FAYETTE COUNTY CAREER & TECHNICAL INSTITUTE
175 Georges Fairchance Road
Comprehensive Plan | 2021 - 2024

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LEA Profile

The Fayette County Career and Technical Institute (FCCTI) is a part-time career and technology center located in Uniontown, Pennsylvania. The 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 2020-2021 school year is 617 students—34% from Albert Gallatin, 15% from Brownsville, 22% from Laurel Highlands, and 30% from Uniontown. Enrollment has decreased 8% over the last three years. The school offers 17 career and technical programs in manufacturing, construction, agriculture, information technology, health, and service career clusters.

The FCCTI's special student population groups include IEP, nontraditional, and economically disadvantaged students. Of the 617 students who attend the technical institute, approximately 224 or 36% 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 10% 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 61% percent of the total student population is considered economically disadvantaged.

The FCCTI is part of the Westmoreland-Fayette Workforce Investment Area. The overall unemployment rate for Pennsylvania as of June 2021 is 6.9%, while the unemployment rate for Fayette County is higher at 8.4%. The unemployment rate for 16- to 19-year-olds in PA in April 2020 was 14%. According to PA Workstats, industries projected to produce the most jobs in the Westmoreland-Fayette area by 2028 include Healthcare and Social Assistance, Retail Trade, Manufacturing, and Accommodation and Food Services. Construction is expected to increase by about 5%, and Transportation and Warehousing positions are expected to increase by 3%. Service-providing industries represent a far greater percentage of the workforce than goods-producing industries.

The 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, apprenticeships, and clinical and internship positions. The FCCTI has over 200 members who serve on our program advisory committees. The school also receives local grants and donations.

Mission and Vision

Mission

FCCTI's mission is to prepare all students for career and post-secondary success by empowering them with high levels of technical skill, academic proficiency, and professionalism.

Vision

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

Educational Value Statements

Students

Students are expected to strive for high levels of academic knowledge and technical skills, present a solid work ethic and safety-consciousness, and understand that effective critical-thinking, problem-solving, communication, and interpersonal skills are essential to success in all aspects of life.

Staff

Staff members are expected to create opportunities for students and provide the support needed for success by working with the students, other staff members, guardians, and the business community. Staff members believe that student empowerment comes with high levels of technical skills, academic proficiency, and professionalism.

Administration

Administration is expected to lead the FCCTI to be a hub for workforce development in our area, a partner in economic growth in our region, and a source of future employees with a competitive edge in pursuing their career paths. Administrators are expected to create opportunities for students and provide the support needed for success by working with the students, other staff members, guardians, and the business community. Administration believes that student empowerment comes with high levels of technical skills, academic proficiency, and professionalism.

Parents

Parents and guardians are expected to engage with their children and school staff members to provide the support needed for student success. They are expected to instill a drive for academic success, good work values, and professionalism.

Community

Community members, including business leaders, are expected to help develop the workforce and promote economic growth in the area by cultivating student success through Occupational Advisory Committee participation and donations, and by creating opportunities for co-ops, internships, apprenticeships, and mentorships.

Other (Optional)

Post-secondary institutions are expected to develop pathways with our technical programs through curriculum coordination and articulation agreements leading to streamlined post-secondary programs/credentials culminating in employment in high-demand occupations.

Data Walkthrough

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Performance Expectations

In order to meet our mission, the Fayette County Career and Technical Institute evaluates its effectiveness by a variety of measures that include both academic and technical skills, as well as students' transition beyond high school. Academic achievement is measured by student performance on the Keystone assessments 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. With this investment in our school comes performance expectations that are defined by legislation. The Perkins indicators include state expectations for reading, math, and technical skill attainment, as well as graduation rate, completion, and job placement.

Until after the 2017-2018 school year, indicators for Perkins IV were used to evaluate the FCCTI's progress. However, on July 31, 2018, legislation updated Perkins IV to Perkins V. Due to the relative newness of the Perkins V act and disruptions from the Covid-19 pandemic, data from Perkins IV is included in this report as a supplement. Table 1 compares the state goals to the FCCTI 2017-2018 Perkins IV performance, and Table 2 shows Secondary Perkins V indicators, which establish baselines from the 2018-2019 school year. [*Note that Perkins indicators are reported two years behind the current year.*] Data is a reflection of CTE concentrators who have completed at least two courses within a single program at the FCCTI.

From either table, it is clear that our greatest challenges are in academic skills and job placement. Perkins V (Table 2) indicates that the Keystone Literature scores, at 27.41% proficiency, are over 20 points below the state goal. Likewise, the Keystone Algebra scores, at 27.46%, are nearly 15 points below the state goal. This indicates a marked decrease from the Perkins IV data (Table 1). The Follow-Up Study (labeled as Placement on Table 1 and Follow-Up Study on Table 2) is also significantly below the state goal. Lastly, Table 2 shows that technical skill attainment has fallen since the FCCTI slightly exceeded the goal during the 2017-2018 school year.

Table 1: 2019-2020 Secondary Performance Levels (Perkins IV Indicators)

	Keystone Literature	Keystone Algebra	Technical Skills	Student Diploma	Graduation Rate	Placement	Non-traditional Participation	Non-traditional Completion
State Goal	56.0	46.0	83.0	99.1	99.1	98.1	18.1	13.1
FCCTI 2017-18	42.95	36.08	83.55	98.77	98.77	90	14.84	12.95
	-13.05	-9.92	+0.55	-0.33	-.033	-8.1	-3.26	-0.15

Table 2: Secondary Perkins V Indicators – Baselines 2018-2019

CTE Student Groups	1S1 Grad Cohort	1S2 Extended Grad Cohort	2S1 Keystone Literature	2S2 Keystone Algebra	3S1 Follow-Up Survey	4S1 Non-Trad Concentrator	5S1 Recognized Credential	5S4 Technical Skill Attainment
State	94.13	96.52	50.44	41.63	92.48	15.49	66.01	84.3
Consortia	93.6	95.86	27.41	27.46	85.26	13.23	90.4	77.01
	-0.53	-0.66	-23.03	-14.17	-7.22	-2.26	+24.39	-7.29

Academic Skill Attainment

Academic skill attainment is measured by our students' performance on the Keystone assessments given at their sending schools, which is reflected in Tables 1 and 2 above. Literacy and mathematic Keystone scores from the Perkins IV data are further broken down by program in Table 3.

