

Northumberland County CTC

**CTC Plan**

07/01/2019 - 06/30/2022

# CTC Profile

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## Demographics

1700-2000 West Montgomery Street  
Coal Township, PA 17866  
(570)644-0304

AYP Status: Not Provided  
Administrative Director: Dr. James E. Catino

## Planning Process

In-house members of the Northumberland County CTC's Comprehensive Plan were appointed appropriately by the Joint Operating Committee, Administrative Director, and faculty. Since the school employs a small teaching staff of 10 professionals, three (3) teachers, along with a sending school high school special education teacher were appointed to the committee. Community, local business, parents, and educational specialist representatives were cordially invited to be a part of the team via email. The comprehensive planning team was JOC-approved and was an integral part of the development of the Comprehensive Plan for NCCTC.

## Mission Statement

The mission of the Northumberland County Career and Technology Center is to provide an opportunity for all students to develop the necessary attitudes and technical skills to compete in the global workforce. The use of technology as one of the tools of providing an educational environment where students are prepared intellectually, socially, emotionally to be responsible citizens at every level of involvement including the community, state, nation, and world.

## Vision Statement

Northumberland County Career and Technology Center's Vision is to keep pace with the ever changing world of technology. Through partnerships with other educational entities, businesses, industries and the community, the NCCTC provides an educational pathway utilizing 21st century skills to empower students to achieve their goals in work and life and become contributing members of society.

## Shared Values

The Northumberland County Career and Technology Center promotes the following values:

- A 21st century education for all students entering the school is valuable.

- All students interested in career and technical education will be provided equal access for admission.
- A positive, supportive learning environment nurtures respect and responsibility while motivating students.
- The opportunity for all students to achieve fundamental and/or advanced skills for entry to career employment or post-secondary education should be provided.
- Equal access to all programs for all students regardless of gender, race, or ethnic origin is imperative.
- Individuals are more successful when they set goals, make choices, and accept responsibility
- Everyone wins and prospers when people/groups/organizations work together.
- Diversity enhances growth and strengthens society
- Individuals enrich their learning by participating in family, school, and community activities

## **Educational Community**

The Northumberland County Career and Technology Center is the major educational resource for career and technical training for high school students in the southern portion of Northumberland County. Currently, over 200 secondary-aged students attend classes at NCCTC in ten (10) different concentrations. The students can attend NCCTC on a full- or half-day structure and the staff is committed to accommodate flexible delivery schedules. It truly makes the NCCTC an outstanding educational resource center for students from the Line Mountain, Mt. Carmel Area, Shamokin Area School Districts, and Our Lady of Lourdes Regional School, a private Harrisburg Diocesan school.

The present day reality of career and technical training in Northumberland County began in the late 1960's when a group of educators, business/industry and community leaders formed a county-wide committee to explore the different options of building a "county-wide" area vocational-technical school. After positive results were obtained from all stakeholders, building construction was started and the Northumberland County Career and Technology Center opened its doors in 1972.

The NCCTC is a public school established under Article XVIII (Subdivision C) of the Public School Code of 1949. The school offers challenging programs to prepare graduates for a variety of technical, medical, business, trade, and industrial careers. Utilizing a competency-based delivery system, NCCTC provides students with a well-planned curriculum that includes classroom theory and hands-on applications in a laboratory and/or work-based environment.

The Northumberland County CTC is a separate, legislatively-created, public educational service agency with shared leadership responsibilities through two means, the Joint Operating Committee and the Superintendent of Record who oversees the Administrative Director. In addition to the Administrative Director and faculty, the school employs Instructional Aides and Support Staff.

NCCTC is guided by a seven (7) member Board of Directors consisting of three (3) representatives elected from the Shamokin Area School District and two (2) each from the Line Mountain and Mt. Carmel Area School Districts.

Today, the Northumberland County Career & Technology Center is a vital link in providing "quality" education and training in ten (10) different trade areas of specialization. Adult and Continuing Education program offerings are expanding. Based on the building, equipment, technology and industry needs, the Northumberland County Career & Technology Center will be a vital resource for career and technical education and training into the foreseeable future.

# Core Foundations

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## Standards

### *Mapping and Alignment*

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

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

Literacy - Strategies have been implemented within each of the program areas as it relates to literacy. Plans to improve this facet will be through increased supervision and monitoring of staff in the use of staff developmental tools to be delivered throughout the year in our in-servicing professional development.

