

Berks Career and Technology Center

STRATEGIC PLAN

2014 - 2022

Building a Foundation For a Strong Future

JOC Approval – January 28, 2015

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Berks Career and Technology Center will not discriminate in its employment practices or its educational programs and activities on the basis of race, color, age, creed, religion, gender, sex, sexual orientation, ancestry, domicile, veterans status, national origin, marital status, pregnancy, handicap/disability or genetic information or any other legally protected characteristics in its admission procedures, educational programs and activities or employment practices, as required by the Pennsylvania School Code and related regulations, ADA, Title VI, Title IX, and Section 504. Students are encouraged to consider enrolling in career programs non-traditional to their gender. Berks Career and Technology Center will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in career and technical education programs and will make reasonable accommodations for those with disabilities. Furthermore, harassment in any form, including bullying, by any individual will not be tolerated. All policies, regulations and practices of BCTC shall be guided by this statement. Inquiries regarding compliance with Title IX, Section 504 or Title VI should be directed to the Office of the Administrative Director at 1057 County Road, Leesport, PA 19533, 610-374-4073.

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PREFACE

Strategic Planning is a means by which a school organization can systemically improve its educational program and services while creating a shared vision for the future.

Recognizing this important fact, key individuals from Berks Career and Technology Center (BCTC), 16 participating districts, business and industry, and the community participated in and completed a new Strategic Plan for 2014 through 2020. Through the successful implementation of this Strategic Plan, BCTC will continue as a premier career development and technology center offering quality and affordable educational programs to youth and adults of the region.

The development of this plan would not have been possible without the many people who gave generously of their time and expertise. Therefore, it is appropriate to acknowledge those individuals who contributed to the vision and laid out a plan for realizing this vision.

First, grateful appreciation is extended to the entire Joint Operating Committee (JOC) and Professional Advisory Committee (PAC) who, from the very start, have supported the strategic planning process and continuous improvement as a means to keep the school relevant and high performing. Special acknowledgement is provided to Oscar Manbeck, Chairperson of the BCTC JOC and Dr. Jill Hackman, Superintendent of Record, for supporting and providing leadership in the planning process.

The role of the Steering Committee members, the Planning Team members and members of the Process Management Teams are gratefully acknowledged. Furthermore, the contributions of members of BCTC's Occupational Advisory Committees and the Berks Executive Council are deeply valued. These advisory groups and the individuals who actively participated brought a much-needed business and industry perspective to the planning process.

Appreciation is extended to members of our 16 participating school districts, the Berks County Intermediate Unit, Reading Area Community College, Greater Reading Economic Development Partnership, Greater Reading Chamber of Commerce, and Berks County Career Link who assisted with the planning process. Also, a special thanks is extended to the many individuals from the community, including parents and students, who supported and/or participated in the planning process.

Sincere appreciation is expressed to the entire faculty, staff and administration of BCTC for actively participating in all aspects of the strategic planning process. The tremendous behind-the-scenes effort of Oralee Folk is gratefully acknowledged. This included coordinating the many activities and events associated with the planning process and organizing, formatting and producing data charts and other planning documents.

Robert E. Lees, Ed.D.
Administrative Director

THE STRATEGIC PLANNING PROCESS

Strategic planning is critical to the long-term success of any organization. Recognizing the importance of planning, the Joint Operating Committee of the Berks Career and Technology Center endorsed strategic planning as the means to systematically change and improve the educational program so all students will achieve at high levels and realize their maximum potential.

Phase I: Preplanning and Establishing a Blueprint

BCTC developed a strategic planning process and timeline during the 2013-2014 school year and began to re-examine and update its existing plan (Appendix A). Following approximately four (4) months of preplanning activities, the first steering committee meeting was held on March 25, 2014. A total of 28 stakeholders, representing a cross section of the community, served on the Steering Committee. A listing of Steering Committee members is provided in Appendix B. A blueprint that served to direct the remainder of the planning process was developed from that initial planning meeting. This included a mission statement, vision statement, set of belief statements, priority goals, and strategy statements.

In the spring of 2014 five (5) stakeholder surveys were developed and administered online. Data from these surveys were compiled and used for planning purposes. During June and July 2014 data from BCTC's 25+ performance indicators was collected, compiled and organized for use by the internal planning team in developing the strategic initiatives that make up the Plan.

Phase II: Internal Planning

Following the initial Steering Committee session, an internal Planning Team met for four (4) days, August 5 – 8, 2014 to develop the Strategic Plan. From that planning session, strategic initiatives were developed and organized around six (6) broad strategies. The internal Planning Team was comprised of 16 teachers, administrators and support staff. A listing of the Planning Team members is provided in Appendix C.

Phase III: Action Planning

In the fall of 2014 Process Management Teams (PMT) were formed and team leaders were identified and trained to develop action plans for those strategies identified for year 1 implementation (i.e., annual School Improvement Plan). Each PMT consisted of approximately five (5) members who were selected based on their interest and expertise in the strategy. A listing of the PMT members is provided in Appendix D.

The PMT's began their work in September 2014 to develop detailed action plans that would lead to the accomplishment of the priority goals and ultimately fulfill the school's mission as defined by the Steering Committee. Over the next 2 months, the PMT's researched, analyzed and developed plans consistent with its assigned strategies. Action planning was completed by October 15, 2014.

Phase IV: Finalizing and Approving the Strategic Plan

On October 28, 2014 the Steering Committee met again to review the Strategic Plan. Based on their feedback, final revisions were made to the Plan.

From November 2014 through January 2015, the Strategic Plan was presented to the BCTC Professional Advisory Committee and the Joint Operating Committee. Based on feedback from these groups, revisions were made to the Strategic Plan. A finalized Strategic Plan was then presented to the Joint Operating Committee for approval in January 2015.

A total of 50 strategic initiatives organized around six (6) broad strategy statements were finally approved for inclusion in the Strategic Plan. The annual School Improvement Plan (i.e., strategic initiatives to be implemented in year 1) were presented to and approved by the JOC in September 2014.

The Strategic Plan (i.e., Plan for Growth and Improvement) and the annual School Improvement Plan was discussed with the staff and community during in-service, regularly scheduled advisory meetings and is posted on BCTC's website.

Phase V: Implementation

Implementation is ongoing. Each year BCTC completes an assessment of the current School Improvement Plan, reviews school performance data, reviews the Strategic Plan and identifies the next year's annual School Improvement Plan. This Plan is integral to BCTC's ISO Continuous Improvement Process, the Middle States Accreditation Process and PDE's Comprehensive Planning Process. Timelines, responsibilities and priorities will be established by the administration and approved by the JOC through the annual School (Continuous) Improvement Process. Furthermore, the parameters established by the JOC during the annual budgeting process will serve to guide the implementation process. Through the successful implementation of this Strategic Plan, the learning needs of all students will be met resulting in every child achieving at high academic and occupational levels.

ORGANIZATION OVERVIEW

The Berks Career and Technology Center (BCTC) is located in Berks County. The Center consists of two high school campuses and serves students from 16 participating school districts from across Berks County. The BCTC East campus is located in Oley and the BCTC West Campus is located in Leesport as is the Administrative Center.