In Spring 2021, tenth grade CTE students were also administered the i-Ready Reading Diagnostic Test, which assessed students' skills in vocabulary, comprehension in literature, and comprehension in informational texts. Table 4 shows the breakdown of scores by program. According to the i-Ready results, of the 177 students tested, 20% scored at least one grade level below and 64% scored two or more grade levels below their current grade.

Between the Perkins data and the results from i-Ready reading diagnostic, academic attainment is a great challenge that the CTI faces. To meet the needs of employers, we need to ensure that our students are proficient in reading and math.

Table 3: 1S1 and 1S2 Academic Attainment by Program – School Year: 2017-2018

Program	Total Students*	Percent Proficient or Higher in Reading/Language Arts	Percent Proficient or Higher in Mathematics
Agriculture	7	43%	14%
Auto Body	14	14%	7%
Auto Mechanic	12	17%	8%
Building Construction	10	50%	50%
Cosmetology	15	60%	53%
Culinary	10	60%	40%
Diesel	7	14%	0%
Electrical Construction	11	64%	64%
Graphic Arts	10	70%	60%
Health Occupations	14	21%	--
	15	--	27%
HVAC	7	29%	--
	8	--	25%
Information Technology	6	67%	67%
Machine Production	8	88%	75%
Masonry	7	14%	29%
Welding	18	44%	33%

Table 4: Spring 2021 i-Ready Reading Diagnostic Scores of 10th Graders by Program

Program	Total Tested	On or Above Grade Level		One Grade Level Below		Two or More Grade Levels Below	
		Number Scored	Percentage	Number Scored	Percentage	Number Scored	Percentage
Advanced Manufacturing	5	1	20%	1	20%	3	60%
Agriculture	6	0	0%	0	0%	6	100%
Auto Body	5	1	20%	0	0%	4	80%
Auto Mechanics	5	0	0%	0	0%	5	100%
Barbering	1	0	0%	1	100%	0	0%
Building Construction	10	0	0%	2	20%	8	80%
Cosmetology	17	3	18%	3	18%	11	65%
Culinary Arts	14	4	29%	5	36%	5	36%
Diesel	13	1	8%	0	0%	12	92%
Electrical Construction	5	2	40%	1	20%	2	40%
Graphic Arts	14	2	14%	5	36%	7	50%
Health Occupations	44	11	25%	14	32%	19	43%
HVAC	8	0	0%	0	0%	8	100%
Information Technology	6	1	17%	0	0%	5	83%
Machine Production	4	0	0%	0	0%	4	100%
Masonry	3	0	0%	2	67%	1	33%
Welding	17	2	12%	1	6%	14	82%
Total	177	28	16%	35	20%	114	64%

Technical Skill Attainment

According to the Perkins V data in Table 2, the FCCTI had a 77% technical skill attainment rate during the 2018-2019 school year. This is just over 7 points *below* the state goal of 84%. The technical skill attainment rate is defined as the percentage of graduating CTE concentrators who successfully achieve competency levels at or above the competent level on the NOCTI or other PDE approved test. Despite the fact that the FCCTI is just below the state goal for technical skill attainment, the FCCTI far exceeded the goal for obtaining recognized postsecondary credentials; the consortia's rate

is 90%, while the state goal is only 66%. A recognized postsecondary credential can include any industry-recognized certification, certificate of completion of an apprenticeship, a license recognized by the State or Federal Government, or an associate or baccalaureate degree.

The FCCTI also reviewed data from the Future Ready PA Index, which is a collection of progress measures related to school and student success across the state. Table 5 breaks down PA Future Ready indicators on industry-based learning from the 2019-2020 school year. The industry-based learning indicator is the percentage of 12th graders who demonstrate at least one of the following: scored competent or advanced on NOCTI or NIMS, earned at least one industry-recognized credential, or completed a work-based learning experience. At 92.6%, the FCCTI scored just below the state goal of 96.1% on industry-based learning, but the score is above the state average of 89.6%. Furthermore, 46.3% of 12th graders scored advanced on an industry-based competency assessment, which is above the state average.

Lastly, an analysis of the 2018-19 school year showed that the Program of Study (POS) completion rate amongst seniors was at about 52%. Of the 119 seniors in the data, 62 completed 100% of their POS tasks. Advanced Manufacturing had the highest completion rate of 100% of seniors, with Cosmetology the second highest at 89%. Completion of the POS is important for articulation into postsecondary education. Taking all sources of data into consideration, the FCCTI may want to look at improving NOCTI scores and POS completion. However, as the FCCTI is exceeding industry-based learning goals and has met technical skill attainment goals in the recent past (see Table 1), this is an issue not on par with our more critical challenges in academics.

Table 5: Industry-Based Learning and Advanced on Industry-Based Competency Assessment

Industry-Based Learning	
Statewide Performance Standard	96.1%
Statewide Average	89.6%
FCCTI	92.6%
Components of Indicator for FCCTI:	
• Percent Scoring Competent or Advanced on NOCTI/NIMS	71.3%
• Percent Earned Industry-Recognized Credential	87.8%
• Percent Completed Work-Based Learning Experience	40.4%
Advanced on Industry-Based Competency Assessment	
Statewide Average	45.8%
FCCTI	46.3%

In addition to NOCTI and NIMs, industry credentials are earned by students who pass an exam determined by industry associations or licensing boards. Such credentials are program specific. Credentials that are general for all students are 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 6 lists credentials earned by programs over a six-year period. From 2014-2019, the FCCTI averaged about 300 credentials a year. However, credentials were far below average during the 2019-2020 school year due to the Covid-19 global pandemic, during which the school was remote and testing was strictly limited.