Numeracy - In-service training has been provided to begin a process of numeracy embedded projects, such as Numeracy Daily/Weekly.

NCCTC supports and relies heavily on the Technical Assistance Program (TAP) with the Bureau of Career and Technical Education (BCTE) and participates in activities to strengthen curriculum development, mapping and alignment.

### *Adaptations*

#### *Checked answers*

- Career Education and Work

#### *Unchecked answers*

- Arts and Humanities

- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

The Northumberland County CTC has instituted improved efforts to better provide career awareness and preparation for existing and potential students:

\* Each student completes the PDE Career Objective form. The NCCTC forms have been modified to list applicable SOC Codes aligned with the individual program CIP.

\* Discussions are held around what the student is learning in class to develop a career plan based on their interest, ability, goal, and aptitude for further education. These discussions may be one-to-one or in groups.

\*Discussions are held about the options in the field, research is offered to learn about different positions in companies, guests are introduced to provide first-hand knowledge in the field and provide information for post-secondary opportunities

\*Post-secondary, military, and companies schedule speaking engagements at NCCTC; tours to these locations are also scheduled.

\*In conjunction with the sending school districts community service is organized. In the classroom job shadowing is scheduled, and certifications are acquired and senior year cooperative education is offered for those prepared.

\*Analyzing the relationship between career choice and career preparation opportunities happens in the classroom and in the Cooperative Education Department.

\*Opportunities are discussed regarding accepting a position with the acquired skills learned at CTC, going on to post-secondary school, or doing both, especially if the employer will pay for the schooling.

\*All levels of post-secondary are discussed for students to identify and reach their goals. Military, Office of Vocational Rehabilitation (OVR), interviews, college applications, financial aid applications, scholarship applications, and so much more are completed.

## 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.	Developing

Processes used to ensure Accomplishment:

Programs offered are PDE approved Programs of Study (POS), with the exception of Cosmetology. The school uses Guides4Learning software, which is a valuable tool to track student tasks accomplishments, lesson units and plans, scope and sequence, supplemental materials, student learning objectives (SLO's), and Pennsylvania Standards and anchors. Program competencies and tasks are predefined by the POS or tasks have been developed and crosswalked to meet career objectives.

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

The Northumberland County CTC is currently working with two delivery systems (1/2 day grades 10-11-12 and one year senior only). Instructors will continue to review content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards. Instructors will be expected to identify discrepancies of estimated instructional time and update content and materials accordingly and align with the Standardized Alignment System (SAS).

Utilization of the Guides4Learning software will allow for the development of a relationship between the objectives of a planned course, instructional unit or interdisciplinary studies, and academic standards. Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies will continue to be developed by the use of evaluation tools and summative assessment (NOCTI).

### ***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.

Our sending schools, maintain regular visitation by special education staff. The modifications and accommodations are accomplished through the IEP developmental process; which takes into consideration physical and mental concerns related to student learning. Adaptations are made through instructional support staff and para-professionals, and special education teachers from the three sending school districts.

IEP's are submitted to the NCCTC prior to the start of the school year. The Administrative Director reviews IEPs and then documents modifications and accommodations for each student, which are then shared with the appropriate instructor. CTE instructors receive a copy of the IEP present levels, goals, and specifically designed instruction (SDI) once the student is accepted

into their program. CTE instructors may recommend adaptations and accommodations for the student based on their needs and the program. Instructional support assistants are available to work with students in their individual programs.

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

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

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators

##### *Unchecked Answers*

- Career Cluster Chairs
- Instructional Coaches
- Not Reviewed

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

Each instructor submits a weekly lesson plan/activities. The tasks are reviewed by the Administrative Director who gives feedback to the teacher for incorporating strategies. Each instructor is evaluated following the PDE-approved Danielson Model. Faculty participate in Differentiated Supervision. Teachers are assigned to Formal Observation, Portfolio, or Peer Coaching. Non-tenured faculty are required to be formally observed. Informal Walkthroughs will be accomplished throughout the year to facilitate the improvement of specific skill weaknesses in the teaching process. A cumulative annual evaluation will be accomplished using both Differentiated Supervision and Walkthrough results. The school utilizes the PA-EETEP Electronic software to facilitate the process.

