed to high standards for all students when preparing students for the NOCTI exams.
The CTC has increased the number of students who have been offered PDE recognized Industry Recognized Credentials and attained credentials	Due to the passing of Act 158 for the 2022-2023 school year, the CTC has capitalized on the number of offerings and attainment of the PDE recognized industry credentials.

Challenges

Indicator	Comments/Notable Observations
Limited support of students with IEP's from the partner districts due to the lack of supports that follow students to the CTC.	The CTC utilizes the Perkins Grant to provide supports for the high number of special education students who attend the CTC. The Perkins funding historically has been allocated towards salaries and benefits for Instructional Assistants. Moving forward, the goal is to utilize Perkins Funding towards programs and support for all students, and not limited to students with IEP's.
The BCCTC is one of the few CTC's in the state that offer a two year instructional program. A majority of the CTC's in the state of Pennsylvania allow students to attend for 3 years, which affords students the opportunity to take advantage of dual enrollment programs, advanced PDE industry recognized credentials, and advancements in a rigorous curriculum.	The CTC administration will meet with District Administration to discuss the opportunity to offer the students who attend the CTC an opportunity to attend for 3 years as opposed to 2 years. A presentation will be delivered to all district administration.

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

Strengths

<p>Indicator The BCCTC has higher numbers of students who are deemed economically disadvantaged and students with disabilities. Supports have been put into place, from grant funding and EITC assistance for students who are economically disadvantaged.</p> <p>ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The grant funding has been utilized to assist students who are economically disadvantaged and who require support both academically and emotionally. The hiring of the third Learning Facilitator for the 2023-2024 school year has also contributed to the support needed for students who are deemed to have disabilities.</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>

Challenges

<p>Indicator The CTC does not have a high number of diverse learners who attend.</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic)</p>	<p>Comments/Notable Observations</p>
<p>Indicator The CTC has a high number of student learners who have IEP's. A 41% student population with IEP's. is deemed higher than the average number of students with IEP's in the partner districts who send students to the CTC.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations</p>
<p>Indicator The number of students who attend the CTC who are deemed ESL is low and the staff is ill equipped to meet the needs of a student</p>	<p>Comments/Notable Observations The CTC administration in collaboration with the BVIU (Beaver Valley Intermediate Unit), are working to create lessons and curriculum to better meet</p>

<p>who is identified as ESL. ESSA Student Subgroups English Learners</p>	<p>the needs of the potential students who are identified as ESL, so not to limit students from opportunities at the CTC.</p>
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Summary

Strengths

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

<p>Coordinate fiscal resources from local, state and federal programs to achieve the district's goals and priorities.</p>
<p>Recruit and retain fully credentialed, experienced and high quality leaders and instructors.</p>
<p>The overall performance for the end of program exam, NOCTI (National Occupancy and Testing Institute), historically as been 88% or higher.</p>

Challenges

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

<p>The CTC does not have a high number of diverse learners who attend.</p>
<p>The CTC has a high number of student learners who have IEP's. A 41% student population with IEP's. is deemed higher than the average number of students with IEP's in the partner districts who send students to the CTC.</p>

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NOCTI	The CTC has maintained a pass rate of 80% or higher for the past 6 years. Students and districts are looking at the exam as a graduation pathway for students.
Industry Recognized Credentials	The career center is expanding the number of industry recognized certifications to all students enrolled at the CTC. In addition, there has been an increase in the amount of certifications attained by enrolled students. Industry Recognized Credential Attainment, assists districts as it serves as a graduation pathway for students.
Cooperative Education placement	The CTC has experienced an increase the the amount of Cooperative Education placements in the past two years, with a focus on an increase in placements for enrolled CTC students, as well as, non-enrolled CTC students with the additional Diversified Occupations program that was added to the BCCTC for the 2023-2024 school year.

English Language Arts Summary

Strengths

Students enrolled at the CTC are required to participate in hands on, or project based learning in addition to the theory portion of the curriculum. Both educational components aide students in strengthening overall scores on the end of program exam, the NOCTI, as well as, attainment of industry recognized credentials, thus, making the students competitive for the ever-changing workforce, not only locally, but globally.

Challenges

The career center is currently a 2-year CTC, unlike many of the CTC's across the state. The third year would enable all students to earn industry recognized credentials, as well as the opportunity to participate in Work based Learning experiences during their senior year.