The BCTC secondary high school program consists of a total of 34 approved career and technical education (CTE) programs organized around six (6) broad career clusters. Each program is designed as a three year experience with most students entering the program at 10th grade. Approximately 60 students enter the CTE programs in 9th grade, as required by their IEP. In addition, BCTC offers the Berks County Technical Academy and several a dual enrollment options for students. Students complete their program of study by attending BCTC for a half day for their career and technical courses and also spend a half day at their high school completing their academic courses. Seniors in selected programs will complete a portion of their program offsite.

The continuing education program consists of three (3) divisions: an evening program, daytime program and CDL program. Flexible scheduling options are provided to accommodate the specific needs of adults.

Approximately 1700 high school students and 1000 adults are enrolled each year at BCTC. The staff consists of 65 professional educators and administrators and 75 paraprofessional and support personnel split evenly across both campuses.

All secondary teachers are professionally licensed and have earned nationally recognized industry certifications. In addition, every CTE teacher has practical experience and has worked in their occupational specialty for many years. Approximately 50 adjunct instructors support the continuing education program.

The school's annual budget (2014-2015) is \$15,759,724 with an average cost per pupil to the districts of approximately \$6930.

THE EDUCATIONAL PROGRAM

The educational program is nationally recognized and well known for high student achievement. Students consistently score above the national and state average on standardized occupational competency tests. In addition, BCTC students are always among the top medal winners in state and national skills competitions. The educational program has been awarded Middle States Accreditation.

The curriculum framework is competency- based and learning guides are the primary instructional tool for individualizing the delivery of instruction. Academic content as identified through the Pennsylvania Core Standards is embedded in the curriculum, where appropriate. The curriculum is updated and validated annually by regional business and industry representatives through occupational advisory committees. Most of the 34 CTE programs are accredited or endorsed by outside trade and technical associations as having met a recognized industry standard. These industry accredited programs provide students the opportunity to earn an industry recognized credentials which are portable and highly valued by employers.

The facilities, laboratories, equipment and technology at BCTC are state of the art. The Center completed a \$34 million renovation to both East and West campuses in 2002. Of that amount more than \$5 million was invested in equipment and technology. In addition, the school purchases equipment annually to maintain relevance with the local industry. The facilities are clean, well maintained and provide a safe and healthy learning environment for students. Each campus provides a building capacity of approximately 130,000 square feet and is situated on 23 beautifully landscaped acres.

Every CTE secondary program has been articulated with a postsecondary program. These articulation agreements provide students with advanced credits at many postsecondary institutions. In addition, BCTC maintains partnership initiatives with Reading Area Community College and Penn State Berks where students can be dual enrolled in courses that meet high school graduation credit and at the same time meet the course requirements for an associate and or bachelor's degree.

All programs combine theory and practice. Academic content underlying the curriculum is taught in the context of the various occupational competencies that comprise the curriculum. For many students their learning experience is extended into the workplace through shadowing, internship, clinical, apprenticeship, or capstone work-based experiences.

Students at BCTC can participate in a number of student organizations including SkillsUSA, Health Occupations Students of America (HOSA), Family, Career and Community Leaders of America (FCCLA) and Future Farmers of America (FFA). Through these co-curricular organizations students develop leadership skills, learn the value of community service, become engaged citizens, and refine their social skills. In addition, students may become members of the National Technical Honor Society and the Pennsylvania Builders Association Student Chapter.

Students are provided a variety of support services at BCTC. A learning resource center is located at each campus and is staffed by professional special education staff and paraprofessionals who provide individualized assistance for students requiring extra help. Each campus is staffed with school counselors and a supplemental nurse. In addition, instructional assistants are assigned to specific programs to facilitate student success.

Administration and Governance

The Joint Operating Committee (JOC) consists of 16 school board members, one from each of the 16 participating districts. The JOC is the governing body of BCTC and is responsible for establishing policy and approving budgeted expenditures. Monthly public meetings of the JOC are held every fourth Wednesday.

The BCTC administrative team consists of the following personnel:

- Superintendent of Record
- Administrative Director
- Director of Career and Technical Education Systems
- Building Principal (2)
- Supervisor/Asst. Principal (2)
- Director of Business Affairs and Continuing Education
- Director of Operations
- Director of Information Technology
- Continuing Education Administrator

BELIEF STATEMENTS

- ◆ **We believe** that all students are important and we value the uniqueness of each individual.
- ◆ **We believe** that a high quality teaching and learning process must be a top priority with a shared responsibility for student success.
- ◆ **We believe** that high standards and high expectations coupled with relevant experiences will motivate students to achieve excellence.
- ◆ **We believe** all students can learn and have a desire to be successful.
- ◆ **We believe** in providing a professional and safe learning environment that embraces diversity and mutual respect.
- ◆ **We believe** that all students must have the skills, knowledge, and attitudes necessary to compete in a rapidly changing and technologically sophisticated global economy.
- ◆ **We believe** that continual learning and professional development for all staff members are essential to student achievement.
- ◆ **We believe** in continuous improvement and life-long learning.
- ◆ **We believe** that participative processes with key stakeholders during the decision-making process yield the best results.
- ◆ **We believe** in embracing accountability based on documented outcomes.
- ◆ **We believe** that achievement is the shared responsibility of all stakeholders in the learning community.

OUR MISSION

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

OUR VISION

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

OUR COMMITMENT TO QUALITY

*We are committed to providing
quality instruction and services
to the satisfaction of our students
and other stakeholders.*

PRIORITY GOALS - MSA OBJECTIVES

Student Performance Goals:

Goal #1 - By 2022, all students at Berks Career and Technology Center will demonstrate career readiness, as measured by:

- 1. All student completers will be occupationally competent as measured by NOCTI scores.**

Benchmark Measurement:

- *The percentage of students achieving at the competent level or above will exceed the state average and/or increase annually.*

Baseline Year: 2013-2014 = 91.3%

- *The percentage of students achieving at the advanced level (i.e., Pennsylvania Skills Certificate) will exceed the state average and/or increase annually.*

Baseline Year: 2013-2014 = 73.8%

- 2. All student completers will earn 100% of the “required” industry recognized certifications and licenses within their respective programs.**

Benchmark Measurement:

- *The percentage of students earning the “BCTC required” industry certifications and licenses related to their CTE program will increase annually.*

Baseline Year: 2013-2014 = 90%

Goal #2 - By 2022, all students at Berks Career and Technology Center will demonstrate college readiness, as measured by:

- 1. All students will graduate on time.**

Benchmark Measurement:

- *The on-time graduation rate for secondary completers will exceed the state standard and/or will increase annually.*

Baseline Year: 2013-2014 = 97.6%

- 2. All students will score proficient or advanced on the Keystone Assessments or complete alternative assessments for graduation.**

Benchmark Measurement:

- *The proficient/advanced rate for secondary completers will exceed the state standard and/or will increase annually.*

Baseline Year: 2013-2014 = TBD%

Organizational Capacity Goal:

Goal #1 – By 2022 student enrollment will increase to near capacity and client (student) satisfaction will continuously improve, as measured by:

- 1. Berks Career and Technology Center will establish an 18% average enrollment draw of secondary students from grades 10 through 12 based on the overall high school population.**

Benchmark Measurement:

- *Average Percentage Draw will increase by .5% each year.*

Baseline Year: 2013-2014 = 14.8%

- 2. Client (Student) Satisfaction will increase to an average rating of 3.5 on the BCTC Student Survey.**

Benchmark Measurement:

- *Average client satisfaction will increase by .05% each year.*

Baseline Year: 2013-2014= 3.23

STRATEGY STATEMENTS

- I. **Career and Technical Education (CTE) Program and Curriculum Development** - *We will continually assess the workforce needs of the region's businesses and industries and the career interests of students and implement responsive Career Pathways in partnership with BCTC stakeholders.*

- II. **Instructional Process** - *We will continuously improve the quality of instruction where every teacher is able to meet the unique learning needs of each student.*

- III. **Academic Program - Integrating Academic Core Content and Soft Skills** – *We will work collaboratively with the school districts to ensure all students graduate with core academic and contemporary work-force skills (4Cs).*

- IV. **Student Services and Supervision** – *We will develop and maintain a coordinated student services plan with our districts to address the needs of all students within a safe and healthy learning environment.*

- V. **System-wide Continuous Improvement (ISO) & Operations** – *We will maintain a quality management system and work collaboratively with the participating districts, the business community and other stakeholders to increase enrollment market share, improve instructional time/continuity, eliminate bias and stereotyping, and improve safety and the overall educational system. Furthermore, we will improve the operational functions of the school including technology, building and grounds, transportation, business, food services, etc.*

- VI. **Professional Development (Act 48) and Induction** – *We will develop and implement a plan consistent with PDE regulations to assist new and experienced staff members to obtain the knowledge and skills needed for their given position and to implement the BCTC Plan for Growth and Improvement.*

PLAN FOR GROWTH AND IMPROVEMENT

Strategic Initiatives

I. Career and Technical Education (CTE) Program and Curriculum Development - *We will continually assess the workforce needs of the region's businesses and industries and the career interests of students and implement responsive Career Pathways in partnership with BCTC stakeholders.*

A. Program Planning & PDE Approval

1. Annually evaluate and improve all approved CTE secondary programs to ensure PDE/APE compliance, relevancy, and alignment with student interest and regional workforce needs.
 - a. Consider additional PDE program (CIP) approvals for the Service Occupations Program to reflect the broadening of the curriculum.
2. Broaden the secondary CTE curriculum by considering nationally recognized career clusters models and PDE Approved CIP Clusters, where appropriate.
 - a. Consider reorganizing the Construction Cluster programs to provide various trade disciplines within one or more CIP codes.
3. Establish more precise 9th grade Early Admissions learning outcomes/curriculum specifications and defined learning experiences for each CTE program.

B. Curriculum Development/Industry Certifications

1. Develop and describe in writing a model for curriculum reform at BCTC.
 - a. Establish Curriculum Sequence Guides (i.e., template) to be used to detail the logical sequence of instruction for each quarter for three (3) years.
 - b. Develop curriculum sequence guides as a pilot for 5 CTE programs (i.e., Engineering Technology, Electrical Occupations, IT Networking, Communications Media/Photo Imaging). Expand the development of Guides in subsequent years.
 - c. Revise the BCTC grading system to be consistent with the new curriculum framework. Revise BCTC policy and procedures accordingly. *“Contract grading” shall be limited only to those students whose IEP requires a modification of the curriculum. Consider greater point deduction for student with excessive absenteeism and its impact on grades.*

- d. Revise the instruction planning model to follow the curriculum sequence guide. *Occupational titles shall continue to be used within the context of curriculum development, but not as the basis for the sequencing instruction.*
 - e. Revise the format for learning guides and consider transitioning to electronic access and use of learning guides for all students.
 - f. Develop a written five (5) year plan for updating all learning guides.
 - g. Establish a course syllabus for each program area to replace the “new student” orientation packet. A course syllabi template shall be developed and include the course sequence overview, grading practices, required materials, etc.
2. Maintain and improve BCTC’s capacity for students to earn industry credentials.
 - a. Integrate and sequence the industry certifications into the curriculum over the first two (2) years, whenever possible, so as not to prevent a student from experiencing cooperative education.
 - b. Identify the program accreditations and endorsements for renewal for each school year. Develop action plans for renewal of accreditations and endorsements.
 - c. Institute a system for recording and monitoring Early Childhood Education student clinical hours toward the CDA Ready certification. Formalize record keeping similar to Cosmetology procedures.
 - d. Reevaluate industry certification designations annually based on data and changes in industry.
 - e. Develop a multi-year promotional campaign to increase student and parent understanding and valuing of industry certifications. Teachers shall play a significant role in this process.
 - f. Develop a process for tracking and recording cosmetology licensure rates consistent with Middle States standards.
 - g. Facilitate collaboration between dual campus program instructors to insure coordination and consistency in certification delivery and recording.
 3. Plan and implement quality improvements within the Engineering and Manufacturing Technology Cluster.
 - a. Develop integrated projects between Mechatronics and Precision/Computerized Machining Technology. Implement integrated projects among related programs until institutionalized.
 - b. Establish a multi-year plan and timeline for the Engineering Technology cluster to participate in Robotics FIRST and implement year 1 of plan.
 4. Implement a semester about scheduling plan of the NAT program with a focus on the integration of adult students. This shall also include the delivery of RACC math.

C. Partnerships & Post Secondary Pathways

1. Expand existing postsecondary partnerships to ensure students are provided with a range of 2+2+2 career pathway options.
 - a. Expand and institutionalize the Berks County Technical Academy.
 - i. Revise Occupational Grids for all TA programs by listing all TA courses with a cross walk to the related competencies. *TA courses shall be imbedded as part of the approved BCTC program curriculum.*
 - ii. Develop an annual schedule/calendar for teaching all the TA common courses with a roster of students for each course.
 - iii. Set up TA course knowledge base in the new Classmate grading module and use for grading students enrolled in TA courses.
 - iv. Plan and implement improvements to better align Health Occupations and Healthcare Information Technology TA.
 - v. Develop a plan to increase the presence, support and coordination of services of the RACC Liaison in coordination with BCTC's Counselor-Manager of Enrollment.
 - vi. Refine TA operational procedures to improve efficiency and enrollment.
 - vii. Consider other disciplines to include in the TA (e.g., Computerized/Precision Machining Technology)
 - b. Replicate the 2+2+2 model and apply to other career clusters and consider other post-secondary institutions.
2. Consider an off-site delivery of selected curriculum components of the Service Occupations program, particularly the hotel/housekeeping curriculum, in partnership with one or more industry partners (e.g., Sheraton Inn, Inn at Reading, etc.)
3. Strengthen postsecondary career pathways by refining the Articulation Agreement process.
 - a. Aggressively pursue additional articulation agreements in selected programs that provide appropriate career pathways limiting the effort to colleges and majors that BCTC students will likely pursue. The intent is to only deploy resources to obtain additional articulation agreements, beyond the existing agreements, where there is clear benefit to students.
 - b. BCTC shall modify language when renewing articulation agreements to ensure all students, including adults, who complete an approved program and meet the educational requirements of the agreement are afforded the opportunity for advanced credits.

