

CTC of Lackawanna County

**CTC Plan**

07/01/2019 - 06/30/2022

# CTC Profile

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## Demographics

3201 Rockwell Avenue  
Scranton, PA 18508  
(570)346-8471

AYP Status: Not Provided  
Administrative Director: Thomas Baileys

## Planning Process

A comprehensive planning committee was identified in February, 2018 in accordance with the guidelines established by the Pennsylvania Department of Education. This committee began to meet in May, 2018. The goal of the committee was to use the comprehensive planning process to support ongoing efforts to improve academic and technical achievement.

The team met and worked collaboratively to develop goals and action items.

## Mission Statement

It is the mission of the Career Technology Center of Lackawanna County (CTCLC) to provide secondary students who have a specific career objective and have expressed a desire for career and technical education, with the skills and knowledge needed for postsecondary education and employment commensurate with the ever-evolving requirements of business and industry. Further, as a Continuing Education resource, we at CTCLC shall maintain, develop, augment, and pioneer programs to benefit the adult, post-secondary students who can profit from life-long learning.

## Vision Statement

Students who choose to attend Career Technology Center of Lackawanna County (CTCLC) will be supported to succeed in their chosen career pathway, maintaining CTCLC as a respected and valued community resource.

## Shared Values

The administration, faculty, staff, and community at the Career Technology Center of Lackawanna County believe that:

Student Focused Beliefs:

1. All students have the right to a safe and supportive learning environment.
2. Learning is an interactive life-long process.
3. Today's technology and work environment requires an educational background that prepares students to make decisions and solve problems as well as to perform complex job skills.
4. The appreciation and acceptance of diversity is essential in a global society and economy.
5. All people are valuable and can contribute to our school community.
6. All individuals must have the opportunity to develop employability skills that will help them adapt to a changing environment.

School Focused Beliefs:

7. Career and Technical Education requires state of the art equipment and highly qualified and motivated teachers.
8. Parent and community involvement enhance education.
9. All students and their families are responsible partners with the CTCLC faculty in the education of our students
10. Schools should guide all students toward respect for themselves, other people, and the United States of America.
11. Career and Technical Education is an integral part of the state system of economic and workforce development.

Policy Focused Beliefs:

12. Career and Technical Education is an integral part of Pennsylvania's public education system, which serves secondary students as well as adults.
13. Career and Technical Education must serve the needs of business and industry by delivering programs that meet national skill standards and offer recognized credentials.
14. All citizens have the right to quality, affordable, and accessible career and technical education.

## Educational Community

The Career Technology Center of Lackawanna County (CTCLC) serves the students from eight member districts as well as tuition students from non-member districts. Currently, 13 high schools are served.

Our diverse student population is comprised of students from urban, rural, and suburban settings. The CTCLC offers 17 approved career and technical programs which are three years in length to approximately 675 students.

CTCLC adheres to a "half-day-about" model for programming. Students attend CTCLC for half of the school day and their home school district the other half of the day. Math courses are offered at CTCLC to students from districts requesting that students earn math credit. Students have the opportunity to participate in a formal Cooperative Vocational Education program and have opportunities to work in the field within the individual programs. Co-curricular activities (i.e. Skills USA) are integral components of the curriculum. CTCLC has established relationships with the business community which supports students' efforts in placement, sponsoring field trips, providing guest speakers, and professional development and in supporting co-curricular and extra-curricular activities.

All planned courses are subject to on-going review and are revised or developed to incorporate academic goals. CTCLC programs are approved by the Bureau of Career and Technical Education, Pennsylvania Department of Education. CTCLC's Continuing Education Program is accredited by the Pennsylvania State Board of Vocational Education. CTCLC has articulation and dual enrollment agreements with Luzerne County Community College, King's College, Keystone College, Lackawanna College and Johnson College.

CTCLC works closely with participating districts to assure that the needs of all students are addressed.

The CTCLC team meets regularly with counselors, transition coordinators, and administrators of the participating high schools and the Northeast Intermediate Unit #19. Instructional aides are available to provide assistance to students and math teachers designate class periods for tutoring and providing remedial assistance.

Each approved program has an Occupational Advisory Committee (OAC) that supports our efforts in aligning our programs with industry standards. Each OAC is comprised of a minimum of five industry experts who meet a minimum of two times per year. The purpose of the OAC is to strengthen our program by providing industry experts with the opportunity to make recommendations for program improvements to ensure that the students of CTCLC have access to relevant curriculum, content, resources, tools, equipment, and technology. The OAC provide guidance and support regarding national testing and industry certifications. In addition, they support CTCLC through cooperative and clinical job placements.

The OACs that serve the CTCLC have proven to be an invaluable resource by providing our teachers with access to the most current information from their industry.