The challenge of working with students who are in need of additional supports, primarily, students with Individualized Education Plans, who attend the BCCTC without the supports that are provided at the students district of residence, negatively impacts the progress of student achievement. The funding that is provided to students with IEP's at the partner district, does not follow the IEP student, which at times, inhibits the student to succeed and interrupts the educational process of other enrolled students.

Mathematics

Data	Comments/Notable Observations
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Mathematics Summary

Strengths

The career center plans on better assisting partner school districts in the areas of Math by inviting district administrators and curriculum advisors to participate in an in service hosted by the career center, on enhancing data analysis.

The career center curriculum has Math infused in all programs which enables students to strengthen their Math skills and relate it to everyday life.

Challenges

The career center furloughed the Math instructor, due to lack of progress in Math scores at the district level. Students who are required to take Math for credits, may be inhibited from attending the career center, which, in fact is a violation of Chapter 4 of the PA School Code.

Science, Technology, and Engineering Education

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

Strengths

All CTE program of studies contain STEM in the prescribed curriculum. The overall goal is to work with districts to grant their permission to allow CTE enrolled students to earn STEM credits towards their graduation requirements.

Challenges

The challenge for the career center is working with 14 districts and getting them on board to utilize the CTC as a tool to have students earn STEM credits as a means to fulfill graduation requirements.

Related Academics

Career Readiness

Data	Comments/Notable Observations
All State Approved Programs of Study contain a career readiness component in the state prescribed curriculum.	
The career center has hired a Cooperative Education Coordinator to assist students with work-based learning opportunities, such as internships, clinicals, job shadowing, and cooperative education placements.	The career center has also hired a Diversified Occupations instructor for the 2023-2024 academic school year, to assist students in the partner districts with career readiness opportunities. The Diversified Occupations program is looking to expand the footprint, but affording opportunities to students interested in early childhood education.
The career center hosts an annual Career Fair for all enrolled students at the BCCTC.	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
The BCCTC offers 15 Approved Programs of Study to students in Beaver County. All of the approved programs, and the two programs not deemed an approved program of study, offer students the opportunity to earn Industry Recognized Credentials, as well as work-based learning opportunities.	

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
The BCCTC offers two Arts programs, Graphic Arts and Design, and Commercial Arts and Design.	

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
The BCCTC offers a Culinary Arts program, which is an approved program of study.	Students enrolled in the Culinary Arts Program are eligible to earn industry recognized credentials and compete in the local and national competitions. Competitions afford students the opportunity to earn scholarship monies to post-secondary institutions. The Culinary Arts program added the Pro Start CTSO for the 2023-2024 school year. Pro Start is a higher level, more impactful competition for students, as well as, scholarship attainment.

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
The Beaver County CTC hired a School Resource Officer (SRO) for the 2023-2024 school year. In addition, the CTC hired a Behavioral Therapist through a local agency to assist with the increased need for mental health services.	The hiring of the SRO and the Behavioral Therapist has been advantageous to the student and staff population. There is an increased need for both mental health support, as well as, the overall safety of the building. The implementation of the additional staff that has been added to the CTC, has created a more positive and inviting climate for both students and staff.

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

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

Articulation Agreements

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

Partnering Institution

The career center has a myriad of articulation agreements with post-secondary institutions. All articulation agreements have been uploaded to the PA CATS system.

Agreement Type

Statewide Articulation

Program/Course Area

All 17 program of studies at the CTC have a local agreement with the Community College of Beaver County.

Uploaded Files

Articulation agreement chart 1_e67f9b5d.pdf

Summary

Strengths

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

The Beaver County CTC offers articulation agreements for all 17 programs available to students of Beaver County. The articulation agreements that are offered to our enrolled students are both local agreements and state agreements.
All Programs of studies have the opportunity to offer industry recognized credentials to enrolled students. All enrolled student at the BCCTC for the 2023-2024 school year will be offered the opportunity to take an industry recognized credential.
All programs of study offer STEM and STEAM in the prescribed curriculum.
The BCCTC offers work-based learning opportunities to all eligible students through the recent hiring of the Cooperative education coordinator and

the Diversified Occupations Instructor.

Challenges

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

The BCCTC offers STEM in all of the curriculum taught in the 17 Programs of Study. The challenge, becomes getting all partner districts to offer enrolled CTC students the opportunity to earn Science or Math credits that are required for graduation.

