

Greene County CTC

CTC Plan

07/01/2017 - 06/30/2020

CTC Profile

Demographics

60 Zimmerman Drive
Waynesburg, PA 15370
(724)627-3106

AYP Status: Not Provided
Administrative Director: Mark Krupa

Planning Process

GCCTC's Comprehensive Strategic Plan committee is comprised of instructors, other school personnel, community representatives, parents, students and the school administrator. Most of the committee first met in September 2015 to establish goals for students' learning outcomes. Several meetings were held in 2015 and 2016 with teachers, parents, students, and community members to discuss recommendations for the Programs of Study at the GCCTC. In addition Safety and Community Involvement Committees meet on a monthly basis to make recommendations to the school curriculum and safety.

Assessment goals were established for a yearly percentage increase over the next five years as well. The school administrator is responsible for aspects of the planning process and will communicate with the Joint Operating Committee, teachers, community representatives, parents, and students.

Mission Statement

The mission of Greene County Career & Technology Center is to prepare every student for the world of work with technical competencies, academic skills and attitudes that are necessary for both entry level employment and continuing education.

Vision Statement

The vision of Greene County Career & Technology Center is to develop instruction with 21st Century skills so that every student is prepared for the world of work with technical competencies, academic skills and attitudes that are necessary for both entry level employment and continuing education.

GCCTC will strive to cultivate a safe and inviting school environment that welcomes the involvement of students, parents, educators, staff, and the community.

Shared Values

GCCTC believes that all students can:

- become successful
- become more responsible for their own learning
- develop skills necessary to be successful in a global economy
- be prepared for postsecondary education
- be prepared for apprenticeships
- be prepared for entry into the workforce in their career related field
- earn an industry certification before high school graduation

Educational Community

Greene County Career & Technology Center (GCCTC) is an educational facility founded in 1970 and located in Southwest Pennsylvania, just off Interstate 79. Offering 12 professional programs to high school and adult students from five local school districts, GCCTC has a program to match nearly every career and educational goal. Students have the opportunity to earn college credits through their program while still in high school through GCCTC's participation in the Pennsylvania Statewide Articulation Program. Career-minded students can take advantage of important career training and employment opportunities offered through the school, as well as their program's offered professional certifications. The mission of GCCTC is to provide quality career-technical education programs and services that prepare youth and adults for success in the workplace, postsecondary, and community, now and in the future. Approximately 340 secondary students are served annually in thirteen various technology programs. The Joint Operating Committee, consisting of one member from each of the five sending schools, is the governing body of the Center.

Our focus is on seamless education, which we accomplish by breaking down barriers between high school and college, and between education and the workplace. To be employable in today's global economy, between 70-80% of the workforce must have technical training beyond a high school diploma, but not necessarily a full four-year degree.

In addition, GCCTC has a strong history of providing quality, career-oriented education. Our graduates have the skills and knowledge that help them find jobs and success in their chosen careers. GCCTC's strong career and technical education emphasis and our close links with business and industry in our region ensure that our programs keep pace with the latest technology and developments in the commercial sector.

GCCTC is also equipped with an excellent faculty and staff. The teachers at GCCTC are highly qualified individuals in their Programs of Study. Many of our teachers have held positions in industry and bring to their classroom a wealth of knowledge from the “real world” workforce. They are able to share first hand experience with students to push them from theory to practice.

Planning Committee

Name	Role
Mark Krupa	Administrator : Professional Education
John Menhart	Administrator : Professional Education
Dave Calvario	Business Representative : Professional Education
Karen Zalom	Business Representative : Professional Education
Nick Kovacik	Community Representative : Professional Education
Joe Walko	Community Representative : Professional Education
Edward Miller	Ed Specialist - Instructional Technology : Professional Education
Katie Sleasman	Ed Specialist - School Counselor : Professional Education
Rob Barclay	Elementary School Teacher - Regular Education : Professional Education
Mary Staun	Elementary School Teacher - Regular Education : Professional Education
Shawn Golden	High School Teacher - Regular Education : Professional Education
Dave Thistlethwaite	High School Teacher - Regular Education : Professional Education
Bob Mitchell	Middle School Teacher - Regular Education : Professional Education
Kathleen Gregg	Middle School Teacher - Special Education : Professional Education
Charlene Mitchell	Parent : Professional Education
Mark Teegarden	Parent
Damon Belford	Student : Professional Education
Josh McCartney	Student : Professional Education

