

Central Westmoreland CTC

CTC Plan

07/01/2016 - 06/30/2019

CTC Profile

Demographics

240 Arona Road
New Stanton, PA 15672
(724)925-3532

AYP Status: None
Executive Director: Brad Elwood

Planning Process

The Administrative Cabinet under the direction of Mr. Brad Elwood, Administrative Director, is charged with this task of developing the new Comprehensive Plan. This committee consists of: teachers, board members, community members, parents and students. All the monthly meetings will take place at CWCTC beginning in September 2014 and continue through August 2015 with the entire comprehensive plan being presented to the CWCTC JOC members in September of 2015. The primary responsibility for the plan rests is with the leadership of Brad Elwood, the Administrative Director. Communication with team members will take place through face-to-face interaction, electronic communication and telephone conferences. Communication will involve discussion concerning the process; meeting times; agenda's focused on compartmentalized section development of the action plan culminating with the completion of the entire comprehensive plan.

Mission Statement

The mission of Central Westmoreland Career and Technology Center is to provide students with an extensive technical education to meet the demands of an evolving workforce.

Vision Statement

The vision of Central Westmoreland Career and Technology Center is to provide industry based technical programs that will meet the needs of an evolving workforce and develop skills for lifelong learning and living.

Shared Values

We believe:

- all students are provided an equal opportunity and the right to a free and appropriate public education.

- all students have a right to a quality technical education.
- all aspects of technical education must be delivered through academic and technical rigor and relevance utilizing strategies, differentiated instruction, authentic tasks, demonstrations, and modeling.
- an individual's concept of self-worth increases as they learn to perform a useful service or function in society and in the accomplishment of challenging tasks.
- technical education programs being responsive to community needs because society requires productive employees with proficient technical skills.
- our educators being technically proficient as well as competent teachers.
- technical education programs must evolve and adapt to current industry standards.
- all students share responsibility in the educational process.
- the needs of individual students should be considered when determining their educational plans and they must be given the opportunity to develop personal career goals.
- parental involvement is essential to student planning and success in achieving career goals.
- the community is responsible for encouraging and fostering career and technical education with current technologies, as well as, optimal facilities having input to their use and direction.

Educational Community

Central Westmoreland Career and Technology Center is located in New Stanton, Westmoreland County, Pennsylvania. CWCTC provides career and technical education to students from nine consortium member districts plus one tuition-based participating district. The primary goal of CWCTC is to provide a series of rigorous and relevant career and technical education programs in an effort to prepare the youth of central Westmoreland County for a life sustaining career in their chosen career pathway. This objective is accomplished through our 23 programs of study and tech prep programs.

In pursuit of this goal, CWCTC has developed partnerships with numerous industry and business organizations, community groups, postsecondary institutions and government agencies. Business and industry partners include: Microsoft, Oracle, C-Tech, Automotive Youth Educational System (AYES), Associated Builders and Contractors (ABC), National Tooling and Machining Association (NTMA), United Parcel Service (UPS) and Nemicolon Woodlands Mountain Resort. Community partner's affiliations are through: The Westmoreland-Fayette Workforce Investment Board, Private Industry Council of Westmoreland/Fayette, Inc., Economic Growth Connection (EGC), Chamber of Commerce, Saint Vincent Prevention Projects, Pregnant and Adolescent Childcare Training (PACT) and the Consortium for Public

Education. The Westmoreland County Community College is the primary postsecondary partner due its close proximity to our facility. As a result, both State and local articulation agreements are afforded for our students should they qualify. Additional postsecondary partners include proprietary schools, other community colleges, state universities and branches of the military. As an active partner in Westmoreland County as well as an energetic partner in the Westmoreland-Fayette WIB, CWCTC programs are clearly aligned with local labor market needs and workforce development.