The CTC does not offer physical education or health which has the potential to inhibit prospective students who are in need of the physical education credit from attending the BCCTC.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
At present the CTC does not have students who are deemed English Language Learners. Recognizing the importance of globalization, the CTC will utilize the BVIU (Beaver Valley Intermediate Unit) to assist with a focus on implements curriculum that focuses on ESL/ELL students.	

Students with Disabilities

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

Data	Comments/Notable Observations
Students with IEP's are identified by the special education department and staff is issued Specially Designed Instruction, SDI's for students.	The staff will continue to have students identified with IEP's in the student information system and be required to follow the students IEP and participate in meetings for the students.
A third Learning Facilitator has been hired for the 2023-2024 academic year, to better assist and accommodate students with IEP's. Due to an increase in enrollment overall and students with IEP's.	The addition of the third Learning Facilitator has enabled the instructional staff and students to gain more support access to materials and small group instruction and assistance that is required in the student's IEP.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Students who are deemed economically disadvantaged, are eligible to participate in the Corterra EITC program, whereby, students can purchase, uniforms, equipment,	The career center continues to partner with Corterra Energy Group to assist students with additional items for the

and other necessities for the program of study.	program of studies.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
2 or More Races	The CTC will implement a student focus group that centers on the needs of the students of color. The CTC will provide professional development to all faculty and staff.

Summary

Strengths

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

The career center has partnered with the Corterra Energy Group to better assist students who are economically disadvantaged with items that are out of pocket expenses. Eligible students are able to purchase, through EITC funding, uniforms, tools, and equipment as it relates to their program of study,
All instructional staff are able to review and become familiar with students IEP's through the student information system. Instructors are able to view and become familiar with students specially designed instruction, SDIs, and also continue to maintain accurate records for the special education department.
The hiring of an additional Learning Facilitator has provided the CTC with additional support to all instructional staff and students. The additional staff member, has allowed for more small group instruction, progress monitoring, and individualized attention for students with IEP's.

Challenges

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

The special education population continues to grow and as a result, students who require supports due to emotional disturbance are neglected due to the lack of one on one attention that should be provided by the LEA.
School districts are required by law to invite representatives from the local CTC to all IEP meetings for currently enrolled students, as well as, prospective students. Historically, this has not been the practice. The lack of participation in the LEA IEP meeting, has lead to students being

improperly placed in programs, with an end result of students needing to withdrawal from the CTC due to lack of appropriate supports.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

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

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Collectively shape the vision for continuous improvement of teaching and learning

Identify professional learning needs through analysis of a variety of data

Challenges

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

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

Implement evidence-based strategies to engage families to support learning

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

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

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Coordinate fiscal resources from local, state and federal programs to achieve the district's goals and priorities.	False
Recruit and retain fully credentialed, experienced and high quality leaders and instructors.	False
The overall performance for the end of program exam, NOCTI (National Occupancy and Testing Institute), historically as been 88% or higher.	False
Students enrolled at the CTC are required to participate in hands on, or project based learning in addition to the theory portion of the curriculum. Both educational components aide students in strengthening overall scores on the end of program exam, the NOCTI, as well as, attainment of industry recognized credentials, thus, making the students competitive for the ever-changing workforce, not only locally, but globally.	False
The career center plans on better assisting partner school districts in the areas of Math by inviting district administrators and curriculum advisors to participate in an in service hosted by the career center, on enhancing data analysis.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
The career center curriculum has Math infused in all programs which enables students to strengthen their Math skills and relate it to everyday life.	False
All CTE program of studies contain STEM in the prescribed curriculum. The overall goal is to work with districts to grant their permission to allow CTE enrolled students to earn STEM credits towards their graduation requirements.	False
The Beaver County CTC offers articulation agreements for all 17 programs available to students of Beaver County. The articulation agreements that are offered to our enrolled students are both local agreements and state agreements.	True
All Programs of studies have the opportunity to offer industry recognized credentials to enrolled students. All enrolled student at the BCCTC for the 2023-2024 school year will be offered the opportunity to take an industry recognized credential.	True
All programs of study offer STEM and STEAM in the prescribed curriculum.	False
The BCCTC offers work-based learning opportunities to all eligible students through the recent hiring of the Cooperative education coordinator and the Diversified Occupations Instructor.	True
The career center has partnered with the Corterra Energy Group to better assist students who are economically disadvantaged with items that are out of pocket expenses. Eligible students are able to purchase, through EITC funding, uniforms, tools, and equipment as it relates to their program of study,	False

Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True
Collectively shape the vision for continuous improvement of teaching and learning	True
Identify professional learning needs through analysis of a variety of data	True
All instructional staff are able to review and become familiar with students IEP's through the student information system. Instructors are able to view and become familiar with students specially designed instruction, SDIs, and also continue to maintain accurate records for the special education department.	True
The hiring of an additional Learning Facilitator has provided the CTC with additional support to all instructional staff and students. The additional staff member, has allowed for more small group instruction, progress monitoring, and individualized attention for students with IEP's.	True

Challenges

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

Strength	Check for Consideration in Plan
The CTC does not have a high number of diverse learners who attend.	False
The CTC has a high number of student learners who have IEP's. A 41% student population with IEP's. is deemed higher than the average number of students with IEP's in the partner districts who send students to the CTC.	False
The career center is currently a 2-year CTC, unlike many of the CTC's across the state. The third year would enable all students to earn industry recognized credentials, as well as the opportunity to participate in Work based Learning experiences during their senior year.	True
The challenge of working with students who are in need of additional supports, primarily, students with Individualized Education Plans, who attend the BCCTC without the supports that are provided at the students district of residence, negatively impacts the progress of student achievement. The funding that is provided to students with IEP's at the partner district, does not follow the IEP student, which at times, inhibits the student to succeed and interrupts the educational process of other enrolled students.	False
The career center furloughed the Math instructor, due to lack of progress in Math scores at the district level. Students who are required to take Math for credits, may be inhibited from attending the career center, which, in fact is a violation of Chapter 4 of the PA School Code.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Implement evidence-based strategies to engage families to support learning	False
Implement a multi-tiered system of supports for academics and behavior	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
The challenge for the career center is working with 14 districts and getting them on board to utilize the CTC as a tool to have students earn STEM credits as a means to fulfill graduation requirements.	False

The BCCTC offers STEM in all of the curriculum taught in the 17 Programs of Study. The challenge, becomes getting all partner districts to offer enrolled CTC students the opportunity to earn Science or Math credits that are required for graduation.	False
The CTC does not offer physical education or health which has the potential to inhibit prospective students who are in need of the physical education credit from attending the BCCTC.	False
The special education population continues to grow and as a result, students who require supports due to emotional disturbance are neglected due to the lack of one on one attention that should be provided by the LEA.	True
School districts are required by law to invite representatives from the local CTC to all IEP meetings for currently enrolled students, as well as, prospective students. Historically, this has not been the practice. The lack of participation in the LEA IEP meeting, has lead to students being improperly placed in programs, with an end result of students needing to withdrawal from the CTC due to lack of appropriate supports.	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	The CTC programs are required to follow the PDE prescribed POS (Program of Study) Task List, which is the performance based curriculum to assess student's learning, retention, and abilities. Members of business and industry are participating members of all programs at the CTC, through the participation of OAC (Occupational Advisory Committees), which meet bi-annually to discuss curriculum and instruction. Students are also required to take an end of program exam, the NOCTI and NIMS, as well as, participation in taking the Industry Recognized Credentials. Both the end of program exam test results and the PDE industry Recognized Credential Attainment are indicators that instruction is aligned and evidenced based.	False
The career center is currently a 2-year CTC, unlike many of the CTC's across the state. The third year would enable all students to earn industry recognized credentials, as well as the opportunity to participate in Work based Learning experiences during their senior year.	The CTC is a few left in the state that operate as a 2 year CTC. A suggestion is to offer a three year program to willing school districts and programs who have indicated a need to be a three year program.	True
The special education population continues to grow and as a result, students who require supports due to emotional disturbance are neglected due to the lack of one on one attention that should be provided by the LEA.	The committee discussed the overall success of the students who attend the CTC, the lack of the required supports, does not ensure success for enrolled students. Active participation and ongoing discussions with the administration and the special education contacts, has been deemed an appropriate step in ensuring that this issues dissipates.	False
School districts are required by law to invite representatives from the local CTC to all IEP meetings for currently enrolled students, as well as, prospective students. Historically, this has not been the practice. The lack of participation in the LEA IEP meeting, has lead to students being improperly placed in programs, with an end result of students needing to withdrawal from the CTC due to lack	CTC representatives are required by law to be at all IEP meetings for all incoming and current students. As a means to remedy the current issue of districts not always inviting CTC special education representatives to all of the meetings, the CTC administration designated an administrative assistant to the special education department to aide in ensuring that staff is present at the	True

of appropriate supports.	meetings.	
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Analyzing Strengths