Core Foundations

Standards

Mapping and Alignment

Standards	Mapping	Alignment
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	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Applicable	Non Applicable
PA Core Standards: Mathematics	Non Applicable	Accomplished
Economics	Non Applicable	Non Applicable
Environment and Ecology	Non Applicable	Non Applicable
Family and Consumer Sciences	Accomplished	Accomplished
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	Accomplished	Accomplished

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

No areas are checked "Needs Improvement" or "Non Existent"

Adaptations

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

Explanation for any standards checked:

Curriculum mapping and alignment are complete for the Programs of Study offered at the GCCTC for Career Education Technical. Alignment to state standards is achieved through relationships to the curriculum listed in the unit lesson plans.

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The NOCTI assessment given to students once they complete their Program of Study is used to ensure accomplishment. In addition, Industry Certifications achieved as well as the task list provided by PDE for each POS are used to ensure student accomplishment.

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

Teachers are currently developing instructional units that align with academic standards where applicable. Reading and Math Coaches assist with this process.

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.

GCCTC ensures that accommodations are provided to all students that need them and are designed in a manner that avoids stigmatizing students while providing meaningful educational benefit. IEP teams that consist of GCCTC staff and sending school staff consider the need for accommodations and modifications based on the level of need of each student within the areas of academics, skill training and functional needs (e.g., study skills, behavior, language, etc.).

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators
- Instructional Coaches

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

The school administrator conducts regular walkthroughs throughout the school year to observe instructors and students. For veteran teachers, an annual evaluation is conducted by the school administrator based on walkthrough observations and formal observations; a post evaluation conference is conducted to discuss the observations. Two annual evaluations and walkthroughs are conducted for novice teachers by the school administrator; a post conference is conducted after each formal evaluation. Lesson plans are also viewed by the administrator and checked for task alignment per the program area.

Instructional coaching is used to improve instruction and to provide support by demonstrating teaching strategies to instructors, assisting with lesson plan development, and academic integration.

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

We do not have career cluster chairs at GCCTC. We have 12 Programs of Study, each from a different career cluster.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
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

Groups are structured while learning "hands-on" task in the lab areas. For the theory portion of class, flexible instruction is delivered in a "one size fits all" fashion unless otherwise dictated by a student's special needs.

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.

N/A

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

N/A

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 17/18	SY 18/19	SY 19/20
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: Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

- Senior students that complete a Program of Study take the National Occupational Competency Testing Institute (NOCTI) test for their program area.

Benchmark Assessments

- Task lists are provided for each program area for teachers to monitor students progress.

Formative Assessments

- Seniors students take a NOCTI pre-test several months before the NOCTI.

Diagnostic Assessments

- Task lists are provided for each program area for teachers to determine if students are meeting benchmarks.
- In addition, instructors are required to complete SLOs which require remediation of topics to meet specific benchmarks.

Validation of Implemented Assessments

(Comprehensive CTC only)

No validation methods have been identified for this content area.

Provide brief explanation of your process for reviewing assessments.

N/A

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.

GCCTC has not developed any locally administered assessments that would require validation every six years.

Collection and Dissemination

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

Data is collected from NOCTI (National Occupational Competency Testing Institute) . The program allows the test coordinator to sort and organize data in order to analyze the results. Information is then provided to instructors for review. SLOs are customized to target the areas that are deficient in the Pre-NOCTI testing.

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.

NOCTI pre-test information is used to assist students in each Program of Study area. The NOCTI data provides data per task level and indicates where achievement has not been demonstrated.

Assessment Data Uses

(Comprehensive CTC only)

No assessment data uses have been identified for this content area.

