

Western Area CTC

CTC Plan

07/01/2017 - 06/30/2020

CTC Profile

Demographics

688 Western Ave
Canonsburg, PA 15317
(724)746-2890

AYP Status: Not Provided
Administrative Director: Dennis J. McCarthy, Ph.D.

Planning Process

Planning sessions occurred throughout the 2014-2015 and 2015-2016 school years at Western Area CTC consisting of instructors, committee members, administrators, community members, students, parents and business and industry representatives. The primary responsibility of the plan rests on Dr. Dennis J. McCarthy, the facility's Executive Director. Communications with members included meetings, emails, and telephone conversations.

Mission Statement

The mission of the Western Area Career & Technology Center is to provide the successful acquisition and expansion of technical skills for a positive, quality education in a safe and secure environment leading to post-secondary education and/or sustainable employment for our students.

Vision Statement

The vision of Western Area Career & Technology Center is to focus on education, training, and career development for tomorrow's workforce needs.

Shared Values

Western Area Career & Technology Center believes that:

- Students should be ready and qualified for current and future jobs.
- Students should have the necessary skills to develop educational excellence.
- Students will complete their program areas in anticipation of sustainable employment and/or post-secondary educational opportunities.
- Students will have the knowledge and skills necessary to develop a positive work ethic.

- Students will have the skills necessary to develop behaviors associated with good citizenship.
- Students will have a sense of pride in themselves and their accomplishments.
- Students should be connected in a way that will be beneficial to the students as well as the organization.
- All interested students should be recruited from sending districts.
- Learning is a lifelong process.
- A strong focus on professional development is essential.

Educational Community

Nine school districts - Avella Area, Burgettstown Area, Canon-McMillan, Chartiers-Houston, Fort Cherry, McGuffey, Peters Township, Trinity Area, and Washington - united in 1967 to form the Western Area Vocational-Technical School, known today as Western Area Career & Technology Center. Western Area CTC is part of Intermediate Unit I, which encompasses Washington, Fayette, and Greene Counties. This facility is considered a leader in technology among the sending schools and offers certification programs.

Washington County has transitioned from a farming and rural setting to one in which technology and the oil & gas industry are rapidly growing and prospering. As more students and families recognize the importance of career and technical education, the sending districts and Western Area CTC are working in a more collaborative manner for the welfare of the students and communities of the region. The Western Area CTC Joint Operating Committee is supportive of all efforts to prepare graduates for high-tech positions and/or post-secondary training.

In addition to our regular industrial and technical programs, students receive summer orientation sessions, adult day and evening courses are offered, and the school facility is utilized for many community activities to promote the industrial and technical awareness of the people living and working in the school's service area.

The administrative staff is comprised of a Superintendent of Record who rotates from one sending school district to another for two-year terms, the Executive Director of Career & Technical Education, Principal, and Business Manager. The school has 23 professional employees and 22 non-professionals consisting of office support staff, maintenance personnel, and paraprofessionals, and 495 students.

Western Area Career & Technology Center is committed to providing educational and ancillary services to the students and residents of the district.

Planning Committee

Name	Role
Mary DeProspero-Adams	Administrator
Justin Trunzo	Administrator
Scott Harden	Board Member
Gary Maxwell	Business Representative : Professional Education
Lisa Neil	Business Representative : Professional Education
Adam Zampatti	Business Representative : Professional Education
Edward Kovacik	Community Representative
Brandon Neuman	Community Representative : Professional Education
Timothy Solobay	Community Representative : Professional Education
Megan vanFossan	Ed Specialist - Home and School Visitor : Professional Education
Tonya Decker	Ed Specialist - School Counselor : Professional Education
Kacie Hall	Elementary School Teacher - Regular Education
Roseanne Rockage	Elementary School Teacher - Regular Education
Lea Ann Fairall	High School Teacher - Regular Education : Professional Education
Lysa M. Lukachyk	High School Teacher - Regular Education : Professional Education
Albert Kammenzind	Middle School Teacher - Regular Education : Professional Education
James J. Westfall	Middle School Teacher - Regular Education : Professional Education
Christine Kapelonis	Parent
Walter Michalski	Parent
Steffie Smith	Support Staff

Core Foundations

Standards

Mapping and Alignment

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

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

Western Area CTC does integrate the common core standards and core subjects into CTC curriculums.

Adaptations

- Career Education and Work
- Science and Technology and Engineering Education

Explanation for any standards checked:

Career Education and Work - Upgraded to align with current standards under Chapter 4.

Advisory committees are working with standards.

Science and Technology and Engineering Education - Upgraded to align with current standards; currently adapting to common core.