Table 6: Program Specific Industry Credentials from 2014-2020

Program Specific Industry Credentials	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Agriculture 01.0301						
OSHA Cert. Safety	6	8	16	8	13	
Auto Body 47.0603						
Automotive Service Excellence	2			10	5	
Certified Safety Inspector, CATI			2		1	
S/P2	12		11	2	4	
609 Certification					9	
Auto Mechanic 47.0604						
Automotive Service Mechanic		9	7	7	3	
Certified Safety Inspector, CATI	2	1	1	8	3	
S/P2	10		10	5	4	
Building Construction 46.9999						
PA Home Builders Association Skills	10	7	6	4	3	5
S/P2	6		29	17		
HVAC						
PA Home Builders Association Skills	12	14	4	7	10	
Flash Shield Gas Piping						15
NCCER Core	18	5	7			
S/P2	10		25			
Health/ Medical Assisting 51.0899						
BLS Healt Care Provider	16			14	20	
Personal Care Home Direct Care	6	21	14	15		
Certified Nurse Aide	17	14	12	11	16	
OSHHA Certification					22	
Machine Tool 48.0501						
NIMS Measurement, Materials, and Safety	12	13	4	2	18	4
NIMS Level I CNC Milling	2	0	0	1	5	
NIMS Level I CNC Turning	1		5	2	6	
NIMS Level I Manual Surface Grinding	0		1	1		
NIMS Manual Turning Chucking	0	3	0	2		
NIMS Manual Milling	1	2	4	7	2	
NIMS Manual Drill Press	2	4	5	3	1	
NIMS Planning, Benchwork, Layout	2	12	1	1	2	
NIMS CNC Turning, Program, Set Up	0		3	1	5	

Table 6 (Continued): Program Specific Industry Credentials from 2014-2020

Cosmetology 12.0401							
	Licensed Cosmetologist	8	13	9	11	8	
	S/P Cosmetology					20	
Culinary Arts 12.0508							
	ServSafe Manager	9	7	13	15	1	
	S/P2	10	12	37	38	29	
Diesel 47.0613							
	Automotive Service Excellence	4	11	13	15		3
	Certified Safety Inspector, CATI		1	2	5	6	
	Section 609 Certification for Refrigerant Recycling & Recovery	6	0	0			
	Certified Safety Inspector, CATII					6	
Electrical							
	NCCER Core	16	9	8			
	PA Home Builders	18	9	5	10	10	
	OSHA					7	
Information Technology 15.1202							
	MTA Windows Fundamentals	5	2	2	4	4	
	A+ Comptia	6	2	5		5	
Masonry							
	NCCER Core	8	4	7	3	19	15
	PA Home Builders	6	4	5	5	9	1
	Residential Construction Academy			5			
Welding Tech 48.0508							
	S/P2	6			21		
	NCCER Core	10	5	10		19	
	AWS – Level 1 D1.1/D1.1M: 2010		8	X	4	12	
	AWS – Level 2 D1.1/D.1.1M:2010		16	29	13	2	5
	A.S.M.E. (SMAW 6G Pipe)	2	1	X	4	10	2
	AWS – Certified Welder	17	22	29	21	10	4
Engineering Technology 15.9999							
	OSHA General Industry					2	
Graphic Arts 50.0402							
	Adobe PhotoShop					8	
Total Certifications Earned		278	239	346	297	339	54

Student Transition

FCCTI conducts a follow-up study of graduates to determine the extent to which we are meeting our mission. Results of the 2019 study, as shown in Figure 1, indicate that the percent of completers who are employed (related and unrelated), in the military, or attending a postsecondary institution is a total of 90%, which is up from 82% in 2015-16 (see Figure 2).

Notable improvements include students employed in a related field, which was 36% in 2016 and 43% in 2019; and unemployed students, which was 18% in 2016, but only 10% in 2019. The percentage of students attending a postsecondary institution, however, has gone down 2%. This is not a significant drop, but it demonstrates our need to focus on postsecondary pathways, which is part of our school mission.
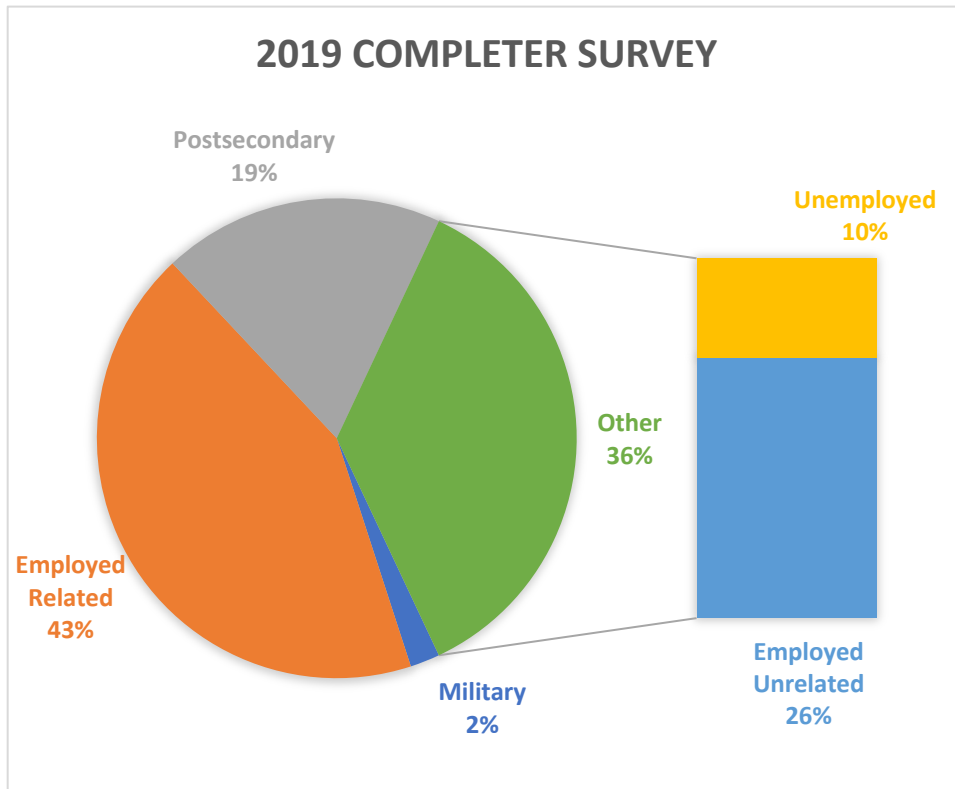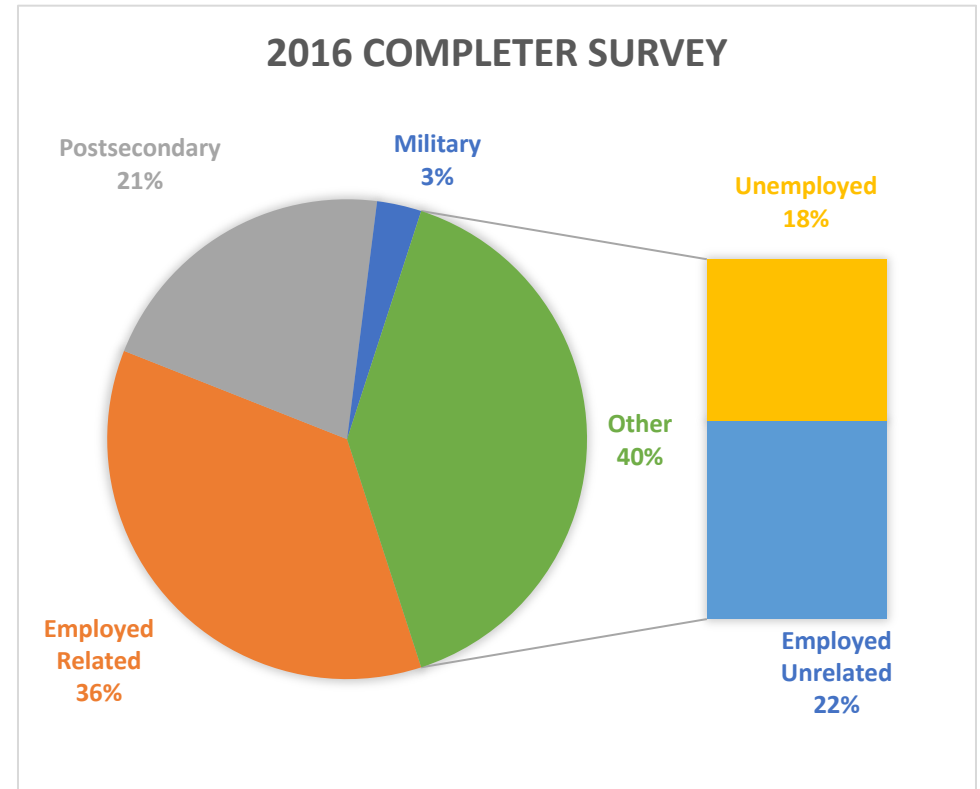
Figure 1: 2019 Completer Survey