## Planning Committee

Name	Role
Thomas Baileys	Administrator : Professional Education
Laura Kanavy	Administrator : Professional Education
George Pelepko-Filak	Administrator : Professional Education
William Burke	Board Member
Joseph Mondak	Board Member
Chris Mendicino	Building Principal : Professional Education
Rick Masters	Business Representative : Professional Education
Andy Skrip	Business Representative : Professional Education
Virginia Turano	Business Representative : Professional Education
Jessica Aquilina	Community Representative : Professional Education
Chet Merli	Community Representative : Professional Education
Jenine Ikeler	Ed Specialist - Other : Professional Education
Ann Jordan	Ed Specialist - School Counselor : Professional Education
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Steve Anania	High School Teacher - Regular Education : Professional Education
Thomas Czachor	High School Teacher - Regular Education : Professional Education
Kyle Linko	High School Teacher - Regular Education
Patrick McLane	High School Teacher - Regular Education : Professional Education
Christine Menichini	High School Teacher - Regular Education : Professional Education
Jason Sheridan	High School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Scott Bidwell	Parent : Professional Education
Amy Guman	Parent : Professional Education

Hannah Bronson	Student
Shelby Scarborough	Student
Karla Carlucci	Student Curriculum Director/Specialist : Professional Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Non Applicable	Non Applicable
Career Education and Work	Accomplished	Accomplished
Civics and Government	Non Applicable	Non Applicable
PA Core Standards: English Language Arts	Non Applicable	Non Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Applicable	Non Applicable
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Non Applicable	Non Applicable
Environment and Ecology	Non Applicable	Non Applicable
Family and Consumer Sciences	Non Applicable	Non Applicable
Geography	Non Applicable	Non Applicable
Health, Safety and Physical Education	Non Applicable	Non Applicable
History	Non Applicable	Non Applicable
Science and Technology and Engineering Education	Non Applicable	Non Applicable

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

The Career Technology Center of Lackawanna County is a part-time career technology center. With the exception of mathematics for select students, academic content area instruction is delivered in the students' home district. The Career and Work Standards have been adopted and are aligned with all CTE programs at CTCLC.

### *Adaptations*

#### *Checked answers*

- Career Education and Work

#### *Unchecked answers*

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology

- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

CTC has expanded and improved alignment of instruction to the career education and work standards as evidenced by the results of the Approved Program Evaluation.

## Curriculum

### *Planned Instruction*

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The teachers at CTCLC have been working to align their level one, two, and three instructional program with the Pennsylvania Department of Education's Program of Study. This process is renewed every three years when the POS task lists are revised for various programs. Teachers have continued the process of developing learning guides for their level two and three students.

Upon completion of the learning guides for each level, the teachers will have a comprehensive planned course which defines the objectives of the level of instruction, the content, resources, materials, instructional activities, and estimated instructional time, subject to Approved Program revisions by PDE.

Teachers have developed a scope and sequence of POS tasks for each level and will continue to refine the procedures for measurement of mastery of the objectives for each level. Each student will receive a program specific task grid when beginning their CTC program of study. This task grid will be used to guide instruction and to provide feedback for student performance and progress toward mastery throughout the program. Measurement of mastery of the objectives of a planned course will be accomplished by embedding formative and summative assessments and performance task rubrics which are aligned to the POS tasks for each course.

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



*This narrative is empty.*

## ***Modification and Accommodations***

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Planned instruction includes Specially Designed Instruction for students with Individualized Education Programs. IEP teams discuss POS Task List completion and adaptations/modifications needed to support student success. The vast majority of students take the end-of-course NOCTI exams; regardless of their IEP status.

## **Instruction**

### ***Instructional Strategies***

#### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

#### *Unchecked Answers*

- Peer evaluation/coaching
- Instructional Coaching

#### *Unchecked Answers*

- Administrators
- Career Cluster Chairs
- Instructional Coaches
- Not Reviewed

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

The Danielson Framework for Teaching is used as the foundation for clinical observations. At this time, all teachers participate in the clinical model. In addition, the building principal executes targeted walk-throughs. The CSIP team plans to develop and integrate a differentiated supervision model. The focus of formal observations and targeted walk-throughs will be: student engagement, integration of literacy, numeracy, and writing, and use of differentiated instructional strategies to support the needs of our diverse student population.

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

The teachers at the CTCLC are in the process of developing learning guides for each level of instruction. The learning guides replace traditional lesson plans. Learning guides are used to organize instructional content and materials. Each learning guide provides an outline of the learning objective, the aligned program of study tasks, the purpose, knowledge, skills, instructional activities, learning activities, safety considerations, and alignment to the PA Core ELA, math, and writing standards.

Peer coaching will be integrated into our differentiated supervision model. In addition, the CTCLC has a Supervisor of Career and Technical Education who provides instructional coaching.