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:

On-going staff development and curriculum writing.

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.

This narrative is empty.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

- Administrators

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

Staff will be monitored on the implementation of these strategies. Staff will also be provided on-going in-service training to ensure that the strategies are incorporated in both lesson plans and lessons. Vocational I and emergency certified instructors are formally evaluated twice a

year. Lesson plans are submitted during formal evaluations. Vocational II instructors are evaluated once a year. Administration does frequent walk-throughs which targets classroom instruction. If needed, teacher mentors may be assigned to new teachers. All instructors must have lesson plans completed and turned in to the office and must be available upon request.

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

This narrative is empty.

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.	Full Implementation
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.

Candidates apply through advertised postings in tri-state newspapers, from college and university recruiting centers, PA Educator, CareerLink.

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

Applications are first screened by the administrators, tested through NOCTI Business Solutions, and then reviewed by nine Joint Operating Committee members.

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

- Instructor will use NOCTI, NIMS and final exams to assess students.

Benchmark Assessments

- Instructors will use pre-testing as a benchmark assessment. A post-test will be administered at the end of each lesson or competency.

Formative Assessments

- Instructors will use questioning strategies and progress-monitoring to assess students.

Diagnostic Assessments

- Instructors will use Classroom Diagnostic Tools (CDTs) to evaluate student strengths, weaknesses, knowledge and skills.

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.

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.

This narrative is empty.

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)

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

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

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

- Student Handbook

Provide brief explanation of the process for incorporating selected strategies.

Western Area Career & Technology Center instructors are provided raw and interpreted data resulting from students' performance in home school academic coursework via transcripts, as well as performance on standardized academic and technical assessments. This data is used to target and/or refine content and delivery.

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

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- School-wide Positive Behavioral Programs
- 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
- Placement of School Resource Officers
- Student Assistance Program Teams and Training
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

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

This narrative is empty.

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.)

This narrative is empty.

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
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Individual Student Planning
- Orientation/Transition
- Coordination of Services with Sending School

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Casework
- 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
- Small Group Counseling-Personal and Social Development
- Special Education Evaluation
- Student Assistance Program

- Coordination of Services with Sending School
- Suicide Prevention Training

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

Alternative Education programs are provided by sending districts.

Communication of Educational Opportunities

- Course Planning Guides
- Directing Public to the PDE & Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and Board of Directors
- Mass Phone Calls/Emails/Letters
- Newsletters
- Press Releases

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

Communication of Student Health Needs

(Comprehensive CTC only)

No means of communication have been identified for this content area.

Frequency of Communication

Frequency of communication: **Yearly**

Collaboration for Interventions

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

- Conduct teacher/resource personnel meetings on in-service days
- Individual staffing on individual student needs

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

Offer community child care service program.

Materials and Resources

Description of Materials and Resources

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level	Accomplished

and demonstrates relationships among fundamental concepts and skills	
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.

- Physical review of pertinent documents by administration and advisory committee
- Review of results such as performance on standardized assessments
- Review of accepted key indicators

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

This narrative is empty.

SAS Incorporation

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms

Environment and Ecology	Not Applicable
Family and Consumer Sciences	Full Implementation
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Full Implementation

Further explanation for columns selected "

This narrative is empty.

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.

Instructors are encouraged to participate in programs leading to self-improvement. Instructors are reimbursed for such activities and are compensated for advanced program status.

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

All strategies have been selected and are incorporated.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/1/2014 All staff participated in this training

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.

Questions
The LEA plans to conduct the training on approximately:
11/4/2016 All staff personnel will participate in this training

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.

Questions
Not Applicable for our school entity

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.
- 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.

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

In-service targets specific issues related to improving student performance. Topics are selected by data indicating weakness and/or response to mandated change.

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

This narrative is empty.

Induction Program

- 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.

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

Contracts with Intermediate Unit I; Technical instructors enroll in coursework provided by the PDE BCTE approved Vocational Center for Professional Development located at Indiana University of Pennsylvania; All topics will be discussed at monthly staff meetings.

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

This narrative is empty.

Needs of Inductees

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

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

Intermediate Unit I planned and executed programs and coursework.

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

This narrative is empty.

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.

- Teacher educators used as mentors
- Teacher educators provided by Indiana University of Pennsylvania

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

This narrative is empty.

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					
Safe and Supportive Schools			X			
Standards		X				
Curriculum	X	X		X		
Instruction	X					X

Accommodations and Adaptations for diverse learners	X					
Data informed decision making			X			
Materials and Resources for Instruction	X		X		X	X

If necessary, provide further explanation.