Industry and skill certifications offered to students includes: PA State Inspection and Emission License; along with, EPA 609 automotive A/C certification in Automotive Technology; National Institute of Metalworking Skills in Machine Technology; Medical Assisting in Health Occupations; C-Tech for Networking, Fiber Optics and Integrated Voice Messaging in Powerline; Basic Vehicle Rescue, Hazardous Materials First Responder, Heartsaver AED, Heartsaver Bloodborne certification, Rope Rescue I, Rope Rescue II in Protective Services; Microsoft Office Specialists, Oracle SQL and Java in Computer Information and Science; PrintED Certification in Graphic Arts and Commercial Art; Electronics Technician Association (ETA) certification in Mechatronics; ServSafe as well as ProStart in Restaurant Management Level I and II in Culinary Arts; EPA 608 refrigerant certification in HVAC and National Center for Construction Education (NCCER) Certification in the Construction Trades cluster; and AWS welding certifications through a qualified CWI.

CWCTC also offers additional CTE enrichment activities including: Capstone Cooperative Education, Internships, Clinical Experiences, Summer Job Placement as well as Career and Technical Skills Organizations (CTSO) are available at appropriate times within the student's educational and personal development. Job shadowing opportunities are available all year in all programs. CWCTC wishes to maintain its high level of student participation in work-based learning experiences and as such has a well-developed and functioning CO-OP Program. During the 2014-2015 school year over 40 students participated in work-based learning opportunities. Many of these students have gained employment through this school to industry transitional experience.

The current projected enrollment for the 2015-2016 school year is 1,070 students. The number's by district includes: Belle Vernon School District - 77 students ; Frazier School District (non-consortium member)- 60 students ; Greensburg Salem Area School District - 65 students ; Hempfield School District - 206 students ; Jeannette School District - 43 students , Mount Pleasant School District - 135 students ; Norwin School District - 145 students , Penn Trafford School District - 80 students ; Southmoreland School District - 75 students and Yough School District - 184 students . Additionally, slightly over one-third of CWCTCs' population is students with disabilities, while approximately 42% of the students are eligible for free and reduced lunch.

Presently CWCTC has 23 career and technical education programs offered during the day, as well as additional adult education evening programs. Our facility is 40 years old. CWCTC provides valuable educational experiences to students in grades 9-12 during half-day about sessions for the entire 181 day school year. There is both a morning and an afternoon session. The morning session typically contains

9th and 10th grade students with a few students in 11th grade. The afternoon session typically contains 11th and 12th grade students.

Generally, the morning session students arrive at their sending schools and then are bused to CWCTC. They participate in their career and technical education classes and are then bused back to their sending schools for lunch and academic classes.

Afternoon session students leave their sending schools just after lunch and arrive at the CWCTC for their career and technical education classes. At the end of the day, students are returned to their sending school for dismissal or are taken home directly from CWCTC via the district provided conveyance.

Planning Committee

Name	Role
Non Applicable 1	Elementary School Teacher - Regular Education : Professional Education
Non Applicable 2	Elementary School Teacher - Regular Education : Professional Education
Non Applicable 3	Middle School Teacher - Regular Education : Professional Education
Non Applicable 4	Middle School Teacher - Regular Education : Professional Education
Gary Beck	Business Representative : Professional Education
Beth Butala	Ed Specialist - School Counselor : Professional Education
Drake D'Angelo	Community Representative : Professional Education
Michelle DeLuca	Administrator : Professional Education
Jay Elder	Ed Specialist - School Counselor : Professional Education
Brad Elwood	Administrator : Professional Education
Matt Fine	Business Representative : Professional Education
Jeff Geesey	Administrator : Professional Education
Sherri Gravely	Parent : Professional Education
Joanna Gravely	Student : Professional Education
Mark Long	High School Teacher - Special Education : Professional Education
Brian Pegg	High School Teacher - Regular Education : Professional Education
Paula Rendine	Community Representative : Professional Education

Darcy Szymkiewicz	Parent : Professional Education
Brayden Szymkiewicz	Student : Professional Education
Eric Westendorf	Building Principal : 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	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Non Applicable	Non Applicable
Environment and Ecology	Non Applicable	Non Applicable
Family and Consumer Sciences	Non Applicable	Non Applicable
Geography	Non Applicable	Non Applicable
Health, Safety and Physical Education	Developing	Developing
History	Non Applicable	Non Applicable
Science and Technology and Engineering Education	Developing	Developing

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

We are a shared time career and technology education center with no specific academic course offerings so many of the above listed courses do not directly apply. However, that stated, we do integrate the PA Core standards and core subjects into our CTE curriculum as appropriate.

