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CTC Profile

Demographics

175 Georges Fairchance Road Uniontown, PA 15401 (724)437-2721

AYP Status: None

Executive Director: Edward Jeffreys

Planning Process

The strategic planning development included input from FCCTI teacher and staff, community members, parents and students.

The planning process began with faculty and staff teams completing a needs assessment by evaluating our current school systems and student performance data. Individual teams were made up of members of administration and staff from specific areas of the need assessment. For example, the support staff evaluated the Safe and Supportive Schools systems. A team of teachers and administrators reviewed the Academic Achievement systems. Each team identified areas of accomplishment and concern.

After establishing accomplishments and concerns within the school systems and student data, the committee used this information to set goals for the next three years and develop an action plan. Communication with team members will took place through meetings, electronic communication and telephone conferences. The draft of the plan was reviewed by the steering committee for additional input.

Mission Statement

FCCTI's mission is to prepare all students for career success and continuing education by empowering them with high levels of technical skill, academic competence, and professionalism.

Vision Statement

FCCTI will be the hub of workforce development in our area, a partner in economic development in our region, and will graduate students with the competitive edge in pursuing their career path.

Shared Values

We believe that...

- High levels of both academic knowledge and technical skills are vital to student achievement.
- Effective critical thinking, problem-solving, communication, and interpersonal skills are essential to success in all aspects of life.
- Students should graduate with a solid work ethic and be safety-conscious workers.
- The responsibility for improving student achievement is shared by students and teachers and is actively supported by parents and the business community.
- As educators it is our business to create opportunities for students and to provide the support needed for success.
- High expectations for all students are inherent in all functions of our school.

Educational Community

The Fayette County Career & Technical Institute (FCCTI) is a part-time career and technology center located in Uniontown, Pennsylvania. FCCTI serves students from four public school districts: Albert Gallatin, Brownsville, Laurel Highlands and Uniontown. Our school is centrally located in our delivery area; most students arrive within 15 minutes with the exception of Brownsville students who travel 25 minutes. The four districts encompass urban, suburban, and rural areas with variations in economic levels.

The enrollment at FCCTI for the 2013-2014 school year is 584 students—38% from Albert Gallatin, 11% from Brownsville, 25% from Laurel Highlands, and 26% from Uniontown. Enrollment has grown 20% over the last five years. The school offers 14 career and technical programs in manufacturing, construction, agriculture, information technology, health, and service career clusters.

FCCTI's special student population groups include IEP, nontraditional, and economically disadvantaged students. Of the 584 students who attend the technical institute, approximately 180 or 31% are identified as having disabilities requiring an individualized educational plan or IEP. Nontraditional students--those minority groups of students enrolled in programs with 25% or less of one gender--make up 13.4% of the FCCTI student population.

The largest of our special population groups includes the students that face social barriers created by poverty. These economically disadvantaged students are those whose family income

is 185% of federal poverty guidelines. Student data indicate that approximately 71% percent of the total student population is considered economically disadvantaged.

FCCTI is part of the Westmoreland-Fayette Workforce Investment Area. The overall unemployment rate for this workforce area is 7.3%, while the rate for Fayette County alone is slightly higher at 8.5%. Of the unemployed, the largest group is 18 to 24 year olds with 50% unemployed.

The industries in our area with the highest average employment are Healthcare and Social Assistance, Manufacturing, Retail Trade, and Accommodation and Food Services. Mining, Quarrying, and Oil-Gas Extraction and Real Estate Rental and Leasing are the industries with the highest percentage of growth. The Construction industry has experienced a decline in recent years; however, the industry is starting to rebound. For the past year, Construction is listed as one of the top industries in the area with new hires along with Motor Vehicle and Parts Dealers and Administrative and Support Services.

FCCTI enjoys support in the local community from businesses, non-profit organizations, and business affiliates. Students receive scholarships and work-based learning opportunities throughout the year, including cooperative education, clinical and internship opportunities. FCCTI has over 170 members who serve on our program advisory committees. The school also receives local grants and donations.

Planning Committee

Name	Role
Jeffrey Bayne	Board Member
Michelle Buttermore	Secondary School Teacher - Special Education
Justin Cerullo	Ed Specialist - School Counselor
Charles Cobert	Secondary School Teacher - Regular Education
Diane Fox	Business Representative
Dan Hoff	Ed Specialist - Instructional Technology
Edward Jeffreys	Administrator
Kate Martin	Business Representative
Tange McDowell	Parent
Ashley Morgan	Parent
Terrance Motchar	Secondary School Teacher - Regular Education
Donna Nebraski	Secondary School Teacher - Special Education
Cheryl Olson	Secondary School Teacher - Regular Education
Fred Oravets	Secondary School Teacher - Regular Education
Leann Orris	Instructional Coach/Mentor Librarian
Paula Rendine	Community Representative
Nancy Rossell	Secondary School Teacher - Regular Education
Cynthia Shaw	Administrator
James Tobal	Community Representative
William Trimbath	Secondary School Teacher - Regular Education

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 <u>Public</u> <u>Law 108-265, Section 204</u>)

- Early Intervention Services System Act (if applicable) (<u>11 P.S. § 875-101—875-503</u>)
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- 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.

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
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common 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	Non Applicable	Non Applicable
History	Non Applicable	Non Applicable
Science and Technology and Engineering Education	Non Applicable	Non Applicable

Explanation for standard areas checked "Needs Improvement" or "Non Existent": We are a shared time career and technical education center with no specific academic offerings so many courses do not apply. However, we do integrate the common core standards into our CTE curriculum.

Adaptations

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

Explanation for any standards checked:

FCCTI integrates common core standards throughout all of our programs as part of our ongoing process of curriculum development. Our curriculum is designed around crosswalks that identify industry-level, state-level, and common core standards. These crosswalks are guided by the Pennsylvania Program of Study task grids and all standards are identified in lesson plans. In addition, each class addresses numeracy and literacy as required as part of their Program of Study (POS) program and the Technical Assistance Program (TAP).