D. Continuing Education

1. Expand and enhance Continuing Education programming.
 - a. Recruit students for and implement the CDL Pro program.

- b. Consider developing an applied/vocational English language skills course for ESL adults to supplement the CDL curriculum who require such services.
- c. Conduct end of year adult education presentations to all seniors customizing the presentation to Continuing Education courses that would be relevant and meaningful to each student. Consider financial incentives for seniors who enroll and complete a Continuing Education program through BCTC, in a timely fashion.
- d. Consider targeting adults to attend the annual open house.
- e. Develop a plan for the expansion of the HVAC program to a dual campus program with an emphasis on adult enrollment.

E. Online Curriculum

- 1. Consider developing or purchasing online curriculum, where feasible, to enhance CTE programs and extend instructional time beyond the defined school day.

II. Instructional Process -*We will continuously improve the quality of instruction where every teacher is able to meet the unique learning needs of each student.*

A. Safety

- 1. Improve safety instruction and reduce the number of safety incidents annually.
 - a. Utilize the Safety PMT to view high incident programs and provide recommendations for action to reduce incidents. Possibly consider “Time without Incident” charts by AM/PM.
 - b. Review, finalize and implement the safety observation instrument. Evaluate and update as necessary.
 - c. Audit records that document all safety instruction & assessment for each student for each CTE program.

B. Work Based Education & Live Work

- 1. Expand the number of work-based experiences for students and emphasize more short term experiences such as field trips, shadowing and internships.
 - a. Implement “Work Partners” related to the OVR Interagency Agreement.
- 2. Implement improvements in the use of “live work” as a required part of the instructional process.
 - a. Audit selected programs annually to improve consistency with established procedures.
 - b. Target selected programs annually to improve the quality of and increase the amount of live work that is incorporated as a part of the instructional process.

3. Revise the co-op training plan procedures to ensure that Student Skill Profiles (i.e., performance assessment log) are being fully utilized as part of the cooperative education training plan development process.

C. Career & Technical Student Organizations (CTSO)

1. More fully integrate CTSO co-curricular initiatives using a career cluster approach with a goal of 100% student and teacher participation.
 - a. Measure and increase the number of multi-disciplinary team student projects within each cluster.
 - b. Measure and increase the use of guest speakers at cluster meetings to emphasize the educational requirements, workforce expectations and the value of industry certifications.
 - c. Revise the student project scoring rubric to provide extra point incentives for projects that require teamwork and community service to encourage more multi-disciplinary projects and community focused projects.
 - d. Consider ways of engaging additional teachers, on an annual rotating basis, to facilitate cluster initiatives and support the role of the CTSO advisor.

D. Observations & Assessment

1. Implement the PDE mandated Teacher and Administrator Effectiveness Models:
 - a. Implement the SLO component of the Teacher Evaluation instrument ensuring consistency with BCTC's existing continuous improvement system.
 - b. Develop and implement the Principal/Director Effectiveness Model ensuring consistency with BCTC's existing continuous improvement system.
2. Conduct ongoing training of administrators related to the established observation procedures and instruments to improve inter-rater reliability.
3. Continuously improve NOCTI test administration procedures.
 - a. Include a pre-orientation for each evaluator by the program teacher prior to the day of the actual NOCTI testing. Each teacher shall determine the best method for pre-orientation.
 - b. Where there are multiple evaluators in a given program, assign evaluators to various jobs versus having one evaluator following a specific group of students.
 - c. Modify the NOCTI test administration procedure to improve efficiency and security.
 - d. Provide staff development to teachers whose NOCTI scores deviate from the norm and to new teachers.

III. Academic Program - Integrating Academic Core Content and Soft Skills – *We will work collaboratively with the school districts to ensure all students graduate with core academic and contemporary work-force skills (4Cs).*

A. Academic & Soft Skills Integration

1. Implement literacy and numeracy strategies into CTE curriculum and instruction.
2. Integrate PA Core Standards into the CTE curriculum, where appropriate.
3. Integrate personal financial literacy and basic concepts of entrepreneurship within the CTE curriculum and instruction, where possible.
4. Integrate contemporary work-force skills (4Cs) including communications, creativity and innovation, collaboration, critical thinking, and self-direction within the academic and CTE curriculum and instructional processes.

B. Academic Curriculum

1. Provide all CTE students with a challenging and relevant academic program aligned with their career and higher education goals.

C. Measuring Academic Achievement

1. Work collaboratively with the districts to support Keystone testing, specifically with alternative performance project based assessments.
2. Use Keystone test data to improve the academic performance of students attending BCTC.
 - a. Develop procedures for accessing and compiling Keystone test data for English Language Arts and Algebra I for students attending BCTC.
 - b. Establish Keystone data sets as part of the BCTC's Assessment System for School Improvement for use in developing annual school improvement plans.

D. Academic Course Scheduling

1. Identify “best practices” related to providing creative scheduling options for CTE students at their high school to ensure these students have access to a CP academic course sequence, honors and advanced placement courses. The goal is to reform and eliminate the traditional “either/or” choice CTE student have been given. A student must not be expected to choose between a relevant and rigorous academic program and a CTE program.
2. Consider online academic courses for CTE students to extend instructional time beyond the defined school day.

IV. Student Services and Supervision – *We will develop and maintain a coordinated student services plan with our districts to address the needs of all students and a safe and healthy learning environment.*

A. Environment/Climate

1. Establish a greater sense of community at BCTC among students and staff where everyone shares that responsibility.
 - a. Student services shall provide student group training on employability skills and coworker interaction by pairing programs within the same cluster together.
 - b. Provide team building skills training for BCTC's student ambassadors and consider how their role can be expanded to the larger BCTC community.
 - c. Create a student "project management team" for the house project to include representatives from each of the construction programs.
2. Implement a revised student services reorganization and continuously evaluate and improve the structure for managing student services.
3. Improve student self-discipline and the school climate.
 - a. Improve monitoring of cafeteria dismissals to ensure students leave promptly and reporting to class on time.
 - b. Improve perception among staff that student discipline is administered consistently and timely.
 - c. Conduct focus group sessions with students in targeted programs that deviate from the norm on the question, "students are friendly and respectful to one another".
 - d. Modify intervention procedures for student attendance issues to include teacher contact with parents to ensure consistency. Develop an algorithm for response similar to disciplinary responses.
 - e. Establish a schedule with local police to visit various programs at both campuses particularly in the annex buildings to meet and greet students.
 - f. Consider assigning a hallway monitor to random areas of the building to improve supervision.
 - g. Revise the disciplinary process so the originator of a referral, when not the program instructor, will receive a response indicating that the referral has been addressed and closed. Provide staff with a better understanding of the variables that impact the consequences and timeliness of discipline (e.g., progressive, IEPs, student interviews and investigation) to improve the perception of consistency and timeliness of student discipline. Establish a goal to communicate in a timely fashion (e.g. in 24 hours) and emphasize communication is a two way street, which requires teachers to request status reports, as needed.