Provided by Indiana University of Pennsylvania.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Induction topics change yearly and presenters are selected on the basis of presentations relevant to our instructors that will best benefit our needs.

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

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

Increased industry-recognized credentialing

Accomplishment #2:

Reduction in financial burden to sending districts

Accomplishment #3:

Increased Skills membership from previous years

Accomplishment #4:

Improvement of school image through media

Accomplishment #5:

Increased placement of non-traditional students

Accomplishment #6:

Improvement in staff talent

Accomplishment #7:

Increased completion rate

Accomplishment #8:

Increased articulation agreements for students

CTC Concerns

Concern #1:

Building was built in the early 70's and is now in need of renovations, repairs, and expansion for space allowance.

Concern #2:

The percentage of eligible students enrolled at Western Area CTC has not significantly changed despite on-going marketing efforts.

Concern #3:

Despite the promise of high-paying wages for our completers, the stigma against CTE has not diminished.

Concern #4:

Forty percent of our students are identified as special education.

Concern #5:

Students are not proficient in Math in programs.

Concern #6:

Students are not proficient in Reading and Writing.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

Forty percent of our students are identified as special education.

Students are not proficient in Math in programs.

Students are not proficient in Reading and Writing.

Systemic Challenge #2 (*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.

Systemic Challenge #3 (*Guiding Question #14*) Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

Building was built in the early 70's and is now in need of renovations, repairs, and expansion for space allowance.

Systemic Challenge #4 (*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:

The percentage of eligible students enrolled at Western Area CTC has not significantly changed despite on-going marketing efforts.

Despite the promise of high-paying wages for our completers, the stigma against CTE has not diminished.

CTC Level Plan

Action Plans

Goal #1: 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 barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: NOCTI Spring 2017, 2018, 2019

Specific Targets: 5 percent increase each year in the NOCTI pass rate for students with IEP's

Type: Annual

Data Source: Student Attendance admin quarterly in years 2017, 2018, 2019

Specific Targets: 1 percent increase in building attendance rate for all students

Strategies:

Review Student Specific Data

Description:

The Western Area CTC Career Counselor and Guidance Counselor will review each special education child's IEP and provide recommendations to program instructors based upon the individual IEP's to develop student success plans.

SAS Alignment: Instruction

Student Attendance Plan

Description:

We will review, refine and expand the existing student attendance incentive plan.

SAS Alignment: None selected

Implementation Steps:

Collect Attendance Data

Description:

Principal will collect data from the Skyward management system.

Indicator of Implementation: Skyward report.

Start Date: 7/1/2017 **End Date:** 8/15/2017

Program Area(s):

Supported Strategies:

- Review Student Specific Data

Stakeholder Meeting

Description:

The Principal will meet with sending district Principals monthly to discuss concerns.

Indicator of Implementation: Meeting minutes.

Start Date: 9/1/2017 **End Date:** 9/1/2018

Program Area(s):

Supported Strategies:

- Review Student Specific Data

Review of Suggested Changes

Description:

The Principal will present recommended changes to the attendance incentive plan to the Executive Director for review and approval or denial.

Indicator of Implementation: Memo from Principal

Start Date: 10/1/2017 **End Date:** 10/1/2017

Program Area(s):

Supported Strategies:

- Student Attendance Plan

Implementation of Changes

Description:

The Executive Director will approve changes to the attendance plan.

Indicator of Implementation: Memo will be given to the Principal

Start Date: 10/6/2017 **End Date:** 10/6/2017

Program Area(s):

Supported Strategies:

- Student Attendance Plan

Monitor Performance

Description:

Principal will monitor attendance quarterly.

Indicator of Implementation: Skyward attendance reports.

Start Date: 11/3/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Student Attendance Plan

Annual Report

Description:

An annual progress report will be prepared by the Principal with recommended changes.

Indicator of Implementation: Memo to Executive Director

Start Date: 6/30/2017 **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Student Attendance Plan

Disseminate NOCTI Data

Description:

The Career and Guidance Counselors will meet with each instructor to develop and implement student success plan.

Indicator of Implementation: Test scores

Start Date: 11/10/2017 **End Date:** 11/21/2017

Program Area(s):

Supported Strategies:

- Review Student Specific Data

Assess Professional Development

Description:

Principal will assess the professional needs of instructors in order to implement individual student success plan.

Indicator of Implementation: Assessment findings

Start Date: 11/17/2017 **End Date:** 11/28/2017

Program Area(s): Professional Education

Supported Strategies:

- Review Student Specific Data

Assess Professional Development Needs

Description:

In order to implement individual student success plans, Principal will assess the professional development needs of teachers.