Provide brief explanation of the process for incorporating selected strategies.

N/A

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

N/A

Distribution of Summative Assessment Results

- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and School Board
- School Calendar
- Student Handbook

Provide brief explanation of the process for incorporating selected strategies.

GCCTC uses the school website and mails letters to parents/guardians to inform them about the NOCTI summative assessment that include the purpose of the assessment and the dates of the assessment.

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

The GCCTC has created educational and public relations committees. We hold a yearly open house showcasing the programs and the work done in each of the programs.

Safe and Supportive Schools

Programs, Strategies and Actions

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Conflict Resolution or Dispute Management
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Counseling Services Available for all Students
- Coordination of Services with Sending School

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

GCCTC recommends students for a Student Assistance Program (SAP) referral to the sending school when needed. Placement of a School Resource Officer will be recommended as budget permits. In addition, we conduct numerous fire and ALICE training events to prepare students for emergency situations.

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.)

N/A

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

This narrative is empty.

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

This narrative is empty.

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.

This narrative is empty.

Developmental Services

- Attendance Monitoring
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Individual Student Planning
- Orientation/Transition
- Coordination of Services with Sending School

Explanation of developmental services:

No other explanation is necessary.

Diagnostic, Intervention and Referral Services

- 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
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Special Education Evaluation
- Coordination of Services with Sending School

Explanation of diagnostic, intervention and referral services:

SAP referrals and other serves are conducted at the sending school districts.

Consultation and Coordination Services

- Community Services Coordination (Internal or External)
- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Managing Chronic Health Problems
- Managing IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- Truancy Coordination
- Coordination of Services with Sending School

Explanation of consultation and coordination services:

Services not selected are conducted at the sending school districts.

Communication of Educational Opportunities

- Course Planning Guides
- Individual Meetings
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and Board of Directors
- School Calendar
- Student Handbook
- Coordination of Services with Sending School

Communication of Student Health Needs

(Comprehensive CTC only)

- N/A

Frequency of Communication

Frequency of communication: **Never**

Collaboration for Interventions

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

Learning Support Facilitators work with classroom teachers to provide interventions for students' differing needs and progress.

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

GCCTC does not provide community operated before or after school programs and services. These services are provided at the sending school districts.

Materials and Resources

Description of Materials and Resources

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

Provide explanation for processes used to ensure Accomplishment.

Instructors are producing high quality lesson plans and using high quality materials and equipment in their classrooms.

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

There are no boxes checked for "needs improvement" or "non-existent".

SAS Incorporation

Standards	Status
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	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Most teachers have not received professional development to utilize SAS. We plan to provide this training during the 2014-2015 school year.

Professional Education

Characteristics

Which of the following describes your professional education program for classroom teachers, school counselors and education specialists? (Check all that apply)

- Enhances the educator's content knowledge in the 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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.
- Empowers educators to work effectively with parents and community partners.

Which of the following describes your professional education program for administrators and other educators seeking leadership roles? (Check all that apply)

- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision making.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

Teachers attend professional development as schedules and budgets permit. When teachers attend professional development activities they provide information and demonstrate to faculty new resources and strategies during in-service days throughout the school year.

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

N/A

Educator Discipline Act 126, 71

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

This section was not answered.

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.

This section was not answered.

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.

This section was not answered.

Strategies Ensuring Fidelity

- 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.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

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

Professional development activities are conducted to target instructional areas that need strengthening through the Technical Assistance Program (TAP) that PDE provides. The school administrator conducts walkthroughs, scheduled classroom observations, and reviews unit lesson plans.

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

GCCTC is implementing the Charlotte Danielson evaluation process to assist with the strategies not selected; teachers will also common evidence to validate the evaluation process. The school administrator attends professional development sessions targeted for faculty if time permits. PDE and the IU recommed providers to present quality professional development.

Induction Program

- 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 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.

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

Inductees attend a two-three day orientation with school administration and other staff to introduce and discuss specific goals, objectives and competencies. A list of goals, objectives and competencies is provided for Inductess; as they complete each item the mentor documents that the item is has been completed.