B. Special Education Support

1. Implement the 9th grade Early Admissions initiative and evaluate the model with particular attention to the differentiated staffing model, the requirement for all students to complete 3 rotations, scheduling, and curriculum and assessment/grading, etc. The evaluation shall include input from students and faculty through focus group meetings.
2. Continuously evaluate and improve the special education support services system to ensure all students are successfully completing their CTE program.
 - a. Establish an instructional support PMT to:
 - i. Initiate an annual review on or around October 1st of the ratio of IAs to students with an IEP by campus and program.
 - ii. Review and recommend improvements to the staff evaluation instrument, including self-evaluation, and other procedures related to their role and function.
 - iii. Develop support services (i.e., mental health) for all students that address barriers to learning in collaboration with the participating districts.

C. Admissions, Recruitment & Marketing

1. Evaluate and improve program prerequisites and the selection process to ensure students have the appropriate aptitude, interest and academic readiness to successfully complete the approved CTE program.
 - a. Consider conducting “student interviews” to eventually replace the student essay on the application. Pilot a student interview process with selected schools or with selected programs (e.g., Service Occupations).
 - b. Evaluate the Protective Services and Early Childhood Education special admission form (archived in Doc Base) to determine feasibility for incorporating these special criteria (forms) into the application process.
2. Continuously evaluate and improve the recruitment, selection and retention processes to ensure all students, parents, and middle through high school district personnel are accurately informed of the CTE programs and opportunities. This process shall be intended to eliminate bias and stereotypes and to ensure appropriate placement and opportunity for all students.
 - a. Establish a marketing and recruitment PMT. Consider both internal and external stakeholders. Develop a multi-year plan for implementation of the marketing initiatives within this plan.
 - i. Initiate a public information campaign to promote the attributes of the CTE programs resulting in the enrollment of academically proficient, non-traditional and diverse students.
 - ii. Consider a (tag line) to promote a new vision for CTE.

- iii. Evaluate marketing deliverables and promotional events to ensure the outcomes of BCTC programs (i.e., career opportunities, educational pathways) are being emphasized. Consider using student and employer testimonials.
 - iv. Develop guidelines to select and train participants to be included in various promotional and recruitment events. Showcase current and successful non-traditional students at BCTC recruitment events. Train and utilize IAs to promote programs that are non-traditional to their gender at various BCTC recruitment events.
 - b. Continue to target school districts whose enrollment has shown a pattern of decline or whose “draw” deviates from the norm. Conduct data review sessions and engage all counselors at the senior and junior high level and HS principals, in these targeted districts, about how to improve student participation. Also consider:
 - i. Providing programs for all district counselors at their respective buildings.
 - ii. Modifying the current counselor meeting at BCTC by conducting an AM and PM training sessions where half of all district high school counselors attend in one session and the other half attend in the other session. The goal will be to provide all high school counselors with annual training.
 - iii. Consider providing district staff with a CTE Orientation program at BCTC during one of their in-service days.
 - iv. Consider a staffed table top display at high school scheduling nights.
 - v. Consider a table top display manned by representatives from business and industry at district high schools in the main lobby or cafeteria (similar to the Armed Services Recruitment).
 - c. Target marketing strategies to programs with a 3 year trend of declining enrollment, as well as low enrolled programs, in various recruitment events and publications. (e.g., highlight Horticulture at the guidance in-service).
 - d. Implement a Technical Academy marketing initiative (cross reference to I.C.1.a). Consider renewed marketing techniques targeted to parents and highlight the new Bloomsburg University partnership. Update all Technical Academy promotional materials to reflect the expanded partnership to include Bloomsburg University.
3. Evaluate other CTC’s summer career camps for 8th grade students (Lancaster, Western Center, Eastern Center, Chester Co.) and pilot a Summer Career Camp.

4. Reduce Student Withdrawals and Increase Retention.
 - a. Evaluate newly developed new student retention activities (e.g., teacher phone calls and summer postcard to new students) and consider other activities that may impact student retention (e.g., new student interview/visit). Determine the best method to create an activity for applicants to meet with teachers and ambassadors prior to end of year as a means to connect students to the program. (Goal is to reduce newly accepted student attrition prior to attending BCTC)
 - b. Establish annual student focus groups for each district to determine their perceived barriers to attending BCTC. Focus groups to be facilitated by Campus Counselors. Evaluate data and develop appropriate action plans.
 - c. Establish procedures for Campus Counselors to meet with all level 1 students by cluster within the first month of the school year. Also, include a minimum number of walk thru visits of each program per month.
5. Consider increased promotion of SOAR, NOCTI, and BCTC articulation and partnership agreements to teachers, counselors, parents and students.

D. Placement & Other Services

1. Increase program completer placement rates.
 - a. Establish a comprehensive structure and schedule for transitioning seniors to employment and post-secondary education.
 - i. Establish a set of procedures detailing the timeline and responsibilities for completing the job seeking tasks and the recording of grades and task completion.
 - ii. Consider a tab for additional resources for job placement on the BCTC website (e.g., job vacancies and opportunities for work-based experiences).
 - iii. Ensure that every senior has a post-graduation plan with BCTC monitoring the execution of each plan.
 - b. Plan and execute a career day/job fair, possibly by cluster, near the end of each school year at both campuses to improve overall placement rate of seniors. Consider including level 2 juniors as a means to increase work-based education participation. Require student use of portfolios and skill profiles at these events.
 - i. Provide field trips to Career Link, job fairs, etc. to enhance placement and co-op.
 - c. Administer a 6 month follow up CE program completer survey to determine and verify placement. Establish procedures to continue follow-up within the time frame established by MSA.
 - d. Maintain a database of unemployed adult completers for 6 months after program completion and send them vacancy notices electronically for up to 6 months. Provide job placement services to all adult completers for up to 6 months at no additional charge.

2. Improve supplemental medical/emergency services.
 - a. Evaluate the feasibility of dispensing certain products (e.g. cough drops, feminine products, etc.) at the classroom level. Also, evaluate the need to dispense over the counter products through the health room. (Goal is to reduce the number of referrals to the health room.)
 - b. Implement the Agreement for Nursing Services with the participating school districts. Evaluate and revise the Agreement and related procedures, as needed.

E. Parent Involvement

1. Improve communications with parents.
 - a. Provide training to staff on electronic correspondence to all parents (e.g., regular email, progress reports).
 - b. Consider more efficient means for distributing progress reports and other communications to parents.
 - c. Encourage parents to participate on occupational advisory committees, where appropriate.

V. System-Wide Continuous Improvement (ISO) & Operations

– We will maintain a quality management system and work collaboratively with the participating districts, the business community and other stakeholders to increase enrollment market share, improve instructional time/continuity, eliminate bias and stereotyping, and improve the overall educational system. Furthermore, we will improve the operational functions of the school including technology, building and grounds, transportation, business, food services, etc.