### *Responsiveness to Student Needs*

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

*This narrative is empty.*

### *Recruitment*

#### **(Comprehensive CTC only)**

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

*This narrative is empty.*

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

*This narrative is empty.*

## Assessments

### *Local Graduation Requirements*

(Comprehensive CTC who graduate students only)

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

### *Local Assessments*

(Comprehensive CTC who graduate students only)

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						

## *Graduation Requirement Specifics*

### **(Comprehensive CTC who graduate students only)**

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

*None.*

#### *Unchecked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
  - Not Applicable. Our LEA does not offer High School courses.

## *Methods and Measures*

### **Summative Assessments**

- National Occupational Competency Testing Institute (NOCTI); State Board Exam for Cosmetology and PA Nurse Aide

### **Benchmark Assessments**

- NOCTI pre-test

### **Formative Assessments**

- NOCTI pre-test, pre-tests, tests both written and performance, daily work, progress reports, marking period grades, POS task grid

### **Diagnostic Assessments**

- Classroom Diagnostic Tool (CDT)--Mathematics
- Service Occupations Assessment

## *Validation of Implemented Assessments*

### **(Comprehensive CTC only)**

#### *Checked answers*

*None.*

#### *Unchecked answers*

- External Review
- Intermediate Unit Review

- LEA Administration Review
- Career Cluster Chair Review
- Professional Learning Community Review
- Instructional Coach Review
- Teacher Peer Review

Provide brief explanation of your process for reviewing assessments.

*This narrative is empty.*

### ***Development and Validation of Local Assessments***

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

*This narrative is empty.*

### ***Collection and Dissemination***

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

NOCTI data is reviewed by the administration and faculty. Mr. Todd Luke, a consultant from MAX Teaching, has supported the CTCLC in analysis of NOCTI data. He has developed a protocol to analyze the data over time to identify strengths and areas of concern. Based on the results of the NOCTI, teachers develop plans for improvement of instruction to increase student achievement.

The team at CTCLC will work collaboratively to increase the use of data to guide instructional decisions. This will be accomplished through data meetings with lab clusters to review strengths and areas of concern and to identify strategies for improvement.

### ***Data Informed Instruction***

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

*This narrative is empty.*

### ***Assessment Data Uses***

**(Comprehensive CTC only)**

*Checked answers*

*None.*

*Unchecked answers*

- Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.
- Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.
- Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.
- Instructional practices modified or adapted to increase student mastery.

Provide brief explanation of the process for incorporating selected strategies.

*This narrative is empty.*

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

*This narrative is empty.*

### ***Distribution of Summative Assessment Results***

#### *Checked answers*

- Individual Meetings
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and School Board

#### *Unchecked answers*

- Course Planning Guides
- Directing Public to the PDE & other Test-related Websites
- Local Media Reports
- Mass Phone Calls/Emails/Letters
- Newsletters
- Press Releases
- School Calendar
- Student Handbook

Provide brief explanation of the process for incorporating selected strategies.

The summative assessment for Career and Technical Education in Pennsylvania is the National Occupational Competency Testing Institute (NOCTI). All members of the school community including occupational advisory committees, parents, students, sending school personnel, and the Joint Operating Committee are notified about the NOCTI results in writing and via meetings. In addition, community members can find information about the NOCTI on our website (ctclc.org).

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

*This narrative is empty.*

## Safe and Supportive Schools

### *Programs, Strategies and Actions*

#### *Checked answers*

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

#### *Unchecked answers*

- School-wide Positive Behavioral Programs
- Conflict Resolution or Dispute Management
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Placement of School Resource Officers
- Internet Web-based System for the Management of Student Discipline

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

CTCLC will provide an additional school counselor to assist in meeting student needs for social and emotional concerns. In addition, a Scranton city police officer has been contracted to be at the school for at least two, three-hour shifts per week to provide a presence and to integrate with the student body. Extensive behavioral and social programming has been put in place as well as a Student Assistance Program, substance abuse programming, suicide prevention, violence and hate prevention and emergency response.



## *Screening, Evaluating and Programming for Gifted Students*

### **(Comprehensive CTC only)**

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

As stated in the "Instructions" section above, the "Gifted Students section is optional for Charters and CTCs". All awareness activities are conducted through the sending district.

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

As stated in the "Instructions" section above, the "Gifted Students section is optional for Charters and CTCs". Sending districts notify us of students who have a GIEP.

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

As stated in the "Instructions" section above, the "Gifted Students section is optional for Charters and CTCs". This is done through the sending school district.

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

As stated in the "Instructions" section above, the "Gifted Students section is optional for Charters and CTCs". The CTCLC would offer enrichment and/or acceleration based on what is written in the student's individual GIEP that is developed by the sending district.