Figure 2: 2016 Completer Survey

2019 COMPLETER SURVEY

Postsecondary 19%
Unemployed 10%
Other 36%
Employed Related 43%
Military 2%
Employed Unrelated 26%

2016 COMPLETER SURVEY

Postsecondary 21%
Military 3%
Unemployed 18%
Other 40%
Employed Related 36%
Employed Unrelated 22%

School Climate

The FCCTI conducted a school climate survey in Fall 2019. The survey included 567 sophomores, juniors, and seniors. Table 7 indicates concerns, which are responses that were rated negatively by at least 48% of respondents. A pattern emerged in the data, and most negative responses can be sorted into two categories: social emotional learning and student-teacher interactions.

Table 7: 2019 School Climate Survey – Concerns

Category	Topic	% of Negative Student Responses	# of Negative Student Responses
Social Emotional Learning	Students get into arguments when they disagree with people.	57%	323
	Students stop and think before doing anything when they get angry.	54%	305
	Students in this school are often teased or picked on.	48%	274
Student-Faculty Interactions	A counselor at this school has helped me plan for life after high school.	54%	307
	During the past 30 days, I talked about my interests or talents with a teacher or other adult in the school.	51%	287

Students generally expressed that arguing, communication about feelings, and bullying were concerns, indicating that interpersonal skills could be improved upon. Addressing these issues with a schoolwide positive behavior initiative may directly impact students' social-emotional learning skills, and indirectly affect rates of attendance, withdrawal, postsecondary acceptance, and employment.

When asked if students have discussed planning for college with a counselor, 54% disagreed with that statement. However, many of the students surveyed were sophomores and new to the school. Since the time of this school climate survey, the FCCTI has created a new Career and Transitional Counselor to assist students with career planning.

Table 8 is a list of accomplishments according to the 2019 school climate survey. Accomplishments are responses that were rated positively by at least 85% of respondents. Student responses indicate that growth mindset initiatives within the school are having an effect. Students also had positive perceptions of their programs. Most indicated that the energy was positive, they felt safe, and that the program will be useful to their futures.

Table 8: 2019 School Climate Survey – Accomplishments

Category	Topic	% of Positive Student Responses	# of Positive Student Responses
Growth Mindset	I can get smarter by working hard.	92%	524
	My teacher will help me improve my work if I do poorly on an assignment.	86%	485
	I am confident I can master the skills taught in my program.	86%	485
Program Climate	How positive or negative is the energy of your program?	87%	491
	How safe do you feel in your classes?	85%	484
	How useful do you think your program will be to you in the future?	86%	488

Program Attendance, Withdrawals, and Enrollment

Attendance and student withdrawals continue to be concerns for the FCCTI as they directly affect other indicators like skill attainment and job placement. According to the Future Ready Index (Table 9), regular attendance continues to be an issue for the FCCTI. During the 2018-2019 school year, regular attendance was at 53%, which is far below the state performance standard of 94%. Because attendance has always been a concern, the FCCTI created a committee to address the issue in the past. However, the Covid-19 pandemic disrupted the work of the committee. Going forward, the committee will reconvene to address attendance in a tiered approach.