Curriculum

Planned Instruction

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

Processes used to ensure Accomplishment:

Programs of Study (POS) task grids are distinguished by content area. POS objectives are aligned with the common core and industry level standards and mastery is measured through pre-tests, post-tests, and end-of-program state approved assessment. Time allotment and instructional time is identified on the POS task grids. A common unit plan format is being developed that will be implemented in the 2014-15 school year.

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.

Modifications are provided through teacher instruction and are guided by the student's IEP. The modifications may involve behavior plans, extended time for tests, chunking of material, adaptation of test questions, and providing quiet areas for study and test taking. In addition, FCCTI provides teacher aides and special education personnel to accommodate special education students. All students have access to computers and the Internet. Lessons are multisensory 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
- Instructional Coaches

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

Our teachers are evaluated through both informal and formal evaluations. The Administration performs walkthroughs, reviews lesson plans, and provides instructors with evaluations as required by the Pennsylvania Department of Education. Instructional/peer coaches assist in lesson plan development to integrate literacy and numeracy, review lesson planning documents and observe lessons to provide feedback to the instructors.

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

FCCTI currently does not have career cluster chairs. Instead we have instructor committees that monitor curriculum, instructional technology, safety practices, and other professional activities.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation.

All FCCTI programs are competency based. Instructors may at some point during the day gather the entire class for theory on subject matter that would be beneficial for everyone. Students then work either independently, or as part of an assigned group to accomplish specific competencies. The instructor is always available to work individually with students and is assisted by learning facilitators and program assistants to meet the modifications mandated in a student's IEP or to provide additional support for the regular education population.

We currently do not have any gifted students identified with a GIEP attending the CTI.

Methods and Measures

Summative Assessments

- NOCTI and NIMS end-of-program assessments.
- Industry certifications such as those given by the American Welding Society, Automotive Service Excellence Automotive and Diesel, National Restaurant Association, NCCER, National Skill Standards Board, Adobe, and Microsoft
- Licensure exams from the State Board of Cosmetology, Nurse Aide Registry, and the PA Department of Transportation

Benchmark Assessments

- CDX Automotive/Diesel tests
- NCCER tests
- Practice and Pre-tests
- KWL charts

Formative Assessments

- Anticipation Guides
- Performance checklists
- Questioning and Observation
- Journals

Diagnostic Assessments

NOCTI Pre-tests

Collection and Dissemination

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

Standardized assessment data is provided electronically from NOCTI and industry credentialing agencies. The test data is available for analysis by student and by competency area. During common planning time, instructors analyze this student performance data to identify student-specific and group strengths and weaknesses. Each instructor develops an action plan based on the results.

School-wide and program-specific assessment data is distributed at faculty meetings, advisory and participatory planning meetings and board meetings.

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.

Each year, instructors complete a NOCTI data analysis procedure called the INSERT method. The instructors identify competencies by student that are below the proficient level. The instructors develop a plan to improve individual student performance.

Distribution of Summative Assessment Results

- Course Planning Guides
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- · Meetings with Community, Families and School Board
- Newsletters
- Press Releases
- School Calendar
- Student Handbook

Provide brief explanation of the process for incorporating selected strategies.

Assessment information is described in the Student Handbook, at Open House presentations, and in the Course Selection Guide. Parents are informed about test dates and procedures in letters from the administration. The assessment schedule is included in the school calendar. Assessment results are distributed at advisory and planning meetings. Individual programs prepare press releases. Each month representatives from our school participate in a local radio program, during which assessment offerings and results are discussed.

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

Our website is being updated to include links to NOCTI and other testing agencies so that employers and other stakeholders can find more information on our assessments. Our electronic calling and email system will be used to send reminders about testing to parents.

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:

FCCTI currently does not have a Student Assistance Program; however, our school counselor coordinates with the sending school Student Assistance Teams.

Developmental Services

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

Explanation of developmental services:

FCCTI reinforces many of the services students receive at their home sending school. In addition, resource personnel at FCCTI work with students for additional career planning services, portfolio development as well as job placement, internships and apprenticeships. Coordination and communication with the sending school is ongoing and supportive. Also, specific services

such as attendance monitoring, behavior management programs and emergency disaster preparedness are directly inherent to FCCTI. Health and wellness and nutrition curriculum, health screenings and appraisals are done at the sending schools.

Diagnostic, Intervention and Referral Services

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Casework
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Coordination of Services with Sending School

Explanation of diagnostic, intervention and referral services:

Information relative to this category is ascertained in a variety of ways; such as IEP meetings, parent conferences, communication with the sending districts guidance departments and school nurse. Appropriate CTI personnel monitor student progress and take suitable action to help ensure student success. The CTI also plans ongoing training for personnel such as the guidance counselor going to SAP training.

Consultation and Coordination Services

- Case and Care Management
- Community Liaison
- Community Services Coordination (Internal or External)
- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Managing IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- System Support
- Coordination of Services with Sending School

Explanation of consultation and coordination services:

The FCCTI has worked diligently on building rapport with the sending districts to ensure a smooth flow of services for the students and families who attend the CTI.

Communication of Educational Opportunities

- Course Planning Guides
- Directing Public to the PDE & AYP Websites
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and Board of Directors
- Mass Phone Calls/Emails/Letters
- Newsletters
- Press Releases
- School Calendar
- Student Handbook
- Coordination of Services with Sending School

Collaboration for Interventions

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

Collaboration is a daily, ongoing component of the CTI. The classroom instructor, in many cases, has the support of a program assistant who can work with students who need additional help academically. Learning facilitators check in with classroom instructors on a regular basis to offer suggestions for differentiated instruction and to provide examples or work with groups of students both inside and outside of the classroom. For support students, progress monitoring is done through observation and teacher reports. Coaches are available in several areas to assist the classroom teacher which include a math coach, science coach, and literacy coach.