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

N/A

### *Responsiveness to Student Needs*

Instructional Practices	Status
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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.	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.	Full Implementation

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

The programs at the NCCTC are competency-based and grouping is not always necessary to meet student needs. Generally, students work at their own pace based on their individual learning needs. Teaching objectives and lesson plans are aligned to the Programs of Study developed by PDE and the Bureau of Career and Technical Education. The school's delivery system is comprised of grades 10, 11, and 12 and students in grade 12, all day. Students learn basic skills and build on those skills as their training progresses.

The NCCTC faculty and staff recognize that students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, personal interests, and more. Instruction must accommodate the needs and differences in the students. The school embraces the fact that all students have the potential to be successful in the CTE setting.

## *Recruitment*

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

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

N/A

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

The Northumberland County Career and Technology recruits teachers through print media, Web technology, and the Pennsylvania Association of Career and Technical Administrators.

Administration reviews resumes and applications for trade experience, certification eligibility, trade competency examination completion, interviewing, lesson presentations, and a final rating analysis by the interviewing committee. Groups involved in this selection process are administration, staff from related academies, and business representatives. Final hiring is completed through Joint Operating Committee approval.

## Assessments

### *Local Graduation Requirements*

(Comprehensive CTC who graduate students only)

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

### *Local Assessments*

(Comprehensive CTC who graduate students only)

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

## *Graduation Requirement Specifics*

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

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

*None.*

#### *Unchecked answers*

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

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

## *Methods and Measures*

### **Summative Assessments**

- Other standardized Tests-Pre-NOCTI and NOCTI

### **Benchmark Assessments**

*No methods or measures have been identified for Benchmark Assessments*

### **Formative Assessments**

- Demonstration, performances, products and projects
- Progress Monitoring

### **Diagnostic Assessments**

*No methods or measures have been identified for Diagnostic Assessments*

## *Validation of Implemented Assessments*

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

*Checked answers*

*None.*

*Unchecked answers*

- External Review
- Intermediate Unit Review
- LEA Administration Review
- Career Cluster Chair Review

- Professional Learning Community Review
- Instructional Coach Review
- Teacher Peer Review

Provide brief explanation of your process for reviewing assessments.

*This narrative is empty.*

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

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

There are no locally administered tests at the NCCTC. The three sending school districts provide their data and results to the Career and Technology Center.

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

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

There are no locally administered tests at the NCCTC. The three sending school districts provide their data and results to the Career and Technology Center.

### ***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.

NCCTC engages in the integration of literacy and numeracy into our Career and Technical Education programs.

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

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

##### *Checked answers*

*None.*

##### *Unchecked answers*

- Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.
- Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.

- Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.
- Instructional practices modified or adapted to increase student mastery.

Provide brief explanation of the process for incorporating selected strategies.

*This narrative is empty.*

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

*This narrative is empty.*

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

#### *Checked answers*

- Course Planning Guides
- Directing Public to the PDE & other Test-related Websites
- Local Media Reports
- Website
- Meetings with Community, Families and School Board
- Mass Phone Calls/Emails/Letters
- Press Releases
- Student Handbook

#### *Unchecked answers*

- Individual Meetings
- Letters to Parents/Guardians
- Newsletters
- School Calendar

Provide brief explanation of the process for incorporating selected strategies.

The Administrative Director disseminates the information to individuals responsible for selected strategy.

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

The NCCTC will incorporate not-selected strategies in the future.

## Safe and Supportive Schools

### *Programs, Strategies and Actions*

#### *Checked answers*

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Conflict Resolution or Dispute Management
- 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
- 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

#### *Unchecked answers*

- School-wide Positive Behavioral Programs
- Peer Helper Programs
- Placement of School Resource Officers

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

Efforts to maintain a safe and supportive school are ongoing. The school works directly with the three sending school district's student assistance teams, guidance and special education departments to address those behaviors that could disrupt the education process. The low number of discipline referrals does not warrant a school resource officer, peer helper program or school wide behavioral program.