A. System-Wide Alignment and Pathways Model

1. Improve system alignment with the participating school districts.
 - a. Monitor and measure district deviations from the BCTC Scheduling Specifications related to instructional time and arrival and dismissal times.
 - b. Evaluate the correlation between the number of conflict days and actual attendance on those conflict days, and overall attendance for each quarter.
 - c. Evaluate alternative business models (i.e., delivery systems) to maximize student instructional time, enrollment, reduce transportation costs and increase student satisfaction.
 - d. Develop a set of BCTC Guidelines for districts use related to CTE credit generation, weighting of courses, etc.

2. Plan, design and implement a comprehensive system-wide career pathways model across BCTC's 16 districts, with the CTE program as an integral component of the pathways model.
3. Establish a system-wide, employer driven process for bridging the gap and creating pathways between the CTE program and employment. This would involve a variety of work-based experiences including summer internships.
4. Develop a comprehensive K-12 Guidance Plan aligning BCTC and its 16 participating districts under a cohesive and coordinated plan consistent with PDE/BCTE regulations.

B. Continuous Improvement Process

1. Annually evaluate and improve the overall continuous improvement system (e.g., Assessment System for School Improvement) consistent with ISO Registration.
 - a. Align selected Handbooks with the Master Process and Procedure Matrix (e.g., Student Handbook, Continuing Education Handbook, etc.)
 - b. Evaluate and purchase a more efficient and less costly intranet software option for access to and storage of BCTC processes, procedures, forms, records, etc.
 - c. Determine if comparative data exists at the state level related to average daily attendance for CTCs and include in the bar chart report, when comparative data is available.
 - d. Consider ways of further "qualifying" discipline referrals by indicating: location (lab, common area, bus, and café), type of infraction, and number of repeated referrals. Review data already available from the Safe School Report.
 - e. Evaluate methods for recognizing perfect attendance for part-time employees and evaluate incentives for perfect attendance.
 - f. Consider administrating the student survey shortly after the third marking period instead of the end of the year.
 - g. Revise the CE student survey to include a question regarding the perceived barriers to securing employment for those completers who are unemployed.
 - h. Review and modify the flowchart related to non-conformances and OFIs. Consider including the flowchart in the staff handbook.
 - i. Consider creating a link on the BCTC intranet home page for the OFIs activity logs as a resource for staff and to improve understanding of the OFI process.
 - j. Validate the withdrawal survey (developed in 2013-2014) for students who withdraw from May 30th through October 1st. Determining the best method to collect and compile withdrawal data, given that insufficient data exists regarding reasons for withdrawals. Generate a bar chart showing percentage of withdrawals by program.

- k. Collect projected enrollment data on May 30th and enrollment on October 1st to establish a baseline of withdrawal to measure improvement. Also, determine and record the number of students who attend BCTC on any day the first week of school and the number of those students who withdraw by October 1st. Modify the Assessment System for School Improvement procedure accordingly.
2. Complete long range planning processes.
 - a. Complete Middle States Accreditation approval process.
 - b. Complete the BCTC Strategic Plan.
 - c. Complete the PDE Comprehensive Plan and submit for approval.

C. School Operations Effectiveness

1. Consider establishing an observation process and feedback mechanism to improve building maintenance and custodial services.
2. Evaluate the feasibility of publishing nutritional facts related to “Type A” lunch.
3. Improve internal communications and climate within and between campuses.
 - a. Improve efficiency at faculty meetings.
 - b. Encourage team work and cooperation among all staff members. This might include:
 - i. Promote and encourage greater participation at more staff events.
 - ii. Devise creative ways of communicating progress of SIP initiatives.
 - iii. Encourage staff involvement on both standing and ad hoc PMTs.
4. Develop and implement a Student Built House project management plan to include a marketable house design, a budget to allow for a sales price and profit under \$300,000 and a timeline for completion over 2 years.
5. Use and/or reallocate the limited resources available to BCTC in the most efficient manner possible including personnel, funding and facilities.
 - a. Aggressively pursue creative funding solutions and grants to leverage local funding to support the CTE program (e.g., state equipment grants).
 - b. Aggressively lobby state legislators to support CTE funding and formula changes.
 - c. Develop a partnership with higher education and the business community to donate current equipment and/or share resources.
 - d. Evaluate and secure alternative funding to support CTSOs.
 - e. Improve the OAC process.
 - i. Modify the existing OAC procedures to include the use of web based technology to increase participation. Procedures must address appropriate parameters for the use of this technology.
 - ii. Investigate the feasibility of regional advisory committees.

D. Infrastructure

1. Develop and implement a Media, Information and Technology Literacy (MITL) plan to enhance the teaching, learning and management processes of our school.

- a. Establish a Technology PMT to develop and continuously improve the MITL.
 - b. Develop a Long Range MITL Plan and annually review and update the technology needs for improving security and communications.
 - c. Implement supported, online instruction for students as a component of every CTE program and assist them with online access of information.
 - d. Establish an electronic media inventory including textbooks, reference books, journals and multimedia resources for each program.
 - e. Evaluate the current rules and procedures related to the use of personal electronic devices for classroom use.
2. Develop a Long Range Plan (5 year) for facility and grounds improvements as approved by the Building and Insurance Committee. Annually, update the plan and select items for improvement. Determine methods for financing capital improvements.

VI. Professional Development (Act 48) and Induction – *We will develop and implement a plan consistent with PDE regulations to assist new and experienced staff members to obtain the knowledge and skills needed for their approved position and needed to implement the BCTC Plan for Growth and Improvement.*

A. Academic Integration

1. Provide ongoing training on literacy and numeracy as necessary to implement the Plan for Growth and Improvement.
 - a. Expand the Collins Writing initiative to include a Phase II pilot group and to continue to support the Phase I group. Continue to expand until all staff are trained.
 - b. Schedule MAX Teaching session for all new teachers (TAP) and continue to support the use of these skills for all teachers.
 - c. Provide professional development consistent with Pennsylvania's CTE Technical Assistance Program (TAP).

B. New Employee Orientation/Induction

1. Form an ad hoc committee of the Professional Development Committee to evaluate and improve the new employee orientation and induction programs.
2. Establish a formal induction program for instructional assistants. Consider coordinating selected experiences for both IAs and teacher.

C. Instructional Staff Development

1. Implement appropriate professional development opportunities for faculty and staff related to the use of instructional technology and administrative management processes.
2. Provide ongoing training related to classroom management and procedures related to BCTC discipline procedure.
3. Provide additional training resources for BCTC faculty for conducting effective OAC meetings. This could include a training video of an effective OAC as part of the induction program. Additionally, provide training materials addressing effective recruitment of OAC members.
4. At least annually review policy and procedures related to sexual harassment and bullying with faculty and staff.
5. Provide professional development activities related to the BCTC Plan for Growth and Improvement (Strategic Plan).
 - a. Provide additional training to staff related to program centered marketing and BCTC recruitment and marketing procedures. Create a sense of urgency that enrollment and retention is everyone's job.
 - b. Emphasize the importance of implementing the procedures for promotional events as designed in an attempt to curb declining enrollment.
 - c. Provide ongoing Professional Development for NOCTI student preparation utilizing:
 - i. Teachers whose students have achieved consistently at 100% at the advanced level shall share best practices with other teachers.
 - ii. Counselors/site coordinators will provide training on the use of NOCTI website.
 - iii. Encourage dual campus program teachers to collaborate and share best practices (e.g. develop practice test items and other preparation materials together).
6. Consider training for staff and students related to online courses, as necessary.
7. Provide additional training to staff related to the goals of and procedures related to the 9th grade Early Admissions program.