If the issue that is affecting student learning is more personal in nature, the CTI guidance counselor is called in and can make referrals to outside agencies for counseling if necessary. For discipline /behavior issues the classroom teacher has the support of the CTI security officer as well as guidance and the learning facilitators.

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

FCCTI personnel serve on the youth workforce development committees and recruit students to participate in both the summer work program and year-round activities.

Materials and Resources

Description of Materials and Resources

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

Provide explanation for processes used to ensure Accomplishment.

Twice each year, all program instructors review their curriculum, equipment, supplies, and the facility with their advisory committee of industry representatives. The committees make recommendations to keep materials and resources up-to-date and sufficient to meet Program of Study competencies. Instructional coaches and special education teachers make recommendations for instructional materials required for academic standards and accommodations.

SAS Incorporation

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

Further explanation for columns selected.

Our instructors currently use the SAS system to review standards and testing requirements. Our instructors need additional training on the system.

Professional Education

Characteristics

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

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that
 assessments, curriculum, instruction, staff professional education, teaching materials
 and interventions for struggling students are aligned to each other, as well as to
 Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

Professional development at FCCTI is provided to meet both individual and group needs. Each instructor completes a Danielson Teacher Effectiveness Self-assessment and develops an Individual Growth Plan for an area in which they need to improve. Instructors include workshops, conferences, and Teachscape online training opportunities as methods for achieving their plan goals. All instructors also have professional development requirements for maintaining industry credentialing and program accreditation that is specific their content areas. FCCTI participates in the Bureau of Career and Technical Education's Technical Assistance Program (TAP) that provides researched -based practices for improving instruction, assessment, and interventions, especially in literacy and numeracy integration. Instructors work with instructional coaches to update curriculum to align with the common core standards and participate in Professional Learning Communities within the building and with other CTE teachers in the same content area.

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

Instructors have identified a need for learning strategies for improving communication with parents and community involvement. This area will be incorporated into the Professional Development plan.

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.

Professional development activities are chosen based on the student achievement goals of the school, current initiatives, and surveys of instructors needs. Professional development is provided by the Technical Assistance Program, through Perkins funding, and workplace visits. Instructional coaches assist instructors in implementing new methods. We currently have a CTC-wide literacy integration program and are implementing the Danielson Framework for Teacher Effectiveness. All teachers are required to participate in academic integration planning and delivery with the instructional coaches. Instructors are given specific lesson assignments to implement in their classes. Lesson plan samples are provided illustrating Distinguished and Proficient plans. Coaches assist them in development and delivery, providing feedback to ensure proper implementation. Instructors submit reflections on lessons along with lesson plans. Instructors also participate in sharing sessions so that colleagues can share successful practices. Administrative observations and artifacts for evaluation will be based on the professional development topic.

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 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.

The importance of supporting new career and technical education teachers will be emphasized as a component of the induction program provided by the Intermediate Unit. The FCCTI Induction/Mentoring Program will be designed to improve teacher excellence, teacher retention, and ultimately student achievement. The plan will address the need for mentors to be screened and selected (through a committee selection process), assigned during the first days of hire and work with the inductee throughout the school year, well trained as to their role, expectations, listening ability, and willingness to give time to the new teacher. Also, the mentors need to match with their mentees in content knowledge by program or cluster. The Induction Coordinator will ensure the selected characteristics are addressed for each inductee.

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

The Standards Aligned System website will be addressed during a professional development session. Instructors will be briefed on resources materials available in their content area.

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.
- Knowledge of successful research-based instructional models.
- NOCTI and Industry-Certification

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

The educator induction committee will outline specific competencies measured during the induction process. The needs assessment will include data from multiple perspectives. The committee will identify areas of concern and an action plan will be completed and implemented for the inductee.

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

The committee will review the introduction of an inductee portfolio in the future. Information collected from previous induction programs will be evaluated and implemented as gathered.

Mentor Characteristics

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

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

The educator induction team will have a pool of candidates in each career cluster who met the above criteria. This group of teachers will be well-trained and versed to ensure the inductee a successful transition from industry to education.

Induction Program Timeline

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

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The FCCTI Induction Program will be evaluated annually by the committee. Participant feedback data will be analyzed and revisions will be implemented to continually improve the program. The data will be gathered by the following means; survey of participants and committee members, individual interviews with inductees and observation by Administration.

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 provides 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 Administrator on the Application for Level 2
 Certification.

Data Walkthrough

Performance Expectations

In order to meet our mission, the career and technology institute evaluates its effectiveness by a variety of measures that include both academic and technical skills, as well students' transition beyond high school. Academic achievement is measured by student performance on the Keystone exams given at the students' sending school; whereas, career and technical education achievement is measured by student performance on the NOCTI exam or other Pennsylvania Department of Education approved test. Students are also expected to earn industry credentials and complete all competencies in their programs to earn postsecondary credits. As our mission is to transition students to the workplace or postsecondary school, student follow-up indicators are a key factor in our effectiveness.

The Pennsylvania Department of Education invests funds in career and technical education to build a workforce that meets the demands of the current labor market. Through the department our school receives vocational subsidies and Perkins IV funding that makes up 25% of our total revenues. With this investment in our school come performance expectations that are defined in the Perkins IV legislation. The Perkins indicators include state expectations for reading, math, and technical skill attainment, as well as graduation, completion, and job placement. Other indicators include nontraditional enrollment and completion rates. Table 1 compares the state goals and to the FCCTI 2011-12 performance and identifies the area in which we need to improve [Note that Perkins indicators are reported two years behind the current year]. Our greatest challenges are reading and job placement. The non-traditional participation for the 2011-12 year dipped, however, our percentage has already increased for the 2013-14 school year.

For each of the last two years, the state has decreased the expectations for reading (63 to 44) and math (57 to 30). Even with the lower expectation, FCCTI is still falling behind in reading skill. The expectations are expected to increase again over the next few years.