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

Inductees will attend professional development activities to know, understand and implement instructional practices known to improve student achievement.

Inductees will attend professional decelopment activies to effectively navigate the Standards Aligned System website.

Needs of Inductees

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- 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 GCCTC Induction program has been developed to assist new professionals in understanding and fulfilling their role in facilitating student achievement. The design of the Induction Program includes, but is not limited to:

- Instructional practices known to improve student achievement
- Understanding diverse student populations
- Review of GCCTC practices, policies and procedures
- Planning and Preparation including PDE Program Task Lists, Standards Aligned System website including, state curriculum frameworks, lesson plan design, state academic standards, assessment anchors and eligible content
- Classroom Environment including classroom management
- Assessment and progress monitoring, including NOCTI and Keystone exam
- Professional Responsibilities including communication and collaboration
- Induction sessions provide inductees with opportunities to engage personally with each other in order to develop a sense of collegiality and camaraderie

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

The GCCTC will address the strategies not selected:

- Schedule observation time for coaches and or mentors
- Schedule mentor and inductee meetings
- Creat Inductee Survey

Mentor Characteristics

- 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.

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

The school administrator reviews qualifications of staff prior to selection of mentors.

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

n/a

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators				X		
Assessments	X					
Best Instructional Practices	X	X	X	X		
Safe and Supportive Schools	X					
Standards	X					
Curriculum	X					
Instruction	X	X				
Accommodations and Adaptations for diverse learners	X					
Data informed decision making		X				
Materials and Resources for Instruction	X	X				

If necessary, provide further explanation.

n/a

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

We assess the success of the induction program during the school year through the professional evaluation process and meetings with mentors and the school administrator.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- 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.

Assurances

Safe and Supportive Schools

No policies or procedures have been identified.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

NOCTI assessment scores have risen over the past two years school-wide. 100% of students tested in the 2015-2016 scored either competent or advanced on the written portion of the exam.

Accomplishment #2:

Co-Operative Education program has been instituted and there has been an increase in student enrollment.

Accomplishment #3:

A two-week summer program has been instituted for the Cosmetology program so that students can meet state requirements.

Accomplishment #4:

Students are required to wear career related uniforms which creates a professional atmosphere and to prepare them for the world of work.

Accomplishment #5:

Internships and job-shadowing opportunities have increased.

Accomplishment #6:

Industry Certifications such as OSHA, CISCO, Serve Safe, and state inspections have increased over the last two years.

Accomplishment #7:

All instructors have increased theory and continue to increase theory in their daily lessons which has resulted in increased test scores.

Accomplishment #8:

Lab and class room equipment has been updated and continues to be updated.

Accomplishment #9:

Project Based Learning and numerous literacy and math initiatives have been developed for each program area.

Accomplishment #10:

OAC membership has increased.

Accomplishment #11:

Intellectual Disabled (ID) students are supported from sending school districts resulting in students being placed appropriately in programs.

Accomplishment #12:

Educational committees have been formed to increase instructor communication and curriculum development.

CTC Concerns**Concern #1:**

Staggered bus and student schedules from sending schools decreases class time and the ability for teachers to have all students together for a specific length of time with which to provide instruction.

Concern #2:

Sending school districts do not provide information with regard to student behaviors and other issues so that teachers are aware of "triggers" or interventions that may assist students with learning.

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:

Staggered bus and student schedules from sending schools decreases class time and the ability for teachers to have all students together for a specific length of time with which to provide instruction.

Systemic Challenge #2 (*Guiding Question #7*) Establish a system within the school that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, expectations for professional staff members regarding record keeping, monitoring of student attendance and responding with classroom and school-wide interventions when students are chronically absent or disengaged.

Systemic Challenge #3 (*Guiding Question #3*) Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Systemic Challenge #4 (*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:

Sending school districts do not provide information with regard to student behaviors and other issues so that teachers are aware of "triggers" or interventions that may assist students with learning.