Analyzing Strengths	Discussion Points
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	The committee believes that the partnerships with local businesses, community organizations, and other agencies is imperative in moving the BCCTC in the right direction. The strong partnership as discussed in the meeting allows students to gain the communication, organizational, and soft skills required to be successful in the work place. The committee also discussed the importance of the ctc as the educational entity to help to build the workforce of the county and beyond, which in turn, builds the local economy.
Collectively shape the vision for continuous improvement of teaching and learning	The CTC will work to create a committee made up of instructors, students, parents, and board members to meet and discuss yearly goals and objectives and strategies to ensure that the CTC is equipped with the resources needed to meet all discussed goals.
Identify professional learning needs through analysis of a variety of data	The CTC administration will administer online surveys to all CTC staff to ensure that the staff is getting the appropriate training and education to meet the needs of the ever changing student population and needs. Also, all professional development trainings will be geared to better equipped all instructors and staff with information to set students up for success.
The Beaver County CTC offers articulation agreements for all 17 programs available to students of Beaver County. The articulation agreements that are offered to our enrolled students are both local agreements and state agreements.	The committee discussed the importance of creating attainable pathways for all student learners. The need to encourage students to pursue post-secondary education, in addition to the other career pathways, is of great importance, as indicated by the committee. Creating pathways to post-secondary institutions is a means to ensure that students are involved in a rigorous curriculum that will allow student success beyond high school.
All Programs of studies have the opportunity to offer industry recognized credentials to enrolled students. All enrolled student at the BCCTC for the 2023-2024 school year will be offered the opportunity to take an industry recognized credential.	The committee discussed the importance of student attainment of PDE industry recognized credentials. The committee shared, based on the data that the CTC is moving in the right direction with the amount of the certifications offered and attained by currently enrolled students.
The BCCTC offers work-based learning opportunities to all eligible students through the recent hiring of the Cooperative education coordinator and the Diversified Occupations Instructor.	The committee is looking forward to the growth and development of the newly appointed Diversified Occupations program, and the continued growth of the Cooperative Education program.
All instructional staff are able to review and become familiar with	

<p>students IEP's through the student information system. Instructors are able to view and become familiar with students specially designed instruction, SDIs, and also continue to maintain accurate records for the special education department.</p>	
<p>The hiring of an additional Learning Facilitator has provided the CTC with additional support to all instructional staff and students. The additional staff member, has allowed for more small group instruction, progress monitoring, and individualized attention for students with IEP's.</p>	

Priority Challenges

<p>Analyzing Priority Challenges</p>	<p>Priority Statements</p>
	<p>The CTC is a few left in the state that operate as a 2 year CTC. The CTC will offer a three year program to willing school districts and programs who have indicated a need to be a three year program.</p>
	<p>The CTC will continue to utilize support staff to assist CTC Special Education Staff to be involved in all IEP meetings for current and prospective students. The CTC administration will work with all partner school district administration and special education contacts to ensure that all meetings are attended to meet the needs of the students and appropriate placements for student success.</p>

Goal Setting

Priority: The CTC is a few left in the state that operate as a 2 year CTC. The CTC will offer a three year program to willing school districts and programs who have indicated a need to be a three year program.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
The BCCTC will be involved in community activities that are made up and not limited to, holiday events, spring events, and fairs. The CTC will also open the school to the community for holiday events and the annual spring flower event. The CTC restaurant will be open to the public and host events that involve bringing the community.		
Measurable Goal Nickname (35 Character Max)		
BCCTC to have a larger footprint and involvement in community activities, and host events at the CTC.		
Target Year 1	Target Year 2	Target Year 3
The CTC will host two events at the school for the community and host two open houses for current and prospective students.	In addition to what will occur in year one, the CTC will be active participants in activities at school districts, for example, school musicals and plays, as well as, summer events in the community.	The BCCTC will be involved in community activities that are made up and not limited to, holiday events, spring events, and fairs. The CTC will also open the school to the community for holiday events and the annual spring flower event. The CTC restaurant will be open to the public and host events that involve bringing the community.