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
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Explanation for any standards checked:

CWCTC is constantly developing and integrating PA Core standards throughout all of our programs. Our curriculum is designed through crosswalks that identify industry level, state and PA Core standards. These crosswalks are guided by the Pennsylvania POS task grids and are identified in lesson plans and through observations. In addition, we continue to improve lesson plans utilizing the Guides4Learning software and competency tasks to include the appropriate

PA Core standards. Each class addresses numeracy and literacy as part of their Program of Study (POS) program and Technical Assistance Program (TAP). Additionally a local initiative is the 21st Century Reading and Vocabulary to support literacy and enhanced end-of-program written assessments.

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.	Developing
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:

Programs of Study (POS) and tech prep programs as well as the associated task grids are distinguished by content area. Program objectives are aligned with the PA Core and industry level standards that are measured through a process including, but not limited to: pre-tests, post-tests, industry certification attainment, and end-of-year local evaluations, as well as end-of-program state approved assessment. Time allotment and instructional time is being developed and will be identified on the POS task grids.

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

All areas are marked accomplished except for the section related to estimated instructional time devoted to achieving the standards. This process is evolving with the transition to the Guides4Learning software. By the conclusion of the 2015-2016 school year the instructors will complete this task and record the time required for an average student to complete a specific competency for each POS or tech prep competency associated with the task grid.

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.

Accommodations and Modifications are provided through teacher instruction, push-in paraprofessional and Special Education Learning Facilitator supports, as well as material

modifications that are guided by the individual student with disabilities IEP. It may involve several attributes including, but not limited to: behavior plans, extended time for tests, chunking of material, adaptation of test questions, and providing quiet areas for study and test taking. In addition, CWCTC provides a learning lab/resource room, staffed by a certified Special Education Learning Facilitators providing pull-out supports to accommodate students with disabilities. In this setting, all our students, both disabled and non-disabled have access to computers and the Internet in the resource room. Individual instructor lessons are differentiated with multi-sensory modalities and address multiple learning styles.

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.

Teachers are consistently being monitored and evaluated through informal (formative) and formal (summative) assessments as well as year-end evaluations. Administration performs daily walkthroughs, weekly lesson plan review, as well as utilizes the state mandated observation and instructional evaluations tools. Peer observations and an instructional coaching consultants are provided through Professional Learning Communities that teachers participate in and serve on throughout the year. The consultants provide a monthly focus and are brought in throughout the year targeting literacy, grading, assessment and evaluation in their work with the teachers.

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

All strategies are selected.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation

Differentiated instruction is used to meet student needs.	Full Implementation
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 less than 50% of district classrooms

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

In the career and technical education delivery model our facility operates under the competency based system with much of the instruction being individualized. Therefore, students are able to learn at their own pace and provided with resources to maintain as well as excel in their rigorous curriculum for their chosen career pathway. Periodically we have had gifted students enrolled in our programs but that is certainly not the norm.

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.

CWCTC is not a Comprehensive CTC.

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

CWCTC recruits teachers by advertising in local newspapers, PennLink®, PA Educator®, PSBA®, Monster®, through facility referrals, as well as by posting openings online on the school's website. In addition, the Occupational Advisory Committee, (consisting of business and industry representatives) for each program is instrumental in aiding in recruiting highly qualified personnel. This group of professionals through OAC meetings, school visits, and individual member recommendations can be an invaluable resource in providing qualified individuals with industry experience. Also, CWCTC staff informs local businesses and industry partners when an opening occurs through emails, phone calls and direct visits to industry sites.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 16/17	SY 17/18	SY 18/19
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

- End-of-competency skill attainment rubrics, unit or chapter tests, as well as end-of-program assessments are used throughout the student's education.
- NOCTI pre-test, safety tests and task assessments are used to determine student growth and development.

Benchmark Assessments

- Short tests (quizzes) and daily participation grades are used throughout the programs.
- Weekly grade alert reports through the SIS and mid-nine week progress reports are also used to monitor students who are "at-risk" of not meeting competency requirements.