### *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***

#### *Checked answers*

- Academic Counseling
- Attendance Monitoring
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Health and Wellness Curriculum
- Individual Student Planning
- Nutrition
- RTII/MTSS
- Coordination of Services with Sending School

#### *Unchecked answers*

- Behavior Management Programs
- Coaching/Mentoring
- Health Screenings
- Orientation/Transition
- Wellness/Health Appraisal

Explanation of developmental services:

*This narrative is empty.*

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

#### *Checked answers*

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Crisis Response/Management/Intervention
- Individual Counseling

- Intervention for Actual or Potential Health Problems
- 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

*Unchecked answers*

- Casework
- Placement into Appropriate Programs

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

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

*Checked answers*

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

*Unchecked answers*

- Coordination with Families (Learning or Behavioral)
- Managing Chronic Health Problems

Explanation of consultation and coordination services:

*This narrative is empty.*

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

*Checked answers*

- 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
- Press Releases
- School Calendar
- Student Handbook
- Coordination of Services with Sending School
- Use of the Blackboard Connect software for emergency and outreach purposes

*Unchecked answers*

- Newsletters

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

**(Comprehensive CTC only)**

*Checked answers*

*None.*

*Unchecked answers*

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

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

Frequency of communication: **Yearly**

### *Collaboration for Interventions*

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

The faculty and staff at NCCTC help all students who are interested in applying to the CTC. For IEP students, administration and staff review individual applications to ensure that the student's interests and abilities, according to their present levels highlighted on their IEP, are matched to the correct program of study at the CTC. The NCCTC is invited to every IEP Meeting by the LEA to discuss and provide input on tasks lists requirements to help determine if the program is appropriate. The CTE instructors receive a copy of the IEP present levels, goals, and specifically designed instruction (SDI) once the student is accepted into their program. NCCTC instructors may recommend adaptations and accommodations for the student based on their needs and the program area. NCCTC instructors and administration attend IEP meetings to provide input and to help students transition to the next level. An IEP revision meeting takes place to ensure that students meet with success. Support services available at NCCTC include: CTE instructors provide adaptations and accommodations daily to students with IEPs. CTE instructors provide written input for the students IEP when it needs to be revised yearly, and a CTE representative attends the IEP meeting. Sending school special needs personnel and counselors also are present in the CTC regularly.

### *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

The school works closely with CareerLink representatives to coordinate youth workforce activities with the students from the three sending school districts. The Administrative Director is a member of the Business Education Committees of the Chamber of Commerce. NCCTC provides additional employment services to all students via a link on the schools website. NCCTC has a Cooperative Education program to place students in the workforce through the Capstone program. Tutoring is provided to students through the objectives of the Carl Perkins Act. The school operates a full-time day care and students who have that need are eligible for the services.

### **Materials and Resources**

### *Description of Materials and Resources*

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

Provide explanation for processes used to ensure Accomplishment.

The NCCTC faculty are very conscience of the financial state of the local school districts and utilize their supplies efficiently. The teachers work with their advisory committee for recommendations and support. The students enrolled in the NCCTC Programs are provided ample supplies and resources to accommodate diverse levels of educational needs. Local business and industry have been providing extensive donations of consumable supplies.

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

N/A

### *SAS Incorporation*

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
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	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

Further explanation for columns selected:

The staff at the NCCTC collaborates with the sending schools through the integration of academics as related to Career and Technical Education. Faculty continue to receive Professional Development regarding the Standard Aligned System (SAS) and the integration of academics into their respective program areas.

## 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 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.

The characteristics noted in this section are included as a topic of Professional Development offerings that are held every other month. In addition to in-house Professional Development, the faculty are involved in the PDE Technical Assistance Program (TAP), PA Inspired Leaders (PIL) Program, Pennsylvania Association of Career and Technical Administrators (PACTA) activities, Penn State University, and Central Susquehanna Intermediate Unit trainings.

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

Gifted education is coordinated through the three sending school districts and the NCCTC faculty work with the sending school guidance and special education departments to insure and enriched curriculum is provided and the needs of those students are addressed.

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

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

<b>Questions</b>
The LEA plans to conduct the required training on approximately: 8/21/2018 In-Service

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

<b>Questions</b>
The LEA plans to conduct the training on approximately: 8/20/2019 In-Service

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

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

### *Strategies Ensuring Fidelity*

#### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

#### *Unchecked answers*

*None.*

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

Professional Development activities are designed to improve all instructional areas, based on student data. Implementation expectations are clearly communicated. The administration is fully involved and committed to the professional development activities sponsored at the school. We provide all necessary supports to ensure the success of each faculty member. Student success data informs the administration of the results of professional development if it

is attributable to a specific professional development initiative. Faculty have been trained to utilize data-mining techniques to improve NOCTI preparation and scores. The administration monitors instruction by reviewing lesson plans, walkthroughs, and formal observations using the teacher effectiveness model developed by the Pennsylvania Department of education.