Outcome Category		
School Safety		
Measurable Goal Statement (Smart Goal)		
The CTC will have an increased police presence at the school during school hours, in addition to increased trainings for all staff as it relates to mandatory and voluntary safety drills and activities.		
Measurable Goal Nickname (35 Character Max)		
The CTC will secure the current SRO (School Resource Officer), and look to hire a second officer or Armed Security Officer.		
Target Year 1	Target Year 2	Target Year 3
The CTC will secure the current SRO and look for additional grant funding to hire a second officer, or armed security officer.	In addition to accomplishing the goals from Target Year 1, the CTC will utilize the SRO and local police department to incorporate all safety and security drills for staff and students. The CTC will also utilize advanced equipment, such as cameras and badges that alert the police department of issues.	The CTC will have an increased police presence at the school during school hours, in addition to increased trainings for all staff as it relates to mandatory and voluntary safety drills and activities.

Outcome Category

Social emotional learning		
Measurable Goal Statement (Smart Goal)		
The CTC will secure a Behavioral Therapist to continue to provide social and emotional learning, coupled with providing students and staff with additional supports to better understand and handle the increased amount of mental health issues that students present.		
Measurable Goal Nickname (35 Character Max)		
Increased use of a Behavioral Therapist for social and emotional learning and support for students and staff when dealing with the increased levels of mental health issues.		
Target Year 1	Target Year 2	Target Year 3
The CTC will secure the Behavioral Therapist position that has been implemented in the 2023-2024 school year, as a means to ensure that students and staff are properly supported.	The CTC will maintain the Behavioral Therapist to educate the students and staff on social emotional skills.	The CTC will secure a Behavioral Therapist to continue to provide social and emotional learning, coupled with providing students and staff with additional supports to better understand and handle the increased amount of mental health issues that students present.

Priority: The CTC will continue to utilize support staff to assist CTC Special Education Staff to be involved in all IEP meetings for current and prospective students. The CTC administration will work with all partner school district administration and special education contacts to ensure that all meetings are attended to meet the needs of the students and appropriate placements for student success.

Outcome Category		
Industry-Based Learning		
Measurable Goal Statement (Smart Goal)		
The CTC will continue to follow the prescribed PDE POS (Program of Studies) curriculum to all students and offer opportunities for dual enrollment credits for enrolled students. The CTC will increase the number of PDE Industry Recognized Credentials for all students in all programs.		
Measurable Goal Nickname (35 Character Max)		
BCCTC will continue to follow the prescribed the PDE CTE Curriculum and continue to offer PDE Industry Recognized Certifications.		
Target Year 1	Target Year 2	Target Year 3
The BCCTC will continue to follow the prescribed PDE POS curriculum and have an increase in the amount of students who are able to complete all of the tasks in a 2 year window.	The BCCTC will continue to work towards the Target year 1 goal and work towards offering more PDE industry recognized credentials and have an increase in the number of students who attain the credentials.	The CTC will continue to follow the prescribed PDE POS (Program of Studies) curriculum to all students and offer opportunities for dual enrollment credits for enrolled students. The CTC will increase the number of PDE Industry Recognized Credentials for all students in all programs.

Action Plan

Measurable Goals

BCCTC to have a larger footprint and involvement in community activities, and host events at the CTC.	The CTC will secure the current SRO (School Resource Officer), and look to hire a second officer or Armed Security Officer.
Increased use of a Behavioral Therapist for social and emotional learning and support for students and staff when dealing with the increased levels of mental health issues.	BCCTC will continue to follow the prescribed the PDE CTE Curriculum and continue to offer PDE Industry Recognized Certifications.

Action Plan For: The BCCTC will have a larger footprint in community events by hosting more activities at the career center, with an increased police presence and a focus on social and emotional learning and supports for all staff and students by securing the Behavioral Therapist position.