Tak	ole 1:	Perkins IV	Expectati	ons and	FCCTI F	Performance
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	Reading Skills	Math Skills	Technical Skills	Student Diploma	Graduation Rate	Placement	Non-traditional Participation	Non-traditional Completion
State Goal	44	30	72	95.5	94.5	97	17.5	12.5
FCCTI 2011-12	39.13	33.04	86.73	96.35	95.65	86	13.4	19.28
	-4.87	3.04	14.73	0.85	1.15	-11	-4.1	6.78

Table 2: Reading Skill Four-Year Performance by Program

Reading Assessment 4-Year Performance Percentage Advanced and Proficient by Program							
	08-09	09-10	10-11	11-12			
Agriculture	0.0	33.3	6.7	66.7			
Auto Body	0.0	100.0	20.0	0.0			
Auto Mechanics	0.0	0.0	40.0	30.0			
Building Trades	40.0	50.0	0.0	40.0			
Carpentry	20.0	0.0	20.0				
Cosmetology	0.0	0.0	53.8	25.0			
Culinary Arts	33.3	0.0	25.0	38.5			
Diesel	40.0	0.0	0.0	50.0			
Electrical	30.0		33.3	40.0			
Graphics	20.0	14.3	23.1	57.1			
Health	10.0	20.0	31.3	30.0			
HVAC		0.0	0.0	0.0			
Information Technology	75.0	50.0	100.0	16.7			
Machine Production	71.4	75.0	66.7	0.0			
Masonry	33.3	50.0	0.0	55.6			
Travel	0.0	0.0					
Welding	20.0	25.0	16.7	30.0			
Total	25.0	20.3	27.6	39.1			

Table 3: Math Skill Four-Year Performance by Program

Math Skill Assessment 5-Year Trend Percentage Advanced and Proficient by Program					
	08-09	09-10	10-11	11-12	
Agriculture	0.0	16.7	0.0	50.0	
Auto Body	0.0	0.0	0.0	33.3	
Auto Mechanics	25.0	0.0	60.0	40.0	
Building Trades	20.0	0.0	0.0	33.3	
Carpentry	20.0	33.3	0.0		
Cosmetology	0.0	0.0	38.5	0.0	
Culinary Arts	33.3	0.0	0.0	23.1	
Diesel	20.0	0.0	25.0	0.0	
Electrical	0.0		33.3	40.0	
Graphics	20.0	14.3	15.4	35.7	
Health	0.0	0.0	18.8	30.0	
HVAC		0.0		100.0	
Information Technology	50.0	0.0	50.0	33.3	
Machine Production	85.7	75.0	33.3	66.7	
Masonry	0.0	0.0	0.0	22.2	
Travel	0.0	25.0			
Welding	20.0	25.0	16.7	20.0	
Total	18.5	14.1	17.7	33.04	

Academic Skill Attainment

Academic skill attainment is measured by our students' performance on the Keystone/PSSA exams given at their sending school. The sending schools report students' results that are listed in Table 2 and Table 3. Over the past four years, the FCCTI has had noticeable improvement with 57 percent increase in reading and 159 percent increase in math. Even with these increases, our scores are considerably low. To meet the needs of employers, we need to ensure that our students are proficient in reading and math.

Technical Skill Attainment

Technical skill attainment is measured by three indicators that include end-of-program assessments, SOAR certificates earned and industry credentialing. The FCCTI has had significant increases in end-of-program technical assessment over the past five years. As described in Table 4, only 56 percent of students were passing the exams in 08-09, but for the past two years we have a pass rate of 86%. These scores include program specific NOCTI exams and NIMS exams for the Machine Production students.

Table 4: Technical Skill Five-Year Performance by Program

Technical Skill Assessment 5-Year Performance Percentage Advanced and Competent by Program					
	08-09	09-10	10-11	11-12	12-13
Agriculture	0.0	0.0	0.0	90.9	56.0
Auto Body	28.6	60.0	100.0	100.0	88.0
Auto Mechanics	25.0	16.7	60.0	50.0	60.0
Building Trades	50.0	100.0	60.0	100.0	100.0
Carpentry	0.0	50.0	25.0		
Cosmetology	25.0	25.0	100.0	100.0	94.0
Culinary Arts	50.0	75.0	83.3	70.0	60.0
Diesel	83.3	50.0	66.7	50.0	75.0
Electrical	58.4	100.0	100.0	88.9	100.0
Graphics	33.3	40.0	42.9	81.8	85.0
Health	90.9	88.9	92.9	100.0	100.0
HVAC		50.0			
Information Technology	40.0	50.0	100.0	75.0	100.0
Machine Production	83.3	71.4	25.0	100.0	0.0
Masonry	66.7	50.0	33.3	100.0	100.0
Travel	66.7	66.7			
Welding	75.0	100.0	84.2	100.0	75.0
Total	56.0	55.3	67.3	86.5	86.0

SOAR certificates are earned by students who complete all of the competencies included in the state-approved Program of Study and achieve a competent or advanced score on the end-of-program assessment. The SOAR certificate entitles the students to receive postsecondary credits for their technical training at the CTI. Last year 14 seniors from one FCCTI program received SOAR certificates. This low number is the result of students not completing their competency list.

Industry credentials are earned by students who pass an exam determined by industry association or licensing board. The credentials are either program specific or general for all students, referred to as value-added. For example, the Welding students can earn a program-specific certificate from the American Welding Society and a value-added safety certificate from OSHA; the Cosmetology students can earn a Cosmetologist license from the state board of cosmetology and a value-added safety certificate from OSHA. Table 5 and Table 6 list credentials earned by program.