## *Developmental Services*

### *Checked answers*

- Academic Counseling
- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Nutrition
- Orientation/Transition
- Coordination of Services with Sending School
- Cooperative Education, Diversified Occupations

### *Unchecked answers*

- Coaching/Mentoring
- Guidance Curriculum
- Health and Wellness Curriculum
- Health Screenings

- Individual Student Planning
- RTII/MTSS
- Wellness/Health Appraisal

Explanation of developmental services:

*This narrative is empty.*

### ***Diagnostic, Intervention and Referral Services***

#### *Checked answers*

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Student Assistance Program
- Coordination of Services with Sending School

#### *Unchecked answers*

- Casework
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Special Education Evaluation

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

#### *Checked answers*

- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- System Support
- Truancy Coordination
- Coordination of Services with Sending School

#### *Unchecked answers*

- Alternative Education
- Case and Care Management
- Community Liaison
- Community Services Coordination (Internal or External)
- Coordinate Plans

- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Managing Chronic Health Problems
- Managing IEP and 504 Plans
- Referral to Community Agencies

Explanation of consultation and coordination services:

*This narrative is empty.*

### ***Communication of Educational Opportunities***

#### *Checked answers*

- Directing Public to the PDE & Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and Board of Directors
- Mass Phone Calls/Emails/Letters
- Coordination of Services with Sending School

#### *Unchecked answers*

- Course Planning Guides
- Local Media Reports
- Newsletters
- Press Releases
- School Calendar
- Student Handbook

### ***Communication of Student Health Needs***

**(Comprehensive CTC only)**

#### *Checked answers*

*None.*

#### *Unchecked answers*

- Individual Meetings
- Individual Screening Results
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and Board of Directors

- Newsletters
- School Calendar
- Student Handbook
- Coordination of Services with Sending School

### ***Frequency of Communication***

*Frequency of communication has not been identified.*

### ***Collaboration for Interventions***

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

*This narrative is empty.*

### ***Community Coordination***

Describe how you accomplish coordination with community operated before or after school programs and services for all grade levels through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

*This narrative is empty.*

## **Materials and Resources**

### ***Description of Materials and Resources***

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The teachers will continue to develop learning guides for each level of instruction. Teachers will integrate opportunities for differentiated instruction and will work to ensure that all students have access to instructional materials.

Throughout this process, teachers will identify areas of weakness in regard to high quality instructional materials aligned with the Pennsylvania Program of Study (POS) task lists and the Pennsylvania Core Standards. Materials will be selected based on their alignment with POS and accessibility (audio component for struggling readers).

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

*This narrative is empty.*

### **SAS Incorporation**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not Applicable
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable

Further explanation for columns selected "

*This narrative is empty.*

### **Professional Education**

#### **Characteristics**

<b>Ctc Avts's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the				X

area of the educator's certification or assignment.				
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.				X
Empowers educators to work effectively with parents and community partners.				X

<b>Ctc Avts's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				X
Provides leaders with the ability to access and use appropriate data to inform decision making.				X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				X
Instructs the leader in managing resources for effective results.				X

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

CTCLC instructors participate in weekly professional development opportunities that are aligned to instructional strategies, differentiated instruction, assessment, etc. The CTCLC instructors are provided access to opportunities to maintain industry certifications and licensures via flexible Professional Development.

The current professional development program at CTCLC is driven by the Professional Development committee which is comprised of administrators and teachers.

New instructors are enrolled in the CTC Mentor program and assigned an appropriate mentor(s).

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

The CTCLC comprehensive planning committee recognizes the need to integrate professional learning communities (PLC) focused on improved teaching and learning. CTC Teachers have selectively participated in professional learning communities of their peers at other CTE schools. Administration promotes the development of new PLCs and active participation by teachers in existing PLCs.

The Committee will collaborate with the administration to develop professional development opportunities designed to meet the needs of our diverse faculty. The focus will be on research-based instructional strategies, differentiated instruction, use of formative and summative assessment data to guide instructional decisions, and collaboration among all stakeholders.

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<b>Questions</b>
The LEA plans to conduct the required training on approximately:
1/21/2019 Approved Online Training Module for Educators

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

<b>Questions</b>
The LEA plans to conduct the training on approximately:
8/26/2019 Two hours of suicide prevention will be provided to all faculty and staff
8/24/2020 Two hours of suicide prevention will be provided to all faculty and staff

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

<b>Questions</b>
Not Applicable for our school entity

### ***Strategies Ensuring Fidelity***

#### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.

- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

*Unchecked answers*

*None.*

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

Through the comprehensive planning process the CTCLC team has identified the need to continue the work of the professional development committee and develop a comprehensive job-embedded mentoring program.

Teachers will attend professional development sessions on Tuesdays and Thursdays from 3:15-4:00 throughout the school year. The professional development activities will support the needs of the teachers in meeting our goal of increased student achievement. The Professional Development Committee will meet routinely to analyze the effectiveness of the PD sessions and the fidelity of implementation of our PD plan. The Professional Development Committee will develop a long-range PD Plan (3 Year Plan).

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

The Professional Development Committee will meet routinely to analyze the effectiveness of the PD sessions and the fidelity of implementation of our PD plan. In addition, teachers will attend professional development sessions on Tuesdays and Thursdays from 3:15-4:00 throughout the school year. The professional development activities will support the needs of the teachers in meeting our goal of increased student achievement.