Formative Assessments

- Teachers use pre-tests, anticipation guides, KWL's, quizzes and homework assignments plus project-based assignments to measure student progress.

Diagnostic Assessments

- CWCTC provides support for the PSSA and Keystone exams through numeracy and literacy strategies that are integrated into our programs.
- In addition, students are required to take the NOCTI written and performance exams
- (unless exempted by their individual disability as determined by their IEP team and their disability classification),
- as well as industry level certification exams that measure competency in a specific program area.

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.

CWCTC is not a Comprehensive CTC.

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.

CWCTC is mandated by the state to use end-of-program PA Skills Assessment (NOCTI) as well as the NIMs competency assessments. The career center is also a part of the Technical Assistance Program (TAP) as well as the Technology Centers That Work (TCTW). Staff and administration attend workshops and conferences that periodically review these assessments. In addition, program assessments are determined by POS task competencies, and revisions are ongoing.

Chapter 339 audits occur every five years to determine the validity and objectivity of these assessments.

Collection and Dissemination

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

CWCTC uses an online student accounting system (Guides4Learning, Grade Quick and Edline), along with NOCTI pre and post-test reports are utilized to collect, analyze and disseminate data. Periodically, staff attends workshops to analyze assessment data to identify areas that can be strategically targeted to close the instructional and skills gaps.

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.

Pre-tests are used to provide students with instant feedback as well as provide a benchmark to then measure from in the process of assessing growth. Reports are generated for each program disaggregating the data for teachers to review. Teachers then review the data, concentrate on the weak areas of the curriculum through lesson planning and re-teaching the material. Teachers also use differentiated and individual instruction to prepare students for successful achievement on academic standardized assessments at a proficient or higher level of competence. In addition, pre-NOCTI test information is also distributed to students as well as earlier standardized test data from their sending district to determine student proficiency that may warrant additional resources needed by the student to improve and thereby meet the expectation of being proficient or higher.

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.

CWCTC is not a comprehensive CTC.

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

CWCTC is not a comprehensive CTC.

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
- Meetings with Community, Families and School Board
- Mass Phone Calls/Emails/Letters
- Press Releases
- School Calendar
- Student Handbook
- Newsletters and press releases

Provide brief explanation of the process for incorporating selected strategies.

CWCTC administration and staff meet with community leaders, media, sending school administrators, students with disabilities district level liaisons and guidance counselors to provide public information.

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:

CWCTC has developed a memorandum of understanding with the Pennsylvania State Police at Greensburg as they are the law enforcement agency that is responsible for responding to our school. They are contacted when incidents occur at CWCTC that involve violations of the Pennsylvania crimes code.

CWCTC has developed a working relationship with the Westmoreland County office of Juvenile Probation in order to meet the needs of our students that have involvement with the criminal justice system and their families.

The current general operating budget does not have sufficient funding for a school resource officer(s); we do however, employ a third party provider for two unarmed security officers. That stated many of our sending districts do have resource officers.

Identifying and Programming for Gifted Students

(Comprehensive CTC only)

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

Not applicable to CWCTC. CWCTC is not a comprehensive CTC.

Developmental Services

- Academic Counseling
- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Health and Wellness Curriculum
- Individual Student Planning
- Nutrition
- Coordination of Services with Sending School
- Student Assistance Program (SAP) and Saint Vincent College Prevention Services

Explanation of developmental services:

Career education is a function emphasized by schools throughout the United States. It is provided to help students select, develop skills, knowledge and attitudes in the chosen career most compatible to the interest and abilities of the individual and the needs of the world of work. Career education begins in grade one or earlier and continues throughout the adult years. Though providing career planning and development activities are a function the Guidance Office, there are other resources dedicated to this function as well. A full-time Co-Operative Education Coordinator as well as a Tech-Prep/School-to-Work Coordinator is employed to help meet the needs of the students. Some of the functions of the Career Planning and Development Services program are:

- Cooperative Education
- Job placement
- Tech/Prep monitoring
- Job Shadowing
- Resume writing
- Mock interviews
- Career exploration
- Job coaching
- School-to-work enrollment
- Keys2Work
- PA Careerlink