Table 9: Future Ready PA Regular Attendance for the 2018-2019 School Year

Future Ready PA Regular Attendance	
Percent of Students with Regular Attendance at the FCCTI	52.5%
Statewide Average	85.7%
Statewide Performance Standard	94.1%

Table 10: 2018-2019 Student Withdrawals

Withdrawal During or After First Year			Withdrawal During or After Second Year			Withdrawal Senior Year			Total Withdrawals
Advanced Manufacturing	1		Advanced Manufacturing	0		Advanced Manufacturing	0		1
Agriculture	8		Agriculture	1		Agriculture	1		10
Auto Body	5		Auto Body	3		Auto Body	2		10
Auto Mechanics	2		Auto Mechanics	4		Auto Mechanics	1		7
Building Construction	4		Building Construction	2		Building Construction	3		9
Cosmetology	7		Cosmetology	2		Cosmetology	4		13
Culinary	5		Culinary	3		Culinary	1		9
Diesel	0		Diesel	3		Diesel	1		4
Electrical	4		Electrical	2		Electrical	1		7
Graphic Arts	4		Graphic Arts	2		Graphic Arts	1		7
Health Occupations	6		Health Occupations	3		Health Occupations	5		14
HVAC	3		HVAC	5		HVAC	1		9
Information Technology	0		Information Technology	2		Information Technology	3		5
Machine Production	4		Machine Production	1		Machine Production	0		5
Masonry	4		Masonry	2		Masonry	4		10
Welding	3		Welding	2		Welding	2		7
TOTAL	**60**		**TOTAL**	**37**		**TOTAL**	**30**		**TOTAL** 127

During the same 2018-2019 school year, there were a total of 127 withdrawals across all grades (Table 10). Nearly half of all withdrawals were by first year students. Health Occupations and Cosmetology had the highest withdrawal numbers during that school year. This is not unexpected, however, as both programs represent a high proportion of the student body.

Table 11 shows further analysis of the withdrawal data. Of the 127 withdrawals, 86 were because of return to high school, enrollment in a cyber program, being dropped for non-attendance, or dropping out of school. Analyzing the reasons for withdrawals helps us to see the relationships between attendance and withdrawals. The largest reasons for withdrawing are returning to high school (34%) and enrolling in a cyber program (20%). Collecting more specific data on these reasons may reveal patterns to be focused on in future action plans to improve retention. Regardless, what we currently know of attendance and withdrawals can be addressed in current action plans through attendance and positive behavior initiatives.

Table 11: Sampling of Reasons for 2018-2019 Student Withdrawals

Reasons for Withdrawals	Withdrawal during or after first year	Withdrawal during or after second year	Withdrawal during or after third year	Total by Reason
Return to High School	22	11	10	43
Cyber	17	6	3	26
Dropped for non-attendance	1	1	5	7
Dropped out of school	1	7	2	10
Total by Year	49	31	22	86

Table 12: Enrollment by Program from 2018 to 2021

Red box indicates at least 4 fewer students from previous year. Green box indicates at least 4 more students from previous year.			
Program	**2018-19**	**2019-20**	**2020-21**
Advanced Manufacturing	14	18	22
Agriculture	49	38	33
Auto Body	43	41	25
Auto Mechanics	43	34	34
Building Construction	39	32	29
Cosmetology	64	50	47
Culinary Arts	41	44	41
Diesel	42	37	35
Electrical Construction	36	34	26
Graphic Arts	50	48	42
Health Occupations	83	89	112
HVAC	25	19	29
Information Technology	23	23	27
Machine Production	23	22	23
Masonry	34	29	24
Welding	59	66	68
Total	**668**	**624**	**617**

Over the last three years, enrollment has decreased by 8% from 668 to 617 students during the 2020-21 school year. According to Table 12, the automotive and construction clusters saw cumulative drops in enrollment. Some of this may be due to the Covid-19 pandemic, which affected the 2020-21 school year, though another reason may be the staffing turnover in those programs due to retirements and resignations.

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The largest increase in program enrollment is the Health Occupations program which has introduced a pathway approach to learning. Health students begin their first year in a foundational course before choosing a career pathway including medical assistant, sports medicine, licensed practical nurse, EMT, nurse aide, and phlebotomy/EKG technician. Since introducing the pathways, Health Occupations enrollment has increased by 26% over the last three years. During the 2020-2021 school year, health students represented about 18% of the total student population.

Conclusion

Based on the data from Perkins, the Future Ready PA Index, and reports gathered at the local level, there are several areas of concern the FCCTI should focus on:
- Attendance and withdrawals
- Post-secondary transition
- Academics
- Positive behavior

The comprehensive plan includes analysis of the FCCTI's strengths and weaknesses and action plans to address the concerns.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Percent of industry-based learning is 93%.	Yes
Percent of rigorous courses of study is 76%.	Yes
According to the 2019 placement study, 90% of students had positive placement.	No
73% of students with disabilities are enrolled in rigorous courses of study and 84% of students with disabilities received industry-based learning.	Yes
There was also an improvement in attendance for students with disabilities from the 2018-19 school year to 2019-2020. The percent of students with regular attendance went from 40% to 52%.	No
i-Ready Reading Diagnostic test will allow the CTI to diagnose strengths and weaknesses in the classrooms.	No
A certified English teacher is available to assist instructors in including literacy strategies to improve reading scores.	No
A certified math teacher is available to assist instructors in including numeracy strategies to improve math scores.	No
93% of our students earned some sort of industry-based learning.	No
There was a 14% increase of industry certifications from 2017-2018 to 2018-2019.	Yes
93% of our students earned some sort of industry-based learning.	No
Partner with local businesses, community organizations, post-secondary, and other agencies to meet the needs of the school.	Yes
Align curricular materials and lesson plans to the PA Standards.	Yes
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	No
Foster a culture of high expectations for success for all students, educators, families, and community members.	No
According to the school climate survey, students believe that their teachers really care for them.	Yes

Challenges

Challenge	Consideration In Plan
Percent of students who regularly attend is 53%, and withdrawals are approximately 20%.	Yes
Percent of students who met career standards benchmark is 55%.	No
According to the 2019 placement study, only 19% of graduates entered a post-secondary institution.	Yes
127 students withdrew from programs during the 2018-2019 school year. Nearly half were sophomores.	Yes
Only 29% of students with disabilities scored advanced on industry-based competency assessments.	Yes
The consortia's baseline is over 20% below the statewide average in Keystone Literature scores.	No
The consortia is over 10% below the statewide average in Keystone Algebra scores.	No
64% of tenth graders scored two or more grades below where they should be in reading.	Yes
A math diagnostic test is needed to identify specific strengths and weaknesses of the students in the various programs.	No
During the 2017-2018 school year, the consortium's ratio for nontraditional participation was 14.84%.	No
During the 2017-2018 school year, the consortium's ratio for nontraditional completion was 13.64%.	No
The consortium's ratio for nontraditional participation during the 2017-2018 school year was 14.84.	No
The consortium's ratio for nontraditional completion was 12.95 during the 2017-2018 school year.	No
Continuously monitor implementation of the school improvement plan and adjust as needed.	No
Implement an evidence-based system of school-wide positive behavior interventions and supports.	Yes
Implement evidence-based strategies to engage families to support learning	No
According to the school climate survey, students often feel teased and bullied in our school.	Yes
According to the school climate survey, 54% of students indicated that a counselor had not helped them plan for life after high school.	Yes