## ***Induction Program***

*Checked answers*

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



- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers*

*None.*

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

The CTCLC will ensure that new faculty members participate in the established induction/mentor program. The mentor program is monitored and evaluated by the PD Committee. Annually, the program is critiqued by mentors and proteges who present recommendations for revision.

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

*This narrative is empty.*

### ***Needs of Inductees***

*Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Approval of mentor checklist sign-offs by the Administrative Director after mentor/protege meeting.

*Unchecked answers*

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

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

The process for inductees/proteges will include a written plan that outlines specific dates that the Inductee is observed by the Mentor, when the Inductee observes the mentor, and when the inductee is observed by administration. Additionally, the inductee will meet regularly with their Mentor and work collaboratively to identify strengths and areas in need of targeted assistance and support. The inductee/mentor will communicate needs with the Professional Development Committee Members, participate in Inductee seminars and activities, and assist in the evaluation of the Teacher Induction/Mentoring Program.

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

The CTCLC does not participate in the PSSA.

## ***Mentor Characteristics***

*Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

*Unchecked answers*

*None.*

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

The CTCLC has developed a formal mentor program to meet the needs of novice teachers. The CTCLC mentoring program ensures that the above characteristics for mentors are met by using the following criteria for selection:

- Outstanding work performance as evidenced by previous year's evaluation
- Similar cluster/assignment when possible
- Models commitment to continuous learning and reflective practice
- Knowledge of LEA policies, procedures, and resources
- Demonstrated ability to work effectively with students and other adults
- Willing to accept additional responsibility
- Have participated in mentor training or have previous related experience
- Mentors and inductees meet regularly

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

*This narrative is empty.*

***Induction Program Timeline***

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators						

Assessments						
Best Instructional Practices						
Safe and Supportive Schools						
Standards						
Curriculum						
Instruction						
Accommodations and Adaptations for diverse learners						
Data informed decision making						
Materials and Resources for Instruction						

If necessary, provide further explanation.

A unique timeline is developed for each protege depending on their hire date, experience and needs. The Professional Development Committee believes that each of the above topics spiral throughout the two-year expected mentorship based on the needs of the inductee. The timeline for implementation will change depending on the needs of the inductees.

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The Professional Development Committee monitors and evaluates the Induction/Mentor program which includes participant feedback for continuous improvement. Systematic data collection on the educator induction/mentor program design, implementation, and outcomes is a part of the process.

### ***Recording Process***

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

# Assurances

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## **Safe and Supportive Schools**

*No policies or procedures have been identified.*

# Needs Assessment

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## CTC Accomplishments

### Accomplishment #1:

Teachers used student performance data from the NOCTI for each program of study to identify strengths and areas in need of improvement. This information is used as the foundation for the development of Student Learning Objectives. In addition, all incoming 10th grade students are administered the Algebra 1 CDT to determine baseline mathematics achievement data for use by instructors in designing instruction.

### Accomplishment #2:

Program of Study task lists have been organized into scope and sequence documents by each instructor and reviewed/approved by the program Occupational Advisory Committee. This process is reviewed and the scope and sequence revised each time the POS Task list is revised by PDE.

### Accomplishment #3:

Learning guide development has been completed for all programs. Teachers and administration collaborated to develop a template for the learning guides and ongoing support was provided for further development.

The learning guides include the following information:

1. POS task numbers
2. Learning Objectives
3. Bell-ringers/Exit Tickets
4. Purpose
5. NOCTI Correlation
6. PA Core Standards
7. Directions and Procedures
8. Safety
9. Student accommodations
10. Materials, technology, resources
11. Equipment and supplies

12. Pre-test
13. Vocabulary
14. Informational Outline
15. Assignment Sheets
16. Job Sheet
17. Rubric/Written Assessment
18. Rubric/Task Performance
19. Post-test
20. Certification
21. Additional assessments
22. Critical thinking skills

#### Accomplishment #4:

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Increase in participation of CTSO-SkillsUSA:

- 2018-2019 SkillsUSA District competitors include 86 current students, the largest number in more than 5 years.
- CTC construction students participated in the TeamBuild competition for the first time in a long time in 2017-2018 and received a silver medal.
- CTC construction students will again participate in the TeamBuild competition.
- CTC students participated in the Cyber Security competition in 2017-2018 and will continue to compete in this category.

#### Accomplishment #5:

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Renovation Narrative for Comprehensive Plan

The CTCLC began a comprehensive facility renovation program in the Fall of 2013. The \$18.1 Million dollar renovation was intended to update the facility that had not received any substantial renovation since original construction in the early 1970s. The renovation included asbestos and creosote abatement, replacement of the building roof, refurbishment of the brick exterior of the building, replacement of the majority of the mechanical, electrical and plumbing infrastructure of the building. In addition, the classrooms and program lab areas were refurbished and/or rebuilt to accommodate the current CTC programs of study and to support the implementation of new programs. New equipment and fixtures

were provided in program lab areas as needed and as available funding supported. The technology infrastructure of the building was modernized as was the support functions of heating/cooling, telephone, fire alarm, fire sprinklers, burglar alarm and building access system. A significant number of security cameras were also added to the facility. The renovation project is progressing on schedule and within budget objectives with an anticipated completion during the summer of 2015.