Certain career planning and development services are available to CWCTC students through a partnership with the Westmoreland Fayette Workforce Investment Board. The technology based CareerLink site is available to all students for resume writing, job search and career exploration. As indicated above, Employment related Career Services are available to students that attend CWCTC. These include Co-Operative Education and Job Placement upon graduation. The Co-op Coordinator supervises these services. All students must apply through their teacher and the Co-op Coordinator. Co-Operative Education is a program available at CWCTC whereby a student in his/her senior year can work a half-day for industry and complete the academic subjects the other half-day at the home school. Students, who begin at CWCTC in the 9th grade, may be eligible to go on co-op during their junior year. Those students will be determined on an individual basis. The students must be accepted into this program and must be able to benefit from it by furthering his/her knowledge of the trade. A student is permitted to participate in this program during his/her senior year and receive pay from an employer that is equal to or greater than the minimum wage. Grades and attendance are kept in the usual manner for this work. The

employer furnishes most of the report grade during this period. The high school principal, parent, employer and CWCTC director sign a contract of agreement before a student starts this program. This program provides students who have learned their trade well in school and opportunity to acquire knowledge in an “on the job” situation under actual working conditions. Many times a Career Services job develops into a permanent position upon graduation. All students are required to furnish their own transportation to the job site. Students in CWCTC programs are eligible for this program *if they meet ALL requirements and there is a job available*. Employer contact CWCTC regularly to seek applicants for positions within the training programs offered here. That information is passed along to both the CTE teachers as well as the Co-Operative Education Coordinator.

Diagnostic, Intervention and Referral Services

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Crisis Response/Management/Intervention
- Individual Counseling
- Placement into Appropriate Programs
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Personal and Social Development
- Student Assistance Program
- Coordination of Services with Sending School

Explanation of diagnostic, intervention and referral services:

Prevention, Intervention Services

As a center school, we defer certain diagnostic, intervention, and referral services to the sending school district of our students. Through our guidance department, we maintain a cooperative role in the identification and response to student problems and concerns. These concerns/problems can include learning deficits or be related to mental health, family, substance abuse, or other social/emotional factors. As part of our efforts to provide a Safe and Drug-Free School, prevention and intervention services are available to students on site through the St. Vincent Prevention Project. These services include: individual assessment and counseling, group counseling, referral to outside service providers, and coordination of service delivery. Issues addressed through this program range from substance use/abuse to anger management. Students are to consult the CWCTC Guidance Department for more information.

Student Assistance Program

As a non comprehensive school, the Central Westmoreland Career & Technology Center does not maintain a stand alone Student Assistance Program or team. We do however work in cooperation with the Student Assistance Program teams that operate at each of our ten sending school districts. Through our guidance counselors, referrals and other SAP related communications take place to ensure that the needs of our students are met. In addition, contract a part-time prevention specialist/crisis counselor through an outside agency. They serve as a referral source and also provide diagnostic services to students in need of them. When a teacher or staff member at CWCTC decides to seek help for a student experiencing academic and/or behavior problems they make a referral to the Guidance Office. One of the

Guidance Counselors will review the referral; consult with the referring teacher and principal to establish the validity of the referral. If there is agreement that the referral be made to the sending school SAP team, the SAP contact from the respective sending school is contact and a formal SAP referral is completed for the identified student. If there is not agreement to make the referral to the sending school SAP team, the parent is called by the teacher and/or counselor and the concerns that led to the referral are disclosed to the parent. In addition, the guidance office serves as the link between CWCTC and the sending school SAP teams for all documentation that is part of the sending school SAP process.

CWCTC reinforces and supports many of the services students receive at their sending school district. In addition, counseling and resource personnel at CWCTC work with students for additional career planning services, portfolio development, as well as job placement, internships and apprenticeships. Coordination and communication with the consortium member schools is ongoing, cooperative and supportive. Also, specific services such as attendance monitoring, behavior management programs and emergency disaster preparedness are directly inherent to CWCTC.

Consultation and Coordination Services

- Home/Family Communication
- Managing Chronic Health Problems
- Managing IEP and 504 Plans
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- Coordination of Services with Sending School

Explanation of consultation and coordination services:

Consultation services at CWCTC are integrated and supported by Special Education Facilitators, teachers, guidance staff, administration and additional specialized support staff from St. Vincent Prevention Project as well as the sending school districts.