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Percent of industry-based learning is 93%.	
Percent of rigorous courses of study is 76%.	
73% of students with disabilities are enrolled in rigorous courses of study and 84% of students with disabilities received industry-based learning.	
There was a 14% increase of industry certifications from 2017-2018 to 2018-2019.	
Partner with local businesses, community organizations, post-secondary institutions, and other agencies to meet the needs of the school.	Our rapport with the community can help us improve our post-secondary numbers. Through job shadowing, co-op opportunities, and guest speakers, students can learn about possible post-secondary pathways available within their fields. Many of our post-secondary partners also offer articulation agreements and opportunities to earn college credits.
Align curricular materials and lesson plans to the PA Standards.	The FCCTI has many tools that instructors can use to influence reading scores. Some of the tools include an academic facilitator, POS and PA Common Core crosswalks, MAX Teaching guides, and lesson planning resources geared towards literacy.
According to the school climate survey, students believe that their teachers really care for them.	The rapport students have with their instructors can positively influence many of the FCCTI's challenges, including bullying, attendance/withdrawals, and post-secondary numbers. Instructors can be a safe person whom students can talk to about their feelings or issues. Students who feel safe and who are motivated by their instructors are more likely to remain in the program and can be mentored into post-secondary pathways.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Percent of students who regularly attend is 53%, and withdrawals are approximately 20%.	Withdrawals and attendance may be connected. Of the 127 students who withdrew during the 2018-2019 school year, 7 were from non-attendance (5%) and 10 (8%) were from dropping out of school, indicating a link between attendance and withdrawals. Of the same 127 students, 43 (34%) returned to high school and 26 (20%) changed to a cyber school. Nearly half of the students who withdrew were first year students. Students who are not placed in a program that suits them are more likely to miss or withdraw.	Yes	Improve attendance and the withdrawal rate of students who return to high school, enroll in cyber school, are dropped due to non-attendance, and drop out of school, which made up about 68% of withdrawals during the 2018-19 school year. Ensuring that students are placed in an appropriate program may improve attendance issues and withdrawals. Appropriate placement includes evaluating that the students have a genuine interest in the program and that they understand the academic requirements. Since over half of the withdrawals from 2018-2019 were due to students returning to the sending school or enrolling in a cyber school, developing a system that documents why students are making those choices may also be useful.
According to the 2019 placement study, only 19% of graduates entered a post-secondary institution.	Of the 119 seniors that graduated in 2019, only 62 (52%) completed 100% of their Program of Study task list. Since students need to complete 100% of their POS to earn SOAR/articulation credits, this may affect post-secondary enrollment. Furthermore, according to Perkins V, only 27% of our consortia has met proficiency standards in Keystone Literature, which is below the state goal of 50%, and only 27% of our consortia has met the standards for Keystone Algebra (state goal is 42%). These academic scores may also be a contributing factor to our post-secondary numbers. Lastly, according to the school climate survey, over half of the students indicated that they did not receive help planning for life after high school.	Yes	Improve awareness of post-secondary pathways and their requirements. Giving students more opportunities to discuss plans after high school with FCCTI staff members may help them to consider post-secondary pathways. Likewise, improving POS completion and Keystone Literature and Algebra scores will increase students' chances at being accepted into and completing post-secondary programs.

127 students withdrew from programs during the 2018-2019 school year. Nearly half were sophomores, indicating an issue with retention.		No	
Only 29% of students with disabilities scored advanced on industry-based competency assessments.		No	
64% of tenth graders scored two or more grades below where they should be in reading.	The cause of this may be twofold: sending schools often still adhere to stigmas about tech and the sending schools themselves may not be meeting Keystone Literature standards. Many technical textbooks at the FCCTI have high Lexile scores, but the FCCTI is often seen as an alternative for students who do not excel in academics; that stigma may mean students are unprepared for the academic rigor of their programs. Also, according to the PA Future Ready Index, three of the four sending schools have also not met the state average of proficiency (62%) on the Keystone Literature assessments. Albert Gallatin's score is 56%, Laurel Highlands is 56%, and Brownsville's is 44%. Only Uniontown High School has exceeded the goal at 62%.	Yes	Increase reading scores through reading initiatives. Improving the relationship with the sending schools and leveraging the tools available to FCCTI instructors (academic coach, crosswalks, and other resources) may help increase reading scores.
Implement an evidence-based system of school-wide positive		No	

behavior interventions and supports.			
According to the school climate survey, students often feel teased and bullied in our school.	At the beginning of the 2019 school year, a school climate survey was given to students. An analysis of that survey showed that many of the most negative responses involved the social emotional learning questions. Students indicated that their peers bullied and teased one another, didn't stop to think before getting angry, didn't try to work out their disagreements by talking, and think it's ok to fight a student who insults them. Students also indicated that they struggled to talk about their own feelings, connect with adults, or stand up for themselves without putting others down. These poor social emotional learning skills may be contributing to incidences of bullying.	Yes	Decrease negative behaviors and bullying as indicated on the school climate survey. Implementing an evidence-based system of school-wide positive behavior interventions and supports to improve social emotional learning will have a positive effect on student relationships and decrease incidences of bullying.
According to the school climate survey, 54% of students indicated that a counselor had not helped them plan for life after high school.		No	

Goal Setting

Priority: Improve attendance and the withdrawal rate of students who return to high school, enroll in cyber school, are dropped due to non-attendance, and drop out of school, which made up about 68% of withdrawals during the 2018-19 school year. Ensuring that students are placed in an appropriate program may improve attendance issues and withdrawals. Appropriate placement includes evaluating that the students have a genuine interest in the program and that they understand the academic requirements. Since over half of the withdrawals from 2018-2019 were due to students returning to the sending school or enrolling in a cyber school, developing a system that documents why students are making those choices may also be useful.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	Increase our current rate of regular attendance of 52% to 67% (15% total increase) by 2024.	Attendance	Increase regular attendance 5% from 52% to 57% by 2022.	Increase regular attendance 5% from 57% to 62% by 2023.	Increase our current rate of regular attendance of 52% to 67% (15% total increase) by 2024.
Regular Attendance	Decrease withdrawals from returning to home school, enrolling in cyber school, dropping out, and dropped for non-attendance from 68% to 53% (15% total decrease) by 2024.	Withdrawals	Decrease relevant withdrawals by 5% from 68% to 63% by 2022.	Decrease relevant withdrawals by 5% from 63% to 58% by 2022.	Decrease withdrawals from returning to home school, enrolling in cyber school, dropping out, and dropped for non-attendance from 68% to 53% (15% total decrease) by 2024.