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

*This narrative is empty.*

## ***Induction Program***

### *Checked answers*

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

### *Unchecked answers*

*None.*

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

NCCTC is a small staff of eight (8) teachers. We are fortunate to be able to utilize outstanding veteran teachers to serve as mentors when a new teacher is hired. The characteristics note in this section are embedded in the veteran teachers that serve as mentors.

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

*This narrative is empty.*

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

#### *Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- 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.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

#### *Unchecked answers*

- Submission of inductee portfolio.

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

The inductees are provided a mentor as part of the induction process. The mentors are experienced, dedicated teachers who work directly with the administration to ensure the tools are in place to meet the needs of the inductees.

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

The inductees are not required to submit a portfolio as part of NCCTC'S Induction Program. Portfolio development is part of the teacher preparation program at the teacher preparation university level.

### *Mentor Characteristics*

#### *Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

#### *Unchecked answers*

*None.*

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

The NCCTC has a small number of veteran teachers utilized when a new teacher is employed. All mentor teachers have the characteristics listed in the plan.

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	X				
Assessments	X	X			X	
Best Instructional Practices	X	X				
Safe and Supportive Schools	X	X				
Standards	X	X				
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X

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

If necessary, provide further explanation.

*This narrative is empty.*

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

Identify the procedures for monitoring and evaluating the Induction program.

Mentor documents his/her inductee's involvement in the program.

Administrative Director receives, evaluates and archives all mentor records.

School maintains accurate records of program completion.

Administrative Director receives, tallies, and archives all LEA mentor records.

Completion is verified by the Administrative Director on the Application for Vocational II Certification.

### ***Recording Process***

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- 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.

*Unchecked answers*

*None.*

# Assurances

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## 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

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## CTC Accomplishments

### Accomplishment #1:

The Northumberland County CTC has a dedicated, supportive administration, faculty, and staff who keep the needs of the students in the forefront.

### Accomplishment #2:

NOCTI success (competent or advanced) increased from 71% to 84% during the 2017-2018 school year.

### Accomplishment #3:

Every graduating student earned at least one PDE-approved industry-recognized credential during the 2017-2018 school year.

### Accomplishment #4:

Enrollment increase of 30% for the start of the 2018-2019 school year.

### Accomplishment #5:

Integration of academics into the career and technical education programs.

### Accomplishment #6:

Non-traditional enrollment is evident in seven (7) of the ten (10) program areas.

### Accomplishment #7:

The faculty and staff focuses on community outreach activities to promote the programs at the NCCTC. The faculty/staff spearheads community events like parades, Rotary Student of the Month, etc.

### Accomplishment #8:

The school provides flexible delivery system by enrolling students half day grades 10-11-12 and also senior only.

## CTC Concerns

### Concern #1:

Continue to utilize data analysis to drive NOCTI success.

**Concern #2:**

Continue to increase the number of industry-recognized credentials available to our students.

**Concern #3:**

Develop strategies to improve student attendance and work ethic.

**Concern #4:**

Continued development of recruitment ideas and strategies to effectively promote the NCCTC programs, including the introduction of CTE to younger student populations.

**Concern #5:**

Identify and implement alternate formats for Professional Development of faculty and staff.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:**

Develop strategies to improve student attendance and work ethic.

Continued development of recruitment ideas and strategies to effectively promote the NCCTC programs, including the introduction of CTE to younger student populations.

Continue to increase the number of industry-recognized credentials available to our students.

Identify and implement alternate formats for Professional Development of faculty and staff.

Continue to utilize data analysis to drive NOCTI success.

**Systemic Challenge #2** (*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:**

Develop strategies to improve student attendance and work ethic.

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Continued development of recruitment ideas and strategies to effectively promote the NCCTC programs, including the introduction of CTE to younger student populations.

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Identify and implement alternate formats for Professional Development of faculty and staff.

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Continue to utilize data analysis to drive NOCTI success.

**Systemic Challenge #3** (*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:**

Develop strategies to improve student attendance and work ethic.

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Continued development of recruitment ideas and strategies to effectively promote the NCCTC programs, including the introduction of CTE to younger student populations.

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Continue to increase the number of industry-recognized credentials available to our students.

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Identify and implement alternate formats for Professional Development of faculty and staff.

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Continue to utilize data analysis to drive NOCTI success.

**Systemic Challenge #4** (*Guiding Question #9*) Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

# CTC Level Plan

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## Action Plans

**Goal #1:** Develop and implement a competency reporting and tracking system.

### 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.
- 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: Software - Guides4Learning , Program of Study Task Listing (Local and Statewide).