The renovation was completed in 2016 and some additional items that were not included in the original renovation scope were also completed including a new, handicapped-accessible stage, new video/audio system for the Large Group Instruction cafetorium, outside lighting and front entrance safety and security upgrades.

#### **Accomplishment #6:**

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Increase in enrollment from four partner districts:

Overall enrollment has increased annually in terms of September 6 enrollment and in terms of actual ADMs reported for the entire school year. September 6 enrollment figure for 2018-2019 was above 700 students.

#### **Accomplishment #7:**

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Attendance Improvements

Regular attendance has improved significantly as a result of significant efforts to encourage and provide supports for daily attendance. The Challenge Program has been implemented at CTCLC to further promote and recognize excellent attendance habits.

## **CTC Concerns**

#### **Concern #1:**

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Administration of the Algebra I CDT for all incoming sophomores has highlighted the low achievement levels of the student body with regard to mathematics. This critical deficiency has the potential to limit the instruction in many of the trade/program areas that rely on measurement and manipulation of fractions and decimal conversions.

#### **Concern #2:**

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Lack of communication, collaboration, and support from our partner districts.

The perception of the committee members is that we need to work to improve the level of communication and collaboration with our partner districts.

#### Concern #3:

Community and partner district perception of CTCLC

It was the consensus of the committee that the CTCLC has a negative reputation among community members and partner districts. It is perceived that certain partner districts restrict access to CTCLC programming.

#### Concern #4:

New programs need to be developed/offered to meet the needs of business/industry in NEPA.

#### Concern #5:

Effective Occupational Advisory Committees are essential to program success and need to be strengthened in many program areas.

#### Concern #6:

Earlier career exploration and education needs to be provided so that students understand the importance of CTE and options.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #8*) Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

#### Aligned Concerns:

Lack of communication, collaboration, and support from our partner districts.

The perception of the committee members is that we need to work to improve the level of communication and collaboration with our partner districts.

Community and partner district perception of CTCLC

It was the consensus of the committee that the CTCLC has a negative reputation among community members and partner districts. It is perceived that certain partner districts restrict access to CTCLC programming.

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New programs need to be developed/offered to meet the needs of business/industry in NEPA.

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Effective Occupational Advisory Committees are essential to program success and need to be strengthened in many program areas.

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Earlier career exploration and education needs to be provided so that students understand the importance of CTE and options.

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

**Aligned Concerns:**

Administration of the Algebra I CDT for all incoming sophomores has highlighted the low achievement levels of the student body with regard to mathematics. This critical deficiency has the potential to limit the instruction in many of the trade/program areas that rely on measurement and manipulation of fractions and decimal conversions.

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Earlier career exploration and education needs to be provided so that students understand the importance of CTE and options.

**Systemic Challenge #3** (*Guiding Question #6*) Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

**Aligned Concerns:**

Administration of the Algebra I CDT for all incoming sophomores has highlighted the low achievement levels of the student body with regard to mathematics. This critical deficiency has the potential to limit the instruction in many of the trade/program areas that rely on measurement and manipulation of fractions and decimal conversions.

**Systemic Challenge #4** (*Guiding Question #13*) Establish a system within the school that fully ensures classrooms are staffed with highly qualified teachers and that student needs drive decisions about teacher placement.

**Aligned Concerns:**

New programs need to be developed/offered to meet the needs of business/industry in NEPA.

**Systemic Challenge #5** (*Guiding Question #10*) Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

**Systemic Challenge #6** (*Guiding Question #2*) Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**Systemic Challenge #7** (*Guiding Question #9*) Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

# CTC Level Plan

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## Action Plans

**Goal #1:** Develop a long range Professional Development plan and outline to ensure proper planning, development and delivery of Professional Development. Continue to support new teachers through the established Mentor Program, revising and improving the mentor program via an annual critique by mentors, proteges and administrators.

### Related Challenges:

- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.
- Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

### Indicators of Effectiveness:

Type: Annual

Data Source: Professional Development Committee

Specific Targets: At least 75 percent of the teachers with permanent vocational certification will have an approved annual personal professional development plan.

Type: Interim

Data Source: Professional Development Committee

Specific Targets: The Professional Development Committee will develop and approve a broad three year plan for professional development topics.

### Strategies:

#### *Instructional coaching*

**Description:**

New CTCLC teachers will be provided with opportunities to participate in MAX teaching strategies professional development.

CTCLC teachers will receive job-embedded mentoring to build their capacity to differentiate instructional practices to meet the needs of our diverse student population.