Priority: Improve awareness of post-secondary pathways and their requirements. Giving students more opportunities to discuss plans after high school with FCCTI staff members may help them to consider post-secondary pathways. Likewise, improving POS completion and Keystone Literature and Algebra scores will increase students' chances at being accepted into and completing post-secondary programs.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Post-secondary transition to school, military, or work	Increase post-secondary rate from 19% to 25% (6% total increase) by 2024, as indicated on the completer placement survey.	Post-secondary rate	Increase post-secondary rate by 2% from 19% to 21% by 2022.	Increase post-secondary rate by 2% from 21% to 23% by 2023.	Increase post-secondary rate from 19% to 25% (6% total increase) by 2024, as indicated on the completer placement survey.

	Priority: Increase reading scores through reading initiatives. Improving the relationship with the sending schools and leveraging the tools available to FCCTI instructors (academic coach, crosswalks, and other resources) may help increase reading scores.				
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
English Language Arts	Improve Keystone Literature score from 27% to 36% (9% total increase) as per the Perkins V indicators.	Improve Keystone Literature	Improve Keystone Literature score by 3% from 27% to 30% by 2022.	Improve Keystone Literature score by 3% from 30% to 33% by 2023.	Improve Keystone Literature score from 27% to 36% (9% total increase) as per the Perkins V indicators.

	Priority: Decrease negative behaviors and bullying as indicated on the school climate survey. Implementing an evidence-based system of school-wide positive behavior interventions and supports to improve social emotional learning will have a positive effect on student relationships and decrease incidences of bullying.				
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
School climate and culture	Decrease the amount of students who gave negative responses to "students in this school are often bullied" from 40% to 25% (15% total decrease) by 2024.	Positive Behavior	Decrease the amount of students who indicated bullying was an issue on the school climate survey by 5% from 40% to 35% by 2022.	Decrease the amount of students who indicated bullying was an issue on the school climate survey by 5% from 35% to 30% by 2023.	Decrease the amount of students who gave negative responses to "students in this school are often bullied" from 40% to 25% (15% total decrease) by 2024.

Action Plan

Action Plan for: Attendance Works						
Measurable Goals			**Anticipated Output**		**Monitoring/Evaluation**	
• Attendance • Withdrawals			Decrease in chronic absenteeism. Decrease withdrawal rate, especially those due to non-attendance and dropping out of school. Creation of a system to identify reasons for returning to home school.		This will be monitored by the attendance committee using attendance data provided by the guidance counselor.	
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Engage students and parents in the importance of attendance.			Attendance Committee	attendanceworks.org	No	Yes
Recognizing good and improved attendance through incentives.			Attendance Committee	attendanceworks.org; incentives and rewards for students	No	Yes
Monitor attendance data at monthly meetings with an attendance and withdrawal committee.			Attendance Committee	attendanceworks.org	No	No
Provide personalized early outreach to at-risk students.			Guidance Counselor and Learning Facilitators	attendanceworks.org	No	Yes
Developing programmatic responses to barriers for attendance and retention.			Attendance Committee	attendanceworks.org	No	No
Create a system of identifying reasons for withdrawals, including why a student is returning to school.			Attendance Committee	Support from home school guidance counselors	No	No

Action Plan for: School-Wide Positive Behavior Interventions and Support

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Positive Behavior	Decrease in negative behaviors according to incident reports. Improve responses to bullying and social emotional learning on school climate survey.	SWPBIS committee will monitor results using the school climate survey.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Work with School-Wide Positive Behavior Interventions and Support (SWPBIS) consultant on training and professional development.			Dr. Shaw	IU1; https://papbs.org	Yes	No
With the help of the external consultant, create a SWPBIS committee.			Dr. Shaw	IU1; https://papbs.org	Yes	No
Develop a common approach to discipline and expectations for students, staff, and teachers.			Dr. Shaw and Justin Cerullo	IU1; https://papbs.org	Yes	Yes

Action Plan for: Implement Evidence-Based Learning Frameworks

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Post-secondary rate • Improve Keystone Literature • Positive Behavior	Lesson plans will demonstrate components of Universal Design. Lesson plans will demonstrate components of High Leverage Practices to target the needs of special education students.	Academic and learning facilitators will monitor the application of the frameworks.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide training on Universal Design and High Leverage Practices frameworks.			Dr. Shaw	https://udlguidelines.cast.org https://highleveragepractices.org	Yes	No
Monitor application of Universal Design and High Leverage Practices Frameworks.			Universal Design: Academic Facilitator High Leverage Practices: Learning Facilitators	https://udlguidelines.cast.org https://highleveragepractices.org	Yes	No

Action Plan for: I-Ready

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Improve Keystone Literature • Positive Behavior	Show an increase in literacy scores from students' 10th grade i-Ready reading diagnostic to their 12th grade assessment. Decrease the rate of students performing below grade level.	Academic facilitator will monitor results via the I-Ready test.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement I-Ready diagnostic testing at the 10th, 11th, and 12th grade levels. Analyze results, finding strengths and weaknesses for each program.			Academic Facilitator	I-Ready Reading Diagnostic	No	No
Training on Reading Apprenticeships for lead person.			Academic Facilitator	Reading Apprenticeships	Yes	No
Coach the teachers on strategies to improve literacy scores based on their programs' strengths and weaknesses. Strategies include Reading Apprenticeship and MAX Teaching.			Academic Facilitator	Reading Apprenticeship MAX Teaching	No	No