APPENDIX A

MIDDLE STATES ACCREDITATION PROCESS (2-10-14)

Reflections on Standards of Quality – 12 Standards (2014)

Action Plan/Timeline

- Assign Co-Chairs of the Steering Committee - *Chapter 1- January 2014*
 - Kim DeHart and Bridget Holden

- Establish Steering Committee – *Chapter 1 – January 2014*
 - Admin and District Staff
 - Instructional and Support Staff
 - Students, Parents, JOC, B & I, CBOs, RACC

- Preparation of Stakeholder Surveys and Customized BCTC Self-Study Template – **January or February 2014**
 - Develop Stakeholder Surveys, Stakeholder Database, Survey Instructions and Set up on Survey Monkey
 - Review Customized BCTC Self-Study Template

- Preparation for the 1st Steering Committee Meeting - **February 2014**
 - Copies of existing Mission, Vision and Beliefs
 - Draft a Profile for Graduates
 - Draft a Profile of the Institution and Community
 - Draft Priority Goals/Objectives and Strategy Statements
 - Draft a Profile of Students (Student Achievement Performance Indicators)
– *Chapter 4*

- Conduct 1st Steering Committee Meeting – **March 25, 2014**
 - Revise and validate foundational documents - *Chapter 2A,B,C*:
 - ✓ Mission Statement, Vision, Core Values (Beliefs)
 - ✓ Priority Goals/Objectives and Strategy Statements - *Chapter 8*
 - Review Profile of Graduates – *Chapter 2D*
 - Review Profile of the Institution and Community – *Chapter 3*
 - Review Profile of Students (Student Achievement Performance Indicators) – *Chapter 4*
 - Conduct External Scan – *Chapter 7*

- Preparation for Summer Planning Session (Retreat) – **April to July 2014**
 - Administer the Self-Assessment Surveys for Compliance with the Standards for Accreditation– *Chapter 5 and 6* – **April or May 2014**
 - Compile and Analyze Survey Data
 - Draft a Profile of Organization Capacity – *Chapter 5*
 - Draft a Profile of Programmatic Capacity – *Chapter 6*

- Conduct the Summer Planning Session – **August 4 to 8, 2014**
 - Analyze the following Profiles:
 - ✓ Profile of Institution and Community – *Chapter 3*
 - ✓ Profile of Students – *Chapter 4*
 - ✓ Profile of Graduates – *Chapter 2D*
 - ✓ Profile of Organization Capacity – *Chapter 5*
 - ✓ Profile of Programmatic Capacity – *Chapter 6*
 - Analyze Data related to all BCTC Performance Indicators
 - Determine Gaps and Conduct Root Cause Analysis
 - Identify Priorities for (long term) Growth and Improvement – possible initiatives for next 5 years – *Chapter 8*
 - Develop Annual School Improvement Plan

- Complete the Self-Study Report – MSA Reflections on Standards of Quality **September - December 2014**
 - Administrative Data Input
 - August and October In-service – Teacher Data Input
 - October OAC Meeting – Review and validate Self-Assessment of CIA for each program; meeting minutes shall document the validation of program need and job market openings (also will need 3 industry letters for each)

- Develop (5 year) Action Plans for each Strategy and detailed 1st year Action Plans for each School Improvement Plan (annual) Initiative – *Chapter 9* - **September to October 2014**

- Conduct 2nd Steering Committee meeting to finalize the Middle States Plan for Growth and Improvement (Strategic Plan) – **October 2014**
 - ✓ Steering Committee to Validate Action Plans

- Review both the Middle States Plan for Growth and Improvement (Strategic Plan) and the Annual School Improvement Plan with the PAC and JOC – **November and December 2014.**

- Finalize the MSA Self-Study Report and Supporting Electronic Evidence – **November to December 2014**
- Submit MSA Self-Study Report to Middle States – **January 2015**
- On-Site Accreditation Visit – *Chapter 10* – **March to April 2015**
- Commission Action – *Chapter 11* – **October 2015**
- Implementation of Action Plans – *Chapter 12*– **Annually for 5/10 years**
 - ✓ Establish Implementation Teams (aka - PMTs) to oversee and monitor implementation of action plans
- Monitoring the Institutions Accreditation – *Chapter 13*– **Annually for 5 years**
 - ✓ Submit Annual Profile and Report to Middle States

APPENDIX B

MIDDLE STATES STEERING COMMITTEE

BCTC Staff/Student/Parent	
Dr. Robert Lees	BCTC Administrative Director (Facilitator of Steering Committee)
Kim DeHart	BCTC Continuing Education Administrator-Day (Co-chair of Steering Committee)
Bridget Holden	BCTC Director of CTE Systems (Co-chair of Steering Committee)
Jim Kraft	BCTC Building Principal, East
Lisa Greenawalt	BCTC Building Principal, West
John Reedy	BCTC Director of Business Affairs and Continuing Education
Eric Lynch	BCTC Culinary Arts Teacher, East
Mae Endy	BCTC Health Related Technology Teacher, East
Mel Johnson	BCTC Recreational & Power Equipment Technology, West
Eric Hopewell	BCTC Precision Machining Technology Teacher, West
Leah Vey	BCTC Literacy Coach, East/West
Kyle Follweiler	BCTC Lead Special Education Facilitator, East/West
Lee Brumbach	BCTC Instructional Assistant, East
Jackie Nowotarski	BCTC Secondary Student, West
Adam Krick	BCTC Adult Student, East
Bridget Moffat	Parent of Current BCTC Student
Sending School Personnel	
Steve Keifer	Superintendent, Hamburg Area School District
Bill Caine	High School Principal, Exeter School District
Dr. Diane Barrie	Curriculum Coordinator, Kutztown Area School District
Diane Lotz	School Counselor, Tulpehocken School District
William Carl Jr.	JOC Member from Conrad Weiser
Dr. Jill Hackman	Executive Director, BCIU (Superintendent of Record)
Business and Industry	
Thomas McKeon	Executive Director, Industrial Development Authority
Ellen Horan	President & CEO, Greater Reading Chamber of Commerce
Dr. Anna Weitz	President, Reading Area Community College
Ed McCann	Executive Director, Berks County WIB
Mark Pinkasavage	Training Director, IBEW 743
Deb Heffner	Economic Development Coordinator, Greater Reading Economic Partnership
Cheryl Spangler	Employment Manager, East Penn Manufacturing