Table 5: Value-added Credentials

Value-Added				
Industry Recognized C	redentials Earned			
		2010-11	2011-12	2012-13
Agriculture 01.0301				
	Forklift	0	4	1
	Adult CPR/AED			1
Auto Body 47.0603				
	MACS 609	0	4	10
Auto Mechanic 47.0604				
	Automotive Hydraulic Lift	0	8	0
Information Technology 15	.1202			
	IC3 Certification	5	4	8
	IC3 Global Standard	3	4	0
	OSHA	2	4	5
Machine Tool 48.0501				
	Forklift			2
Health/ Medical Assisting 5	1.0899			
	Adult CPR/AED	13	10	19
Medium/Heavy Truck Tech	47.0613			
	Forklift	0	1	0
Electrical 46.0399				
	OSHA 10	3	10	0
Masonry 46.0101				
	Forklift	3	3	1
	OSHA	3	8	1
Welding Tech 48.0508				
-	Forklift	3	8	8
	OSHA	11	0	0
Total Certifications Earned		46	68	56

Table 6: Program Specific Credentials

Program-Specific				
Industry Recognized Cr	edentials Earned	2010 11	2014 12	2012 12
		2010-11	2011-12	2012-13
Agriculture 01.0301	5			
	Pesticide Handling	0	0	0
Auto Body 47.0603		_	_	_
	I-Car Welding	2	0	0
Auto Mechanic 47.0604				
	Automotive Service Excellence			11
Building Construction 46.999	9			
	NCCER Core	3	15	12
Information Technology 15.1	202			
	A+ Certification	0	0	0
Commercial Art and Design 5	9.0402			
G	Print Ed	4	0	0
Machine Tool 48.0501				·
	NIMS Measurement, Materials,			
	and Safety	4	2	10
	NIMS Level I CNC Milling		2	5
	NIMS Level I CNC Turning		2	6
	NIMS Machining Manual Drill Press	1	2	8
	Operations	_	2	0
	NIMS Turning and Chucking	2	2	0
	NIMS Manual Milling	4	2	0
Cosmetology 12.0401	Wilvis Warraar Willing			
Cosmetology 12.0401	Licensed Cosmetologist	4	3	2
	Nail Technician	3	0	0
Health / Madical Assisting [1		3	0	0
Health/ Medical Assisting 51.	Certified Nurse Aide	9	11	18
Culinamy Arts 12 0500	Certified Nurse Aide	9	11	10
Culinary Arts 12.0508	Comicata	2	2	6
	ServSafe	3	2	6
Medium/Heavy Truck Tech 4		0	0	_
	Automotive Service Excellence	0	0	5
Electrical 46.0399		_		
	NCCER Core	6	15	20
	NCCER Level 1 Electrical	6	3	19
Masonry 46.0101				
	NCCER Core	3	8	16
	NCCER Level 1 Masonry		7	0
Welding Tech 48.0508				
	NCCER Core	17	14	31
	AWS	13	9	21
Total Certifications Earned		96	107	190

Student Transition

FCCTI conducts a follow-up study of graduates to determine the extent to which we are meeting our mission. Results of the last two studies indicate that the percent of completers that are either employed or attending a postsecondary institution are 95 present for 2011 and 86 percent for 2012. The percentage of students either working in another field of study or not working is 40 percent for 2011 and 43 percent for 2012, as shown in Figure 1. The percentage of students enrolling in postsecondary institutions was 16 percent and 22 percent.

Last year 47 percent said they were required to take remedial reading courses and 53 percent were required to take math courses. 95% of students surveyed said they would recommend FCCTI to other students. Yet only 37.64 said that FCCTI was helpful in their finding a job.

2011 Follow-up Results 6% 16% 35% 40% 38% 5% ■ Employed in Field ■ Postsecondary ■ Millitary ■ Employed Out of Field ■ Unemployed 2012 Follow-up Results 22% 29% 43% 35% 14% ■ Employed in Field ■ Postsecondary ■ Millitary ■ Employed Out of Field ■ Unemployed

Figure 1: Placement for 2011 and 2012 Based on Follow-up Studies

Needs Assessment Summary

CTC Accomplishments

Accomplishment #1:

NOCTI scores have improved by 30% over the past four years to surpass state expectations.

Accomplishment #2:

Industry certifications earned by students has increased by 80% over the last four years.

Accomplishment #3:

Reading and Math achievement is increasing every year.

Accomplishment #4:

Enrollment and completion of non-traditional students meets state expectations.

CTC Concerns

Concern #1:

Reading achievement are scores below state expectations.

Concern #2:

All CTE programs are not earning industry certifications.

Concern #3:

Most programs are not completing the Programs of Study so that students can receive articulated credits through the State Articulation Agreement.

Concern #4:

A large percentage of graduates are working out of their program field.

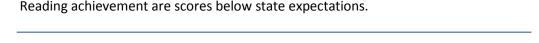
Concern #5:

Only 22% of graduates are enrolled in a post-secondary program.

Prioritized Systemic Challenges

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

Aligned Concerns:



All CTE programs are not earning industry certifications.

Most programs are not completing the Programs of Study so that students can receive articulated credits through the State Articulation Agreement.

Systemic Challenge #2 (System #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:

A large percentage of graduates are working out of their program field.

Only 22% of graduates are enrolled in a post-secondary program.

Systemic Challenge #3 (System #10) Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

Aligned Concerns:

Reading achievement are scores below state expectations.

All CTE programs are not earning industry certifications.

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Related Challenges:

- Establish a system within the school that fully ensures professional development
 is based on sound research and promising practices, is focused on the needs of
 professional employees is comprehensive and is implemented with fidelity in
 order to meet the specific needs of students.
- 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: Complete Program of Study competency lists.

Specific Targets: 70% of program concentrators will complete the POS each

year.

Type: Annual

Data Source: Reading achievement scores.

Specific Targets: 20% increase in reading proficiency by the end of three year

plan.

Type: Annual

Data Source: Industry credentials earned.

Specific Targets: All programs will have students earning industry credentials

each year.

Strategies:

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement.

(Source: http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)

Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_0
22212.pdf)

SAS Alignment: Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches).

(Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.p df)

SAS Alignment: Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement.