**SAS Alignment:** Instruction, Standards

### ***Implementation Steps:***

#### *Professional Development*

**Description:**

The professional development committee will develop a broad three year professional development outline to guide the planning and delivery of PD.

**Start Date:** 9/15/2019    **End Date:** 6/27/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Instructional coaching

*Provide opportunities for new CTC Teachers to participate in MAX Teaching Strategies professional development.*

**Description:**

New CTCLC teachers will be provided opportunities to attend MAX teaching sessions and receive job embedded coaching regarding the implementation of MAX teaching strategies, which are strategies designed to teaching diverse learners in inclusive settings.

**Start Date:** 9/3/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Instructional coaching

**Goal #2:** To establish a system within the CTCLC that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

**Related Challenges:**

- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Induction and Mentor Program Completion

Specific Targets: Number of new teachers that complete induction program.

Number of Mentoring Checklists each new teacher completes each year.

***Strategies:***

*Mentor Program*

**Description:**

CTCLC will maintain and improve its comprehensive mentor program designed to support the needs of our diverse teaching faculty.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

*Technical Assistance Program (TAP)*

**Description:**

The CTCLC will continue participation in the TAP program.

**SAS Alignment:** None selected

## ***Implementation Steps:***

### ***Maintain and Improve a comprehensive mentoring program***

**Description:**

The Professional Development Committee will monitor the mentoring program for effectiveness and will work collaboratively with mentors and proteges to improve the comprehensive mentoring program for CTCLC.

**Start Date:** 7/1/2019    **End Date:** 6/29/2022

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Mentor Program

### ***Technical Assistance Program (TAP) Participation***

**Description:**

The administrative team and the teachers will collaborate with the currently assigned CTDSL to continue comprehensive school improvement efforts for CTCLC. This work includes but is not limited to: review of alignment of learning guides with POS task lists and effective instructional strategies, maximizing use of instructional time, development and integration of professional learning communities, and integration of effective instructional strategies to meet the needs of all learners.

**Start Date:** 9/3/2019    **End Date:** 6/29/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education

**Supported Strategies:**

- Technical Assistance Program (TAP)

**Goal #3:** Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Related Challenges:**

- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.
- Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: NOCTI Pre and Post Test scores

Specific Targets: By the end of this planning period, at least 75 percent of the CTC Approved Programs of Study will have class averages at or above 80% on the end-of-course NOCTI assessment.

Type: Annual

Data Source: OAC Membership Lists and Meeting Minutes

Specific Targets: At least half of the OAC meetings conducted will be attended by 10 or more OAC members.

Type: Annual

Data Source: OAC Membership Listing

Specific Targets: Each advisory board will have at least 15 active participants.

Type: Annual

Data Source: School-wide survey

Specific Targets: Student perceptual concerns exposed through the school climate survey are addressed prior to the start of the next school year.



Type: Annual

Data Source: Survey of student participation in sending-school extra curricular activities.

Specific Targets: Annual growth of 10% in the number of CTC students participating in extra curricular activities at their sending school. This shall be calculated as follows: total enrollment - current students participating in extra curricular X 0.10.

### ***Strategies:***

#### *Instructional coaching*

**Description:**

New CTCLC teachers will be provided with opportunities to participate in MAX teaching strategies professional development.

CTCLC teachers will receive job-embedded mentoring to build their capacity to differentiate instructional practices to meet the needs of our diverse student population.

**SAS Alignment:** Instruction, Standards

#### *Mentor Program*

**Description:**

CTCLC will maintain and improve its comprehensive mentor program designed to support the needs of our diverse teaching faculty.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

#### *Technical Assistance Program (TAP)*

**Description:**

The CTCLC will continue participation in the TAP program.

**SAS Alignment:** None selected

### *Develop effective and active Occupational Advisory Committees*

**Description:**

Effective and active Occupational Advisory Committees (OACs) are an established best practice and a demonstrated effective practice in select programs at CTC. This strategy to extend this practice to all program areas is intended to strengthen the programs and their relevance to local employers.

**SAS Alignment:** Materials & Resources

### *Improve perception of CTC*

**Description:**

CTC will collect data to gauge the perception of CTC among student stakeholders to develop areas of potential improvement.

**SAS Alignment:** Safe and Supportive Schools

### ***Implementation Steps:***

#### *Professional Development*

**Description:**

The professional development committee will develop a broad three year professional development outline to guide the planning and delivery of PD.

**Start Date:** 9/15/2019    **End Date:** 6/27/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Instructional coaching
- Mentor Program
- Technical Assistance Program (TAP)

*Provide opportunities for new CTC Teachers to participate in MAX Teaching Strategies professional development.*

**Description:**

New CTCLC teachers will be provided opportunities to attend MAX teaching sessions and receive job embedded coaching regarding the implementation of MAX teaching strategies, which are strategies designed to teaching diverse learners in inclusive settings.