Communication of Educational Opportunities

- Course Planning Guides
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and Board of Directors
- Mass Phone Calls/Emails/Letters
- Newsletters
- School Calendar

- Student Handbook
- Coordination of Services with Sending School

Communication of Student Health Needs

(Comprehensive CTC only)

- CWCTC is not a comprehensive CTC; however, we do communicate with parents through letters, our website and coordination of services with the sending schools.

Frequency of Communication

Frequency of communication: **More than once a month**

Collaboration for Interventions

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

Special Education Facilitators and guidance staff continually collaborate with the instructional staff through physical visits, teacher reports, referrals and recommendations to address student-based concerns with progress within the CTE or Wellness program. Designated staff members are SAP certified and attend weekly in-house team meetings as well as when necessary at the sending schools. These individuals are also available to address specific student concerns or needs as they arise.

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

CWCTC participates in youth workforce development programs during the summer as well as summer camp programs. Other community operated school programs are supported through the student's sending school district.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Program texts some of which contain online tutorials are readily available to all students. In addition, the use of smart technology such as: SmartBoards®, laptops, computers and program specific updated software are constantly being integrated. Differentiated materials address all types of learners through auditory and visual devices; assistive technology; new program specific technological equipment as well as virtual software are consistently being utilized in both the classroom and lab areas.

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

Materials and resources are all in development.

SAS Incorporation

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Full Implementation
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable

Further explanation for columns selected "

The subjects checked as "Not Applicable" are not available at CWCTC, which is a time-shared career and technology center. Those subjects are available to students at their sending school district.

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.
- Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.
- 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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.
- 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.

Instructional staff members actively participate in Professional Learning Communities focused on professional development activities designed with advanced training opportunities to enhance their individual skill levels. Program certifications are evaluated and the addition of new and advanced certifications are encouraged and in some cases mandated. Additionally, throughout the year, teachers attend conferences, workshops and program specific trainings to enhance their individual content knowledge. Instruction is research driven and interventions such as MAX Teaching, literacy and numeracy programs are being incorporated into the career-pathway instruction. Accommodations and Modifications are provided through teacher instruction, push-in paraprofessional and Special Education Learning Facilitator supports, as well as material modifications that are guided by the individual student with disabilities IEP. It may involve several attributes including, but not limited to: behavior plans, extended time for tests, chunking of material, adaptation of test questions, and providing quiet areas for study and test taking. In addition, CWCTC provides a learning lab/resource room, staffed by a certified Special Education Learning Facilitators providing pull-out supports to accommodate gifted students and students with disabilities. In this setting, all our students, disabled, non-disabled and gifted have access to computers and the Internet in the resource room. Individual instructor lessons are differentiated with multi-sensory modalities and address multiple learning styles. Curriculum specialist's work with teachers periodically to update curriculum as well as align it with the PA Core standards. Instructional staff members are required to participate in specific Professional Learning Communities that address these topics. Competency task lists, end-of-program assessments and the data provided from these assessments guide the staff in their instructional-based decision making as they continue to focus on closing the achievement gap. Emphasis is placed on performance/work-based learning environment that is student driven; however cognitive development is held to a rigorous level. Also, teachers are involved in projects throughout the community and work closely with organizations that provide students with work-based learning experiences. Communication with parents and industry leaders are ongoing through phone conferences, email, progress reports sent via the United States Postal Service, open-house activities and occupational advisory committee meetings.

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

All strategies have been selected.

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:
11/11/2013 conducted by the school solicitor.
11/11/2014 conducted by the school solicitor.

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:
8/17/2016 conducted by St. Vincent Prevention Project.

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.

Administration in concert with the Professional Development Committee determines professional development activities through constant observation, teacher interaction, survey's, end-of-program student data analysis, as well as PDE mandates and initiatives. Administration is open to staff suggestions that are based on teacher or student performance that may warrant a specific type of professional development training. Instructional staff members are encouraged to attend conferences or specific trainings relevant to their program area. Ongoing monitoring by administration as well as technological advancements within industry also determines the need for a particular individual's professional development activity.