(Source: http://www.k12hsn.org/files/research/Technology/ISTE policy brief student achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculummapping: http://en.wikipedia.org/wiki/Curriculummapping

SAS Alignment: Standards, Materials & Resources

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and

Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Differentiated Instruction: Effective classroom practices

report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite note-33;

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary

Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021 809.pdf Differentiated Instruction

Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability

Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Reading Across the Curriculum

Description: While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.p

SAS Alignment: Instruction

Authentic Literacy

Description: The National Research Center for Career and Technical Education determined that student resistance to reading decreased when they understood the purpose to complete the reading or were more actively engaged with the assignment. By combining reading with an activity, the students are able to be more interactive. In doing so, the students gained a deeper understanding of the highly technical terminology which is prevalent CTE texts. Using reading strategies can help students develop the disciplinary literacy skills needed in their field. By supplementing readings with activities, teachers saw an improvement in grades and in the quality of students' work. CTE classrooms require students to read highly technical and diverse texts that can often be daunting to struggling readers. By implementing literacy strategies, these texts can become manageable for students.

http://www.nrccte.org/resources/studies/authentic-literacy-applications-cte-helping-all-students-learn

SAS Alignment: Instruction

21st Century Skills

Description: An examination of the 21st-century skills defined by industry and business leaders reveals that neither pure academic knowledge nor basic technical skills alone will give many students the capacity to excel in college, careers and civic life. To be ready for tomorrow, young people must be able to use their minds *and* their hands. Employers are eager to find employees who can solve problems, think critically, analyze data and communicate effectively. Outstanding CT programs can help equip any student with 21st-century skills by making assignments that engage students in linking academic content with authentic experiences, resulting in deeper understanding and retention.

http://publications.sreb.org/2009/09V20 Ready for Tomorrow.pdf

http://www.casel.org/library/2013/12/5/aligning-preschool-through-high-school-social-and-emoonal-learning-standards

SAS Alignment: Standards, Safe and Supportive Schools

Implementation Steps:

Develop curriculum map and curriculum units

Description: Instructors will map their Program of Study competencies by level to ensure that all competencies are included in the course. They will align competencies with the related common core standards, industry credential tasks, and NOCTI competencies. The instructors will develop unit plans following the SREB 21st Century Skills format.

Start Date: 1/16/2014 End Date: 5/29/2015 Program Area(s): Professional Education

Supported Strategies:

• Substantial Professional Development

Curriculum Mapping

Fully implement literacy integration strategies across all programs.

Description: Instructors will continue to use embedded disciplinary literacy strategies following the MAX teaching model. The instructional coach will assist instructors with lesson plan development to ensure the model is being followed correctly. The coach will model strategies and observe instructors to provide feedback. Instructors will share successful lessons and strategies in small group sessions. Completed lesson plans will be submitted and student work will be reviewed, followed-up with classroom observations by administration.

Start Date: 8/25/2014 **End Date:** 6/3/2016

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Instructional Coaching
- Substantial Professional Development
- Reading Across the Curriculum
- Authentic Literacy

Establish an electronic competency tracking system

Description: Integrate a competency tracking system with the grading system so that teachers can keep an on-going record of student progress. This system will also be accessible to support personnel, parents and administrators.

Start Date: 8/1/2014 End Date: 6/9/2017 Program Area(s): Educational Technology

Supported Strategies:

 Technology Infrastructure Enhancement/Technology Access and Training Increase

Incorporate interpersonal skill standards into curriculum

Description: As part of the curriculum development process, instructors will incorporate interpersonal skill standards into each unit. They will receive professional development on instructional strategies and develop lesson plans. The interpersonal skills will provide improve students success in the workplace.

Start Date: 8/18/2015 End Date: 6/3/2016 Program Area(s): Professional Education

Supported Strategies:

21st Century Skills

Goal #2: Establish a system within the school that fully ensures that students receive support in order to increase students' transition to post-secondary school or to employment in their field of study.

Related Challenges:

- Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.
- 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: Follow-up survey of graduates.

Specific Targets: An increase in the percent of graduates that are employed in their field of study or enrolled in post-secondary school.

Type: Annual

Data Source: SOAR certificates earned by students.

Specific Targets: An increase in the percent of students who earn SOAR certificates by completing competency lists and passing the end-of-program assessment.

Strategies:

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement.

(Source: http://www.k12hsn.org/files/research/Technology/ISTE policy brief student achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculummapping-research; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculummapping

SAS Alignment: Standards, Materials & Resources

21st Century Skills

Description: An examination of the 21st-century skills defined by industry and business leaders reveals that neither pure academic knowledge nor basic technical skills alone will give many students the capacity to excel in college, careers and civic life. To be ready for tomorrow, young people must be able to use their minds *and* their hands. Employers are eager to find employees who can solve problems, think critically, analyze data and communicate effectively. Outstanding CT programs can help equip any student with 21st-century skills by making assignments that engage students in linking academic content with authentic experiences, resulting in deeper understanding and retention. http://publications.sreb.org/2009/09V20 Ready for Tomorrow.pd f

http://www.casel.org/library/2013/12/5/aligning-preschool-through-high-school-social-and-emoonal-learning-standards

SAS Alignment: Standards, Safe and Supportive Schools

Dual Enrollment Opportunities

Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

Social and Emotional Wellness Programs

Description: WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students.

(Source: http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0)

SAS Alignment: Safe and Supportive Schools

Pathways to Prosperity

Description: According to the Harvard Graduate School of Education report, Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century report, roughly half of all young Americans arrive in their mid-twenties without the skills or labor market credentials essential for success in today's increasing demanding economy. A reason is the nation's overreliance on a single four-year college pathway to help young people make the transition from high school to working life. The report calls for an intensive effort from employers, educators, and government and nonprofit leaders to build pathways that link work and learning and are aligned with labor market demand. These pathways are based on a system of grades 9-14 career pathways that combine high school and community college. Such pathways are intended to launch young people into initial careers, while leaving open the prospect of further education. The foundational building block of the Pathway to Prosperity career pathway is integrating high school and collegelevel work—for example, a career academy or comprehensive program of study that includes all requirements for completion of a high school diploma and a postsecondary credential with value in the labor market. http://www.gse.harvard.edu/news_events/features/2011/Pathways_ to Prosperity Feb2011.pdf