Measurable Goals:
<ul style="list-style-type: none"> The BCCTC will be involved in community activities that are made up and not limited to, holiday events, spring events, and fairs. The CTC will also open the school to the community for holiday events and the annual spring flower event. The CTC restaurant will be open to the public and host events that involve bringing the community. The CTC will have an increased police presence at the school during school hours, in addition to increased trainings for all staff as it relates to mandatory and voluntary safety drills and activities. The CTC will continue to follow the prescribed PDE POS (Program of Studies) curriculum to all students and offer opportunities for dual enrollment credits for enrolled students. The CTC will increase the number of PDE Industry Recognized Credentials for all students in all programs. The CTC will secure a Behavioral Therapist to continue to provide social and emotional learning, coupled with providing students and staff with additional supports to better understand and handle the increased amount of mental health issues that students present.

Action Step		Anticipated Start/Completion Date	
The CTC administration will collaborate with staff and students to create a schedule of events that will include and increased involvement in the community . While the increased footprint in community activities is a priority, the need for a secure and safe building is also a need, and the CTC Administrative Director will look to secure funding to keep the current SRO and look for additional funding to hire a second officer . A secure and safe building will allow for little interruptions to the educational learning occurring in the building and will afford enrolled students the opportunity to attain PDE industry recognized credentials.		2024-09-02	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Laura DelVecchio - Administrative Director	Grant Funding, additional funding for the second officer and the Behavioral Therapist	Yes	Yes
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A safer secure building that allows students and staff to capitalize on more educational opportunities that will allow students to be offered the opportunity to experience a high quality CTE experience which affords them the opportunity to earn increased certifications and post-secondary opportunities and pathways.	Administrative Director and CTC administration, quarterly, through focus groups and staff surveys.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>The BCCTC will have a larger footprint in community events by hosting more activities at the career center, with an increased police presence and a focus on social and emotional learning and supports for all staff and students by securing the Behavioral Therapist position.</p>	<p>The CTC administration will collaborate with staff and students to create a schedule of events that will include and increased involvement in the community . While the increased footprint in community activities is a priority, the need for a secure and safe building is also a need, and the CTC Administrative Director will look to secure funding to keep the current SRO and look for additional funding to hire a second officer . A secure and safe building will allow for little interruptions to the educational learning occurring in the building and will afford enrolled students the opportunity to attain PDE industry recognized credentials.</p>

Utilize business community and other stakeholders to increase CTC footprint in the community.

Action Step		
<ul style="list-style-type: none"> The CTC administration will collaborate with staff and students to create a schedule of events that will include and increased involvement in the community . While the increased footprint in community activities is a priority, the need for a secure and safe building is also a need, and the CTC Administrative Director will look to secure funding to keep the current SRO and look for additional funding to hire a second officer . A secure and safe building will allow for little interruptions to the educational learning occurring in the building and will afford enrolled students the opportunity to attain PDE industry recognized credentials. 		
Audience		
The community, partner school districts, students, parents, and business community.		
Topics to be Included		
Project-based learning, strong communication skills, entrepreneurship skills, and professionalism.		
Evidence of Learning		
Completion of POS Tasks.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Laura DelVecchio - Administrative Director	2024-10-01	2025-06-02

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	All four Marking Periods
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
<p>The BCCTC will have a larger footprint in community events by hosting more activities at the career center, with an increased police presence and a focus on social and emotional learning and supports for all staff and students by securing the Behavioral Therapist position.</p>	<p>The CTC administration will collaborate with staff and students to create a schedule of events that will include and increased involvement in the community . While the increased footprint in community activities is a priority, the need for a secure and safe building is also a need, and the CTC Administrative Director will look to secure funding to keep the current SRO and look for additional funding to hire a second officer . A secure and safe building will allow for little interruptions to the educational learning occurring in the building and will afford enrolled students the opportunity to attain PDE industry recognized credentials.</p>

Utilization of the BCCTC facility and programs of study for increased footprint and presence in the community.

Action Step		
Audience		
BCCTC Staff, students, member districts, administration, and business and industry professionals.		
Topics to be Included		
Entrepreneurship, Leadership Skills, 21st century skills, Career and Work Standards, and Professionalism.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Laura DelVecchio - Administrative Director and other administration.	2024-10-01	2025-06-02

Communication

Type of Communication	Frequency
Public service announcement	Monthly updates

Communication

Type of Communication	Frequency
Presentation	Quarterly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Laura DelVecchio	2024-01-25
Building Principal Signature	Date
Nicholas Tisak	2024-01-25
School Improvement Facilitator Signature	Date