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

All strategies have been selected.

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.

New instructional staff members at CWCTC are assigned a mentor teacher. Both the mentor teacher and administrative personnel must observe and verify that each specified learning

activity, outlined in the “Induction Plan” be successfully completed. This is accomplished through classroom/lab observation, meetings and peer teaching/modeling activities. The administrative director monitors these activities through the mentor teacher. Any concerns or difficulties are addressed through interactive meetings with the administrative director, mentor teacher and the inductee.

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

All strategies have been selected.

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).

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

CWCTC administration meets with teacher mentor and field resource personnel from Indiana University of Pennsylvania (IUP) to ensure all educational and certification documentation are being fulfilled. In addition, classroom observations are performed by the administrative director,

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

If necessary, provide further explanation.

Curriculum, instruction and special education “best practices” are always ongoing throughout the educational process. Technological advances affects industry processes, so curriculum and instruction are continually being revised to accommodate changes in both the workplace and learning environments.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Evaluation and monitoring of the induction plan will be completed by the members of the induction team. Opportunities for participants to comment are on all forms used to track the progress of the plan. Each induction team meeting will also provide an opportunity for participants to offer comments and suggestions. Finally, each mentor and inductee will be asked to comment on the log they maintain throughout the induction year.

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:

CWCTC effectively increased math and reading performance levels on the PSSA/Keystones test by approximately 10.95% over the past three (3) years. Literacy scores have gained an impressive 22.49% over the same period. Secondary performance levels indicate AYP and state expectations are more or less consistently being met. CWCTC currently establishes literacy and numeracy committees to continue to support the sending districts to raise math and reading levels.

CTC Concerns

Concern #1:

Improve the percentage of students who transition to post-secondary training or education.

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:

Improve the percentage of students who transition to post-secondary training or education.

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.

Aligned Concerns:

Improve the percentage of students who transition to post-secondary training or education.

Systemic Challenge #3 (*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 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Perkins

Specific Targets: CWCTC will increase student achievement and graduation rates by 1%.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Increasing student achievement and graduation rates

Description:

CWCTC is planning to implement the following steps to increase student achievement and graduation rates: (1) By hiring additional paraprofessionals to support students experiencing academic and psychomotor deficits to increase student achievement, (2) Professional development through PLCs on GAP analysis of NOCTI scores to determine curriculum weaknesses, (3)

Professional development through PLCs related to individual student NOCTI scores to determine student deficiencies , and (4) For at-risk students guidance intervention related to both student and parental/guardian involvement-support.

Start Date: 8/17/2015 **End Date:** 6/30/2018

Program Area(s): Special Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Increase student achievement and graduation rates

Description:

CWCTC is planning to implement the following steps to increase student achievement and graduation rates: (1) By hiring additional paraprofessionals to support students experiencing academic and psychomotor deficits to increase student achievement, (2) Professional development through PLCs on GAP analysis of NOCTI scores to determine curriculum weaknesses, (3) Professional development through PLCs related to individual student NOCTI scores to determine student deficiencies , and (4) For at-risk students guidance intervention related to both student and parental/guardian involvement-support.

Start Date: 8/17/2015 **End Date:** 6/30/2018

Program Area(s): Special Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Goal #2: 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: Perkins

Specific Targets: CWCTC will increase student achievement and graduation rates by 1%.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Increase student achievement and graduation rates

Description:

CWCTC is planning to implement the following steps to increase student achievement and graduation rates: (1) By hiring additional paraprofessionals to support students experiencing academic and psychomotor deficits to increase student achievement, (2) Professional development through PLCs on GAP analysis of NOCTI scores to determine curriculum weaknesses, (3) Professional development through PLCs related to individual student NOCTI scores to determine student deficiencies, and (4) For at-risk students guidance intervention related to both student and parental/guardian involvement-support.