SAS Alignment: Safe and Supportive Schools

Work-based Learning (WBL)

Description: The National Research Center for Career and Technical Education identifies the value of value of WBL as an instructional strategy to better prepare students for college and the

workforce. http://www.nrccte.org/resources/publications/work-based-learning-opportunities-high-school-students

SAS Alignment: Instruction, Materials & Resources

Career Guidance and Counseling

Description: The NRCCTE's longitudinal, field-based studies of programs of study/career pathways were designed in part to explore the role of career guidance and counseling in helping students stay engaged in school, achieve academically and technically, and make successful transitions to postsecondary education and careers. http://www.nrccte.org/core-issues/career-guidance-counseling

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Develop curriculum map and curriculum units

Description: Instructors will map their Program of Study competencies by level to ensure that all competencies are included in the course. They will competencies with the related common core standards, industry credential tasks, and NOCTI competencies. The instructors will develop unit plans following the SREB 21st Century Skills format.

Start Date: 1/16/2014 **End Date:** 5/29/2015

Program Area(s): Professional Education

Supported Strategies:

Curriculum Mapping

Establish an electronic competency tracking system

Description: Integrate a competency tracking system with the grading system so that teachers can keep an on-going record of student progress. This system will also be accessible to support personnel, parents and administrators.

Start Date: 8/1/2014 End Date: 6/9/2017 Program Area(s): Educational Technology

Supported Strategies:

 Technology Infrastructure Enhancement/Technology Access and Training Increase

Create partnerships with post-secondary schools to increase dual enrollment opportunities

Description: Establish dual enrollment programs such as the Advanced Technology Academy at Westmoreland County Community College to provide dual enrollment courses at FCCTI.

Start Date: 1/17/2014 **End Date:** 6/9/2017

Program Area(s): Student Services

Supported Strategies:

- Dual Enrollment Opportunities
- Pathways to Prosperity
- Career Guidance and Counseling

Improve work-based learning opportunities for students

Description: Increase business partnerships to provide a work-based learning (WBL) opportunity for all students. Students will participate in job shadowing or field trips earlier in program to make sure students are in the right career choice. More students will have WBL opportunities and follow an established training plan. Recommendations from the National Research Center for Career and Technical Education will be followed for WBL. Apprenticeship programs will also be developed.

Start Date: 8/18/2014 **End Date:** 6/9/2017

Program Area(s): Student Services

Supported Strategies:

Pathways to Prosperity

Work-based Learning (WBL)

Strengthen instructor partnerships with industry

Description: Instructors will update their technical skills with work site visits and have more guest speakers and demonstrations from industry representatives.

Start Date: 8/25/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

Pathways to Prosperity

Incorporate interpersonal skill standards into curriculum

Description: As part of the curriculum development process, instructors will incorporate interpersonal skill standards into each unit. They will receive professional development on instructional strategies and develop lesson plans. The interpersonal skills will provide improve students success in the workplace.

Start Date: 8/18/2015 End Date: 6/3/2016 Program Area(s): Professional Education

Supported Strategies:

Social and Emotional Wellness Programs

• 21st Century Skills

Develop a system to maintain contact with graduates

Description: FCCTI receives many requests for skilled workers that they cannot fill, mostly because we can't get in touch with graduates. An effective system to contact students will be developed.

Start Date: 7/1/2014 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

Career Guidance

Appendix: Professional Development Implementation Step Details

#1 Establish a system within the school that fully

LEA Goals Addressed: #2 Esta ensures increas			dards tuden stabli ures t ease s	s-aligned of its. ish a systo hat stude students'	implementation of academic curricula across all classrooms for em within the school that fully nts receive support in order to transition to post-secondary school n their field of study.	Strategy #1: Substantial Professional Development Strategy #2: Curriculum Mapping					
Start 1/16/2014	End 5/29/2015	Develop cuand curricu		ım map	Description Instructors will map their Program of Study competencies by level to ensure that all competencies are included in the course. They will competencies with the related common core standards, industry credential tasks, and NOCTI competencies. The instructors will develop unit plans following the SREB 21st Century Skills format.						
	Person	SH	S	EP	Provider		Туре	App.			
	Responsible Cindy Shaw	4.0	4	16	SREB		Association	Yes			
	Knowledge	Curricul	ım alig	nment							
	Supportive Research	SREB 21st Century Skills									
	Designed to A	·									
	Training Form	at School	Whole	Group Prese	entation						
	Participant Roles		aff	chers st. Principals e Personnel	Grade Levels		High (grades 9-1	2)			

Joint planning period activities Embedded coaching Evaluation Methods

Review of participant lesson plans Portfolio Student competency completion data

LEA Goals Addressed:

#1 Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Strategy #1: Instructional Coaching
Strategy #2: Substantial Professional

Development

Strategy #3: Reading Across the Curriculum

Strategy #4: Authentic Literacy

Start 8/25/2014	End 6/3/2016	Title Fully implement literacy integration strategies across all programs				Description Instructors will continue to use embedded disciplinary literacy strategies following the MAX teaching model. The instructional coach will assist instructors with lesson plan development to ensure the model is being followed correctly. The coach will model strategies and observe instructors to provide feedback. Instructors will share successful lessons and strategies in small group sessions. Completed lesson plans will be submitted and student work will be reviewed, followed-up with classroom observations by administration.				
	Person Res Cindy Shaw	ponsible	SH 1.0	S 14	EP 14	Provider Fayette County CTI	Type School Entity	App. Yes		
	Knowledge Supportive	te	esearch chnical	ng comprehension, motivation to re						
	Research Designed to A				<u> </u>	lum integration.				

For classroom teachers, school counselors and education specialists:

attention given to interventions for struggling students.