Specific Targets: Tasks lists updated bi-monthly and completed and distributed to seniors students upon completion of the program.

### 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](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

### Implementation Steps:

*Competency Tracking and reporting*

**Description:**

Faculty will update student tasks by Thursday of each week. Tasks are tracked using new software from the IU 16.

**Start Date:** 8/22/2018    **End Date:** 6/4/2021

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

**Supported Strategies:**

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

**Goal #2:** Improve attendance and reduce the number of tardy

**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.
- 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.
- 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: Daily Attendance reports

Specific Targets: Increase the number of students in attendance daily and decrease the number of students tardy on a daily basis.

Type: Annual

Data Source: Monthly attendance reports

Specific Targets: Increase the number of students in attendance daily and decrease the number of students tardy on a monthly basis.

### ***Strategies:***

#### ***Dropout Prevention Expansion***

**Description:** WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be "effective" and "have the most positive impact on the dropout rate". (Sources: [Effective Strategies](#) , [15 Effective Strategies for Dropout Prevention](#) , [Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database](#) , [Dropout Prevention](#) , [Career Academies](#))

**SAS Alignment:** Safe and Supportive Schools

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

***Improve Attendance and reduce the number of students tardy.***

#### **Description:**

Monitor daily and monthly attendance reports. Monitor students who are flagged for RtII. Communicate via the electronic capabilities with families of students that are absent or tardy.

**Start Date:** 8/22/2018      **End Date:** 6/4/2021

**Program Area(s):** Special Education, Student Services

#### **Supported Strategies:**

- Dropout Prevention Expansion

**Goal #3:** Develop a system that the faculty is using the Standard Aligned System for assessment.

**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.
- 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: Standard Aligned System

Specific Targets: Incorporation of the SAS System into the teachers' weekly lesson plans and activities.

***Strategies:******Common Assessment within Grade/Subject***

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf?](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?))

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and Common Assessments: Mike Schmoker. (2006) Results

Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource:

<http://effectivestrategies.wiki.cau.org/Assessment>

**SAS Alignment:** Assessment, Instruction

***Curriculum Mapping***

**Description:** A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content,

assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

**SAS Alignment:** Curriculum Framework

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

#### *Standard Aligned System SAS*

**Description:**

Establish a system within the structure of the school where the teachers and administrators receive timely effective support to implement the SAS System. Educate staff on SAS and its resources.

**Start Date:** 8/22/2018    **End Date:** 6/4/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Mapping

**Goal #4:** Continued development of recruitment ideas and strategies to effectively promote the career and technical education program at the NCCTC.

**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.
- 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.
- 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: Current enrollment numbers, retention rates, existing strategies.

Specific Targets: Social Media, community events, sending school visibility.

### **Strategies:**

*Continued development of recruitment ideas and strategies to effectively promote the career and technical education program at the NCCTC.*

#### **Description:**

As required by the 339 Program Evaluation, the Comprehensive K-12 School Counseling Plan.

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

### **Implementation Steps:**

*Continued development of recruitment ideas and strategies to effectively promote the career and technical education program at the NCCTC.*

#### **Description:**

Sending school presentations and CTC tours at the Elementary, Middle and High School grade level. Research clearly concludes students exposed to choices throughout their formative years make more informed decisions based upon their strengths.

**Start Date:** 9/3/2018    **End Date:** 5/31/2021

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

#### **Supported Strategies:**

- Continued development of recruitment ideas and strategies to effectively promote the career and technical education program at the NCCTC.

**Goal #5:** Increase the number of PDE recognized certifications achieved by students in the program areas by 10% over the next three years.

**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.
- 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: PDE recognized industry certifications.

Specific Targets: Instructors identifying industry certifications and aligning curriculum to allow for certification attainment.

**Strategies:**

*Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf?](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?))

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and Common Assessments: Mike Schmoker. (2006) Results

Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource:

<http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

**Implementation Steps:**

*Increase the number of PDE recognized certifications achieved by students in the program areas by 10% over the next three years*

**Description:**

Every "completer" will have earned a minimum of one (1) PDE-recognized industry credential. Anticipated certifications that will be attained are: SP/2 (Construction, Cosmetology, Culinary, Welding, and Automotive), American Heart Association First Aid and CPR.

**Start Date:** 9/3/2018    **End Date:** 6/4/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject

## CTC Level Affirmations

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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.