Start Date: 8/17/2015 **End Date:** 6/30/2018

Program Area(s): Special Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Appendix: Professional Development Implementation Step Details

#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.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description	Provider	Type	App.
8/17/2015	6/30/2018	Increasing student achievement and graduation rates	CWCTC is planning to implement the following steps to increase student achievement and graduation rates: (1) By hiring additional paraprofessionals to support students experiencing academic and psychomotor deficits to increase student achievement, (2) Professional development through PLCs on GAP analysis of NOCTI scores to determine curriculum weaknesses, (3) Professional development through PLCs related to individual student NOCTI scores to determine student deficiencies, and (4) For at-risk students guidance intervention related to both student and parental/guardian involvement-support.	Special Education Learning Facilitator	School Entity	Yes

Knowledge Teachers will develop enhanced strategies to better meet and facilitate core content instruction, as well as individual SDI for students with disabilities. The net result should indicate a higher level of student achievement on the end of course assessment.

Supportive Research

Max Teaching strategies

Designed to Accomplish

Increases the educator’s teaching skills based on research on effective practice, 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.

For classroom teachers, school counselors and education specialists:

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.

Professional Learning Communities

Training Format

Classroom teachers

Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex

High (grades 9-12)

Participant Roles

Dir

School counselors
 Paraprofessional

Grade Levels

Analysis of student work, with administrator and/or peers
 Peer-to-peer lesson discussion

Standardized student assessment data other than the PSSA

Follow-up Activities

Evaluation Methods

#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.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

LEA Goals Addressed:

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/17/2015	6/30/2018	Increase student achievement and graduation rates	CWCTC is planning to implement the following steps to increase student achievement and graduation rates: (1) By hiring additional paraprofessionals to support students experiencing academic and psychomotor deficits to increase student achievement, (2) Professional development through PLCs on GAP analysis of NOCTI scores to determine curriculum weaknesses, (3) Professional development through PLCs related to individual student NOCTI scores to determine student deficiencies , and (4) For at-risk students guidance intervention related to both student and parental/guardian involvement-support.	Administration	0.7	9	10	James Daniel and Associates	For Profit Company	No

Knowledge This goal will be implemented through professional learning communities engagement. The topics are related to: grading, evaluation and assessment. Additionally other key indicators effecting student achievement include curriculum framework/mapping as well as unit and lesson plan development.

Supportive Research Tom Guskey, Grant Wiggins, Robert Marzano, SREB, and John Hattie.

Designed to Accomplish For classroom teachers, school Increases the educator’s teaching skills based on research on effective practice, with

counselors and education specialists:

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.

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

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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Professional Learning Communities

Training Format

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

High (grades 9-12)

Participant Roles

Dir
School counselors
Paraprofessional

Grade Levels

Analysis of student work, with administrator and/or peers
Peer-to-peer lesson discussion
Lesson modeling with mentoring

Standardized student assessment data other than the PSSA
Classroom student assessment data
Review of participant lesson plans

Follow-up Activities

Evaluation Methods

#1 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.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description	Provider	Person Responsible	SH	S	EP	Type	App.
8/17/2015	6/30/2018	Increase student achievement and graduation rates	CWCTC is planning to implement the following steps to increase student achievement and graduation rates: (1) By hiring additional paraprofessionals to support students experiencing academic and psychomotor deficits to increase student achievement, (2) Professional development through PLCs on GAP analysis of NOCTI scores to determine curriculum weaknesses, (3) Professional development through PLCs related to individual student NOCTI scores to determine student deficiencies, and (4) For at-risk students guidance intervention related to both student and parental/guardian involvement-support.	Max Teaching	Administration	0.75	9	10	For Profit Company	Yes

Knowledge
 CWCTC is planning to implement the following steps to increase student achievement and graduation rates: (1) Professional development through PLCs on GAP analysis of NOCTI scores to determine curriculum weaknesses, and (2) Professional development through PLCs related to individual student NOCTI scores to determine student deficiencies.

Supportive Research
 Max Teaching Strategies

Designed to Accomplish

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For classroom teachers, school counselors and education specialists:

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

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

Professional Learning Communities

Training Format

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
Dir
Paraprofessional
New Staff

High (grades 9-12)

Participant Roles

Grade Levels

Analysis of student work, with administrator and/or peers
Lesson modeling with mentoring

Standardized student assessment data other than the PSSA

Follow-up Activities

Evaluation Methods

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

Affirmed by Brad Elwood on 8/4/2015

Executive Director