Indicator of Implementation: Assessment findings

Start Date: 11/17/2017 **End Date:** 11/28/2017

Program Area(s): Professional Education

Supported Strategies:

- Review Student Specific Data

Monitor Lesson Planning

Description:

The Principal will monitor lesson planning to ensure NOCTI content and/or student specific adaptations are included.

Indicator of Implementation: Lesson Plans

Start Date: 12/1/2017 **End Date:** 5/12/2020

Program Area(s): Student Services

Supported Strategies:

- Review Student Specific Data

Goal #2: Increase the number of students who successfully complete all Program of Study competencies.

Related Challenges:

- 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher evaluation and walkthroughs.

Specific Targets: 5% increase of students completing Program of Study competencies.

Strategies:

Review Student Specific Data

Description:

The Western Area CTC Career Counselor and Guidance Counselor will review each special education child's IEP and provide recommendations to program instructors based upon the individual IEP's to develop student success plans.

SAS Alignment: Instruction

Paraprofessionals

Description:

Paraprofessionals will work with students.

SAS Alignment: None selected

Implementation Steps:

Disseminate NOCTI Data

Description:

The Guidance and Career Counselors will meet with each instructor to develop and implement student success plan.

Start Date: 11/10/2017 **End Date:** 11/21/2017

Program Area(s): Student Services

Supported Strategies: None selected

Monitor Lesson Planning

Description:

The Principal will monitor lesson planning to ensure content and/or student specific adaptations are included.

Start Date: 12/1/2017 **End Date:** 5/12/2020

Program Area(s): Student Services

Supported Strategies: None selected

Goal #3: Increase the number of high priority industry credentials for program completers.

Related Challenges:

- Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Student attendance, certifications earned by graduation.

Specific Targets: 5% increase of industry certifications annually.

Strategies:

Monitor Performance

Description:

The Principal will monitor program content and credentialing opportunities.

SAS Alignment: Curriculum Framework, Materials & Resources

Implementation Steps:

Assess Professional Development

Description:

Principal will assess professional needs of the teachers to ensure credentialing opportunities are available to every student.

Start Date: 11/7/2017 **End Date:** 11/28/2017

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #4: Strengthen the community engagement with the school in order to serve adult population of students.

Related Challenges:

- 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Adult Education PDE 688 report to state.

Specific Targets: Increase in the number of adult education courses conducted annually.

Strategies:***Stakeholder Meeting*****Description:**

Administration will meet with occupational advisory committees to establish needs for individualized training plans.

SAS Alignment: Instruction, Curriculum Framework

Implementation Steps:***Review of Suggested Changes*****Description:**

Administration will meet with instructors for recommendations to incorporate adults into secondary programs and need for curriculum changes.

Start Date: 10/1/2017 **End Date:** 10/1/2017

Program Area(s): Student Services

Supported Strategies: None selected

Goal #5: Strengthen the partnerships with the sending school districts to include elementary and middle school career guidance activities.

Related Challenges:

- 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Career Counselor's annual evaluation.

Specific Targets: Increase number of vo-ties conducted annually.

Increase number of tours coming into the building.

Strategies:

Stakeholder Meeting

Description:

The Principal will meet with sending district Principals monthly to discuss concerns.

SAS Alignment: Materials & Resources

Implementation Steps:

Annual Report

Description:

The Principal will prepare an annual progress report with recommended changes and updates to be reviewed with committee members.

Start Date: 6/30/2017 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: 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.

Strategy #1: Review Student Specific Data

Start	End	Title	Description	Type	App.
11/17/2017	11/28/2017	Assess Professional Development Needs	In order to implement individual student success plans, Principal will assess the professional development needs of teachers.		
			Indicator of Implementation: Assessment findings		
		Person Responsible Principal	SH 6.0	S 1	EP 25
			Provider PA Family Support Alliance	Type School Entity	App. Yes

Knowledge Information and training on Act 126. Instructors will learn how to recognize signs of abuse and reporting requirements and locate agencies in the general area that can be of assistance.

Supportive Research In accordance with PDE regulations.

Designed to Accomplish
For classroom teachers, school counselors and education Enhances the educator’s content knowledge in the area of the educator’s

specialists: certification or assignment.

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making.

School Whole Group Presentation

Training Format

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 School counselors
 Paraprofessional
 Classified Personnel
 New Staff
 Other educational specialists
 Related Service Personnel

Grade Levels

High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

Participant survey

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.

Affirmed by Dennis McCarthy on 10/24/2016

Board President

Affirmed by Dennis McCarthy on 10/24/2016

Executive Director