For school and district

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

Increases the educator's teaching skills based on research on effective practice, with

administrators,

Training Format	School Whole Group Presentation Department Focused Presentation Professional Learning Communities							
Participant Roles	Classroom teachers New Staff	Grade Levels	High (g	rades 9-12)				
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities	Evaluation Me	thods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans Written reflection				

LEA Goals Addressed: #1 Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

#2 Establish a system within the school that fully ensures that students receive support in order to increase students' transition to post-secondary school or to employment in their field of study.

Strategy #1: 21st Century Skills

Start 8/18/2015		Titl orate interp ds into cu	ersonal	skill	skill standards into each unit. The	opment process, instructors will incorporate inter hey will receive professional development on inst plans. The interpersonal skills will provide improv ace.	tructional
	Person Responsible	e SH	S	EP	Provider	Туре	App.
	Cindy Shaw	1.0	4	16	SREB	Non-profit Organization	Yes

Knowledge	Instructional strategie	es					
Supportive Research	21st century skills and	d SEL					
 Designed to Accomp	lish						
For classroom tea counselors and ed specialists:	•	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.					
For school and dis administrators, an seeking leadershi	d other educators						
Training Format	Series of Workshops						
Participant Roles	Classroom teachers Other educational sp	pecialists	Grade Levels	High (grades 9-	12)		
Follow-up Activities	area lesson impleme	and sharing of content- entation outcomes, with enistrator and/or peers eting	Evaluation Me	thods	Review of participant lesson plans		

1/16/2014	End 5/29/2015	Develop curriculur		_	ip and	Description Instructors will map their Program of Study competencies by level to ensure that all competencies are included in the course. They will competencies with the related common core standards, industry credential tasks, and NOCTI competencies. The instructors will develop unit plans following the SREB 21st Century Skills format.				
	Person Res Cindy Shaw	ponsible	SH 4.0	S 4	EP 16	Provider SREB	Type App Association Yes			
						s the educator's teaching skills based on resear entions for struggling students.	ch on effective practice, with attention giver			
administrators, and other curricul						vides the knowledge and skills to think and plan strategically, ensuring that assessments, riculum, instruction, staff professional education, teaching materials and interventions for aggling students are aligned to each other as well as to Pennsylvania's academic standards.				

Strategy #1: Curriculum Mapping

#1 Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

#2 Establish a system within the school that fully ensures

LEA Goals

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Related Service Personnel	Grade Levels	High (grades 9-12)
Follow-up Activities	Joint planning period activities Embedded coaching	Evaluation Methods	Review of participant lesson plans Portfolio Student competency completion data

LEA Goals Addressed:		fully ei acadei	nsure mic st	s con: andar	sistent ds-alig	ithin the school that implementation of gned curricula across udents.	Strategy #1: Technolo Enhancement/Techno Training Increase			
Start	End		Title	9		Description				
8/18/2014	8/18/2014 6/10/2017		techn	ology s	kills	Instructors will receive training in using technology resources and integrating technology in to their instructional practice.				
	Person Respo Cindy Shaw	onsible	SH 4.0	S 6	EP 16	Provider Fayette County Career 8	& Technical Institute	Type School Entity	App. No	
	Knowledge	Inst	ructors	s and st	aff will b	e able to use email, office pr	o engage learners and differen roductivity software, and the s		ing	
	Supportive Research	kno	database more efficiently. Technological Pedagogical Content Knowledge (TPACK) is a framework to understand and describe the kinds of knowledge needed by a teacher for effective pedagogical practice in a technology enhanced learning environment.						kinds of	

Designed to Accomplish

For classroom teachers, school counselors and education

specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Empowers educators to work effectively with parents and community partners.

Provides leaders with the ability to access and use appropriate data to inform decisionmaking.

Training Format

Series of Workshops Online-Asynchronous

Participant Roles	Classroom teachers School counselors Classified Personnel	Grade Levels	High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring Joint planning period activities	Evaluation Meth	classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

post-secondary school or to employment in their field of study. **Description** Start End Title Strengthen instructor 8/25/2014 6/30/2017 Instructors will update their technical skills with work site visits and have more partnerships with industry guest speakers and demonstrations from industry representatives. **Person Responsible EP Provider** SH Type App. Cindy Shaw 0.8 1 For Profit Business representatives No Company Occupational skill development Knowledge **Supportive** PDE skill standards Research **Designed to Accomplish** For classroom teachers, school Enhances the educator's content knowledge in the area of the educator's certification or counselors and education assignment. specialists: For school and district Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. administrators, and other educators seeking leadership roles: **Training Format** Offsite Conferences **Participant Roles Grade Levels** High (grades 9-12) Classroom teachers **Follow-up Activities**

Strategy #1: Pathways to Prosperity

#1 Establish a system within the school that fully ensures that students receive support

in order to increase students' transition to

Journaling and reflecting

LEA Goals Addressed:

Evaluation Methods

Portfolio

LEA Goa Addresse	consisted consisted contents. Solish a solish a students contents	tent ir ed cu systen udents its' tra	mplemei irricula a n within s receive ansition	the school that fully ntation of academic across all classrooms for the school that fully e support in order to to post-secondary schoold of study.	Strategy #1: Social and Emotional Wellness Programs Strategy #2: 21st Century Skills			
Start 8/18/2015		Tit orate inter rds into c	rpersoi		skill standards into each unit. T	lopment process, instructors will incorporate interpersonal They will receive professional development on instructional plans. The interpersonal skills will provide improve ace.		
	Person Responsible Cindy Shaw	SH 1.0	S 4	EP 16	Provider SREB	Type App. Non-profit Organization Yes		
	Knowledge Supportive Research	Instruction 21st cent		ategies. Is and SEL	-			
-	Perigned to Accomp For classroom tea counselors and e specialists:	achers, sc	chool	Enhanc assignm		edge in the area of the educator's certification or		
	For school and di administrators, ar educators seeking roles:	d other	hip	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				
	Training Format	Series of	f Works	shops				
	Participant Roles	Classroo Other ed		hers nal specia	Grade Lev	rels High (grades 9-12)		

Follow-up Activities

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

Evaluation Methods

Review of participant lesson plans