APPENDIX C

INTERNAL PLANNING COMMITTEE

Chris Nappi	IT Networking Teacher – East Campus
Donna Noecker	Cosmetology Teacher – East Campus
Clark Hammond	Culinary Arts Teacher – West Campus
Melissa Yoder	School Counselor – West Campus
Katherine Reimert	Instructional Assistant, West Campus
Erik Damgaard	Asst. Principal, BCTC West
Ray Jenkins	Asst. Principal, BCTC East
Dr. James Kraft	Building Principal, BCTC East
Dr. Lisa Greenawalt	Building Principal, BCTC West
John Reedy	Director of Business Affairs and Continuing Education
Dr. Robert Lees	Administrative Director, BCTC
Kim Dehart	Continuing Education Administrator
Bridget Holden	Director of CTE Systems
Dr. Jill Hackman	Executive Director, BCIU (Superintendent of Record)
Oralee Folk	Executive Assistant for the Administrative Director

APPENDIX D

PROCESS MANAGEMENT TEAMS

- **Professional Development**

- Bridget Holden – Director of CTE Systems
- Dr. James Kraft – Principal – East Campus
- Erik Damgaard – Assistant Principal – West Campus
- Kelly Piccioni - Teacher
- Tracey Sholl - Teacher
- Susan Kuschick - Numeracy Coach
- John Forry – Educational Facilitator
- Katherine Reimert – Instructional Assistant
- Celina Donmoyer – Instructional Assistant

- **Instruction**

- Dr. Lisa Greenawalt – Principal – West Campus
- Dr. James Kraft – Principal – East Campus
- James Del Conte – Teacher
- Leah Vey – Literacy Coach
- Peter Hoffman - Teacher
- Jim Mack - Teacher
- Beverly Brader - Teacher
- Rochelle Rudy - Teacher

- **Student Services**

- Bridget Holden – Director of CTE Systems
- Erik Damgaard – Assistant Principal – West Campus
- Ray Jenkins – Assistant Principal – East Campus
- Kyle Follweiler – Coordinator of Student Services
- Melissa Yoder – Counselor – Manager of Enrollment

- **Safety**

- Kent Shirk – Director of Operations
- Erik Damgaard – Assistant Principal – West Campus
- Ray Jenkins – Assistant Principal – East Campus
- Kathy Spatz – Nursing & Attendance Services Specialist – West Campus
- Kayla Spadafora – Nursing & Attendance Services Specialist – East Campus
- Kara Fretz – Administrative Assistant to the Director of Operations

APPENDIX E

ACTION PLANNING CHART

PRIORITY GOAL / OBJECTIVE	STRATEGY OR ACTIVITY	PERSON/GROUPS RESPONSIBLE	YEARS	STATUS	
				In Progress	Complete
1	I.A.1	Director of CTE Systems	3 – 5		
1	I.A.2	Director of CTE Systems	2 - 8		
1	I.A.3	Director of CTE Systems	2		
1	I.B.1	Instructional PMT	1 - 8	X	
1	I.B.2	Director of CTE Systems	1 - 3	X	
1	I.B.3	Building Principal – West	1 - 3	X	
1	I.B.4	Building Principal – West	1	X	
1	I.C.1	Director of CTE Systems	1 - 5	X	
1	I.C.2	Building Principal – East	2 - 3		
1	I.D.1	Director of Business Affairs & CE	1 - 3	X	
1	I.E.1	Director of CTE Systems	4 - 8		
1	II.A.1	Asst. Building Principals – East & West	1 - 3	X	
1	II.B.1	Building Principal – East	1 - 3	X	
1	II.B.2	Director of Business Affairs & CE	1 - 3	X	
1	II.B.3	Asst. Building Principal - West	1	X	
1	II.C.1	Asst. Building Principals – East & West	1 - 5	X	
1	II.D.1	Building Principals – East & West	1 - 5	X	
1	II.D.2	Building Principals – East & West	1 – 3	X	
1	II.D.3	Director of CTE Systems	1 – 3	X	
1	IV.B.1	Asst. Building Principals – East & West	1 – 2	X	
1	IV.B.2	Director of CTE Systems	1 – 5	X	
1	V.A.3	Asst. Building Principals – East & West	2 - 4		
1	V.A.4	Asst. Building Principals – East & West	3		
1	V.B.1	Administrative Director	1 – 8	X	
1	V.B.2	Administrative Director	1	X	
1	V.C.4	Building Principals – East & Director of Business Affairs & CE	1 – 2	X	
1	V.C.5	Various Administrators	1 – 8	X	
1	V.D.1	Director of CTE Systems	1	X	
1	V.D.2	Director of Business Affairs & CE	1 – 8	X	

ACTION PLANNING CHART (Continued)					
PRIORITY GOAL / OBJECTIVE	STRATEGY OR ACTIVITY	PERSON/GROUPS RESPONSIBLE	YEARS	STATUS	
				In Progress	Complete
1	VI.B.1	Director of CTE Systems	1	X	
1	VI.B.2	Director of CTE Systems	2		
1	VI.C.3	Building Principals – East & West	3 – 4		
1	VI.C.6	Building Principals – East & West	4 - 8		
1	VI.C.7	Building Principals – East & West	2		
 					
2	1.C.3	Director of CTE Systems	3		
2	III.A.1	Literacy & Numeracy Coaches	1 - 8	X	
2	III.A.2	Director of CTE Systems	1 – 8	X	
2	III.A.3	Director of CTE Systems	4 - 8		
2	III.A.4	Director of CTE Systems	3 - 8		
2	III.B.1	Building Principal – East & West	2 - 8		
2	III.C.1	Building Principal – East & West	2 - 8		
2	III.C.2	Director of CTE Systems	2 - 8		
2	III.D.1	Building Principal – East & West	2 - 8		
2	III.D.2	Building Principal – East & West	2 - 8		
2	IV.C.5	Asst. Building Principals – East & West	2		
2	V.A.1	Administrative Director	1 - 8	X	
2	V.A.2	Director of CTE Systems	3 - 8		
2	VI.A.1	Director of CTE Systems	1 - 8	X	
2	VI.C.1	Director of CTE Systems	2 - 5		
2	VI.C.2	Asst. Building Principals – East & West	2 - 8		
 					
3	IV.A.1	Asst. Building Principals – East & West	2 - 8		
3	IV.A.2	Director of CTE Systems	1	X	
3	IV.A.3	Asst. Building Principals – East & West	1 - 2	X	
3	IV.C.1	Director of CTE Systems	1 - 2	X	
3	IV.C.2	Asst. Building Principals – East & West	1 - 8	X	
3	IV.C.3	Asst. Building Principals – East & West	3 - 8		
3	IV.C.4	Asst. Building Principals – East & West	1 - 5	X	

ACTION PLANNING CHART (Continued)					
PRIORITY GOAL / OBJECTIVE	STRATEGY OR ACTIVITY	PERSON/GROUPS RESPONSIBLE	YEARS	STATUS	
				In Progress	Complete
3	IV.D.1	Asst. Building Principals – East & West & Director of Business Affairs & CE	1 - 8	X	
3	IV.D.2	Asst. Building Principals – East & West	1 - 3	X	
3	IV.E.1	Asst. Building Principals – East & West	3 - 5		
3	V.C.1	Director of Business Affairs & CE	1	X	
3	V.C.2	Director of Business Affairs & CE	1	X	
3	V.C.3	Building Principal – East & West	1	X	
3	VI.C.4	Building Principal – East & West	1 - 8	X	
3	VI.C.5	Asst. Building Principals – East & West	2 - 8		