Action Plan for: College Ready

Measurable Goals		Anticipated Output	Monitoring/Evaluation
• Post-secondary rate • Positive Behavior		Increase the amount of post-secondary presentations, including field trips and speakers. Increase rate of students attending post-secondary institutions.	Career and transition counselor and supporting staff will monitor college ready action steps.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide training on Social Emotional Learning to incorporate skills into curricula.			Dr. Shaw	Best Practice Models for SEL	Yes	No
Prepare students and parents for the complexity of applying to colleges, including senior seminars.			Career and Transition Counselor	Financial Aid Coaching Prep for Admission Exams Parental Support	No	Yes
Increase articulation agreements and dual enrollment.			Career and Transition Counselor	Support from local post-secondary institutions Curriculum analysis and coordination	No	Yes
Create and maintain a college-going culture, such as having students meet with a career and transition counselor.			Career and Transition Counselor	Relationships with post-secondary institutions Related printed and digital information Support from teachers and staff	No	Yes
Increase academic scores via I-Ready and other strategies.			Academic Facilitator	Expanded I-Ready Licenses for 10-12	No	No
Implement project based learning and expand SREB Advanced Careers programs throughout the school to practice cognitive skills.			Consultant Academic Facilitator	SREB Consultant Best Practice Models for PBL	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
School-Wide Positive Behavior Interventions and Support	• Work with School-Wide Positive Behavior Interventions and Support (SWPBIS) consultant on training and professional development. • With the help of the external consultant, create a SWPBIS committee. • Develop a common approach to discipline and expectations for students, staff, and teachers.
Implement Evidence-Based Learning Frameworks	• Provide training on Universal Design and High Leverage Practices frameworks. • Monitor application of Universal Design and High Leverage Practices Frameworks.
I-Ready	• Training on Reading Apprenticeships for lead person.
College Ready	• Provide training on Social Emotional Learning to incorporate skills into curricula. • Implement project based learning and expand SREB Advanced Careers programs throughout the school to practice cognitive skills.

Professional Development Activities

SWPBIS Training						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Work with School-Wide Positive Behavior Interventions and Support (SWPBIS) consultant on training and professional development. • With the help of the external consultant, create a SWPBIS committee. • Develop a common approach to discipline and expectations for students, staff, and teachers.	Teachers and staff	Positive Behavior Interventions	Creation of a positive, healthy learning environments; planned tiered responses to systemic issues; application of basic crisis intervention techniques and identification of potential mental health problems; increased communication with parents and students about social emotional learning;	Dr. Shaw		

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Inservice day	Annually	• 2a: Creating and Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 3a: Communicating with Students	

Universal Design Framework

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Provide training on Universal Design and High Leverage Practices frameworks. • Monitor application of Universal Design and High Leverage Practices Frameworks.	Instructors	Universal Design guidelines on engagement, representation, and action and expression.	Application of Universal Design on instructor lesson plans.	Dr. Shaw and Academic Facilitator		

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	• 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students
Inservice day	Annually	• 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

High-Leverage Practices Framework						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Provide training on Universal Design and High Leverage Practices frameworks. • Monitor application of Universal Design and High Leverage Practices Frameworks.	Learning Facilitators, Instructors	Critical practices involving collaboration, assessment, social/emotional/behavioral, and instruction.	Application of high-leverage practices within the classroom, especially for the benefit of special education students.	Dr. Shaw and Learning Facilitators		

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	• 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

Reading Apprenticeships

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Training on Reading Apprenticeships for lead person.	Academic Facilitator, Instructors	Assisting students in developing metacognition skills in several domains including social, knowledge-building, personal, and cognitive.	Development of a coaching system based around reading and metacognition skills.	Academic Facilitator		

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Annually	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Annually	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources • 4e: Growing and Developing Professionally	

Additional Best Practices in Social Emotional Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Provide training on Social Emotional Learning to incorporate skills into curricula.	Instructors and staff	SEL frameworks, including CASEL	Application of social emotional learning in the classroom and/or SEL standards reflected in lesson plans.	Dr. Shaw		

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually	• 2a: Creating and Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior	

Project Based Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Implement project based learning and expand SREB Advanced Careers programs throughout the school to practice cognitive skills.	Instructors	How to plan, create, and launch authentic, collaborative problem-solving projects for students.	Completed unit/lesson plans for a PBL activity. Expansion of Advanced Careers programs.	Academic Facilitator Consultant (SREB)		

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments	

Communications Action Steps

Evidence-based Strategy	Action Steps
Attendance Works	• Engage students and parents in the importance of attendance. • Recognizing good and improved attendance through incentives. • Provide personalized early outreach to at-risk students.
School-Wide Positive Behavior Interventions and Support	• Develop a common approach to discipline and expectations for students, staff, and teachers.
College Ready	• Prepare students and parents for the complexity of applying to colleges, including senior seminars. • Increase articulation agreements and dual enrollment. • Create and maintain a college-going culture, such as having students meet with a career and transition counselor.

Communications Activities

Attendance Policies					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Engage students and parents in the importance of attendance. • Recognizing good and improved attendance through incentives. • Provide personalized early outreach to at-risk students.	Parents, students	The importance of attendance, attendance awards and incentives, outreach to at-risk students.	Attendance Committee Chairperson		
Communications					
Type of Communication			**Frequency**		
Letter			Annually		
Posting on district website			Annually		

School-Wide Positive Behavior Interventions and Support

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Develop a common approach to discipline and expectations for students, staff, and teachers.	Instructors, staff, parents, and students	SWPBIS interventions, support, and expectations.	Dr. Shaw		

Communications

Type of Communication	Frequency
Letter	Annually
Other	Annually

College Ready

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Prepare students and parents for the complexity of applying to colleges, including senior seminars. • Increase articulation agreements and dual enrollment. • Create and maintain a college-going culture, such as having students meet with a career and transition counselor.	Instructors, staff, parents, students, and community members.	Information on the complexity of applying to colleges, including FAFSA information; awareness of dual enrollment, articulation agreements, and related programs; career and college exploration opportunities.	Career and Transition Counselor		

Communications

Type of Communication	Frequency
Presentation	Annually