**Start Date:** 9/3/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Technical Assistance Program (TAP)

*Technical Assistance Program (TAP) Participation*

**Description:**

The administrative team and the teachers will collaborate with the currently assigned CTDSL to continue comprehensive school improvement efforts for CTCLC. This work includes but is not limited to: review of alignment of learning guides with POS task lists and effective instructional strategies, maximizing use of instructional time, development and integration of professional learning communities, and integration of effective instructional strategies to meet the needs of all learners.

**Start Date:** 9/3/2019    **End Date:** 6/29/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education

**Supported Strategies:**

- Technical Assistance Program (TAP)

*Develop effective and active Occupational Advisory Committees*

**Description:**

Instructors will be encouraged and assisted in the development of more active and effective OACs through exposure to effective OACs within the CTC and at other facilities.

**Start Date:** 8/26/2019      **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Develop effective and active Occupational Advisory Committees

*Improve perception of CTC***Description:**

Create and complete a school-wide school climate survey to determine perceived concerns among 11th and 12th grade students.

**Start Date:** 10/4/2019      **End Date:** 1/15/2020

**Program Area(s):** Student Services

**Supported Strategies:** None selected

**Goal #4:** Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

**Related Challenges:**

- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Observation, walkthrough, SLO and anecdotal data from PAETEP

Specific Targets: A long-range professional development plan will be developed and approved.

Type: Annual

Data Source: Career Resource Coordinator records

Specific Targets: At least 50% of fifth grade students in the JOC participating districts have participated in at least one CTC offering.

### ***Strategies:***

#### ***Technical Assistance Program (TAP)***

**Description:**

The CTCLC will continue participation in the TAP program.

**SAS Alignment:** None selected

#### ***Promote earlier career exploration and exposure***

**Description:**

The CTCLC will develop offerings to JOC participating schools to expose additional students to the CTC career offerings and at an earlier age.

**SAS Alignment:** None selected

#### ***College and Career Skills***

**Description:**

The team will develop and implement building-wide expectation regarding the connection between daily attendance requirement and college and career readiness skills.

**SAS Alignment:** Instruction, Safe and Supportive Schools

### ***Implementation Steps:***

### *Monitor and analyze attendance data*

**Description:**

The administration will analyze and evaluate student attendance data to promote positive reinforcement of attendance objectives.

**Start Date:** 7/1/2019    **End Date:** 6/27/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Promote earlier career exploration and exposure

### *Promote earlier career exploration and exposure*

**Description:**

Develop program offerings and/or events and/or printed materials to be used to expose a larger number of students to career and technical education offerings available at the CTC.

**Start Date:** 8/1/2019    **End Date:** 6/30/2022

**Program Area(s):**

**Supported Strategies:**

- Promote earlier career exploration and exposure

**Goal #5:** Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

**Related Challenges:**

- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.
- Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of

professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: NOCTI

Specific Targets: NOCTI written performance data will be used for SLO preparation to measure advances in student achievement.

**Strategies:**

*Technical Assistance Program (TAP)*

**Description:**

The CTCLC will continue participation in the TAP program.

**SAS Alignment:** None selected

*College and Career Skills*

**Description:**

The team will develop and implement building-wide expectation regarding the connection between daily attendance requirement and college and career readiness skills.

**SAS Alignment:** Instruction, Safe and Supportive Schools

**Implementation Steps:**

*Professional Development*

**Description:**

The professional development committee will develop a broad three year professional development outline to guide the planning and delivery of PD.

**Start Date:** 9/15/2019    **End Date:** 6/27/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Technical Assistance Program (TAP)

*Provide opportunities for new CTC Teachers to participate in MAX Teaching Strategies professional development.*

**Description:**

New CTCLC teachers will be provided opportunities to attend MAX teaching sessions and receive job embedded coaching regarding the implementation of MAX teaching strategies, which are strategies designed to teaching diverse learners in inclusive settings.

**Start Date:** 9/3/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Technical Assistance Program (TAP)

*Technical Assistance Program (TAP) Participation*

**Description:**

The administrative team and the teachers will collaborate with the currently assigned CTDSL to continue comprehensive school improvement efforts for CTCLC. This work includes but is not limited to: review of alignment of learning guides with POS task lists and effective instructional strategies, maximizing use of instructional time, development and integration of professional learning communities, and integration of effective instructional strategies to meet the needs of all learners.

**Start Date:** 9/3/2019    **End Date:** 6/29/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education



**Supported Strategies:**

- Technical Assistance Program (TAP)

**Goal #6:** Enrollment growth will continue to close the gap between capacity and current enrollment.

**Related Challenges:**

- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**Indicators of Effectiveness:**

Type: Annual

Data Source: CSIU Student Information System

Specific Targets: CTC will seek an annual enrollment improvement of 10% of the difference between realistic capacity and current enrollment.

***Strategies:******Implementation Steps:***