Systemic Challenge #5 (*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:

Sending school districts do not provide information with regard to student behaviors and other issues so that teachers are aware of "triggers" or interventions that may assist students with learning.

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.

Aligned Concerns:

Staggered bus and student schedules from sending schools decreases class time and the ability for teachers to have all students together for a specific length of time with which to provide instruction.

Systemic Challenge #7 (*Guiding Question #1*) Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Systemic Challenge #8 (*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 #9 (*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

Action Plans

Goal #1: Establish a system within the school that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, and expectations for professional staff members regarding record keeping, monitoring of student attendance.

Related Challenges:

- Establish a system within the school that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, expectations for professional staff members regarding record keeping, monitoring of student attendance and responding with classroom and school-wide interventions when students are chronically absent or disengaged.

Indicators of Effectiveness:

Type: Interim

Data Source: MMS Database

Specific Targets: 5% reduction in student absenteeism each school year.

Strategies:

Character and Social Skill Building Programs

Description: WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building.
(Sources: <http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf> and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf)
Resource: <http://effectivestrategies.wiki.caiu.org/Programs>

SAS Alignment: Safe and Supportive Schools

Positive Behavioral Interventions and Supports

Description: Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities. (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.
Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Reduce Student Absenteeism

Description:

Action Step: Monitor school-wide attendance for intervention of student with 10 or more absences throughout the school year.

Action Step Description: Monitor weekly absentee report with MMS.

Indicator of Implementation: Weekly reports submitted by the Attendance Secretary to the Director.

Start Date: 8/25/2017 **End Date:** 5/30/2020

Program Area(s): Student Services

Supported Strategies:

- Character and Social Skill Building Programs
- Positive Behavioral Interventions and Supports

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a system within the school that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, and expectations for professional staff members regarding record keeping, monitoring of student attendance.

Strategy #1: Character and Social Skill Building Programs
Strategy #2: Positive Behavioral Interventions and Supports

Start	End	Title	Description
8/25/2017	5/30/2020	Reduce Student Absenteeism	Action Step: Monitor school-wide attendance for intervention of student with 10 or more absences throughout the school year. Action Step Description: Monitor weekly absentee report with MMS.
			Indicator of Implementation: Weekly reports submitted by the Attendance Secretary to the Director.
		Person Responsible Mark Krupa	SH 1.0 S 10 EP 10 Provider GCCTC Administration
			Type School Entity App. No

Knowledge Expectations and strategies for professional staff members regarding record keeping, monitoring of student attendance, and responding with classroom and school-wide interventions when students are chronically absent or disengaged.

Supportive Research

Strategies from Research and Practice

Listed below are are strategies provided to increase student attendance:

- Sound and reasonable attendance policies with consequences for missing school
- Early interventions, especially with students and their families
- Targeted interventions for students with chronic attendance problems, such as truancy reduction programs— both school and community based.
- Strategies to increase engagement and personalization with students and families that can affect attendance rates: family involvement, culturally responsive culture, smaller learning community structures, mentoring, advisory programs, maximization and focus on learning time, and service learning

(Increasing student attendance: Strategies From Research and Practices, Northwest Regional Educational Laboratory, June 2004)

GCCTC Strategies to Improve Student Attendance

1. Enforce incentives for good student attendance
 - Attendance awards
 - Breakfast and lunch incentives
 - Promote challenge awards

- Classroom attendance awards
2. Enforce consequences for missing school
- Loss of break times
 - Loss of field trips
3. Increase Communication with Parents and Guardians
- Routine calls home
 - Increased communication with students that are often absent

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Instructs the leader in managing resources for effective results.

LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers School counselors	Grade Levels	High (grades 9-12)
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Paraprofessional
Classified Personnel
New Staff
Other educational
specialists
Related Service Personnel

Follow-up Activities

Meetings with the
educational committee.

Evaluation Methods

MMS database attendance reports.

CTC Level Affirmations

We affirm that this CTC Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the CTC offices and on the CTC website until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members to meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Executive Director