

FAYETTE COUNTY CAREER & TECHNICAL INSTITUTE
175 Georges Fairchance Road
Comprehensive Plan | 2024 - 2027

Steering Committee

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April Ely	Parent	Turkeyfoot Valley Area School District	

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

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 the FCCTI for the 2023-2024 school year is 759 students—32% from Albert Gallatin, 14% from Brownsville, 27% from Laurel Highlands, and 23% from Uniontown. The remaining 4% of students include adult students and students from charter and local private schools. Enrollment has increased 23% over the last three years. The school offers 21 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 759 students who attend the technical institute, approximately 222 or 29% 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 about 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. Data for the 2023-2024 school year indicates that 413 students or 54% 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 November 2023 was 3.4%, while the unemployment rate for Fayette County is slightly higher at 4.5%. According to PA Workstats, industries projected to produce the most jobs in the Westmoreland-Fayette area by 2030 include Healthcare and Social Assistance, Retail Trade, Manufacturing, and Accommodation and Food Services. Some other notable areas of growth include Restaurants and Other Eating Places (15.9% increase to 13,800 jobs) and Ambulatory Health Care Services (6% increase to 10,360 jobs). Service-Providing Industries represent a far greater percentage (77% by 2030) of the workforce than Goods-Producing Industries (17%), and in fact, total Service-Providing jobs are expected to grow by 5%, while Goods-Producing jobs are expected to decline by 0.8%.

The FCCTI enjoys support in the local community from businesses, non-profit organizations, and business affiliates. Twice a year, the FCCTI hosts occupational advisory committees, in which an average of 160 of these partners attend. Students also receive scholarships and work-based learning opportunities throughout the year, including cooperative education, apprenticeships, and clinical and internship positions. The school also receives local grants and donations.

Performance Expectations

In order to meet our mission, the FCCTI 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 schools; 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 Perkins V legislation. The Perkins indicators include state expectations for reading, math, and technical skill attainment, as well as graduation rate, completion, and job placement.

Table 1 compares state performance to the FCCTI (consortia) Perkins V results for the 2019-2020, 2020-2021, and 2021-2022 school years. Though the consortia's results are available for the 2022-2023 school year, the state's performance is not yet available for the public. *[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.

Table 1: Secondary Perkins V Indicators – Baselines 2019-2020, 2020-2021, 2021-2022, and 2022-2023

School Year	CTE Student Groups	1S1 Grad Cohort	2S1 Keystone Literature	2S2 Keystone Algebra	3S1 Post-Program Placement	4S1 Non-Trad Concentrator	5S1 Recognized Postsecondary Credential	5S4 Skill Attainment
2019-2020	State	94.85	**	**	91.60	15.14	**	**
	Consortia	92.93	**	**	79.88	12.70	**	**
	Difference	-1.92			-11.72	-2.44		
2020-2021	State	95.98	41.71	38.68	88.89	15.35	68.16	79.84
	Consortia	95.95	36.84	39.09	99.11	15.54	67.48	71.70
	Difference	-0.03	-4.87	+0.41	+10.22	+0.19	-0.68	-8.14
2021-2022	State	94.73	44.56	32.21	89.09	15.29	72.11	79.10
	Consortia	90.71	39.60	25.56	91.80	14.85	87.14	67.67
	Difference	-4.02	-4.96	-6.65	+2.71	-0.44	+15.03	-11.43
2022-2023 (Pending)	State	--	--	--	--	--	--	--
	Consortia	98.03	38.66	9.24	96.77	10.13	96.24	73.60

** Revising the State Determined Performance Level (SDPL) for 2021 indicator levels affected by unanticipated circumstances brought about by the pandemic (COVID19)

There are some notable strengths that can be seen from the Perkins V data. During the 2020-21 school year, post-program placement was over 10 points higher than the state indicator. This is a marked improvement from the 2019-20 indicators when the figure was over 11 points *below* the state's performance. Though post-program placement decreased during the 2021-22 school year, it is still nearly 3 points above the state's. Likewise, the recognized credentials indicator continues to be a strength, and for the 2021-22 school year, the FCCTI exceeded the state's performance by 15 points.

Despite these strengths, the Perkins V Indicators also highlight some challenges, notably in academics and skill attainment. During the 2019-20 school year, the Keystone literature, Keystone algebra, recognized credential, and skill attainment indicators were not available due to unanticipated circumstances regarding the COVID-19 pandemic. However, with the data sets spanning from 2020 to 2023, it's apparent that Keystone literature and algebra and skill attainment have been—and continue to be—challenges for the FCCTI. As of the most recent data, Keystone literature scores were nearly 5 points below the state indicator, and Keystone algebra scores were nearly 7 points below the state indicator. Skill attainment is also showing a consistent negative trajectory; for the 2021-2022 school year, skill attainment was over 11 points below the state's.

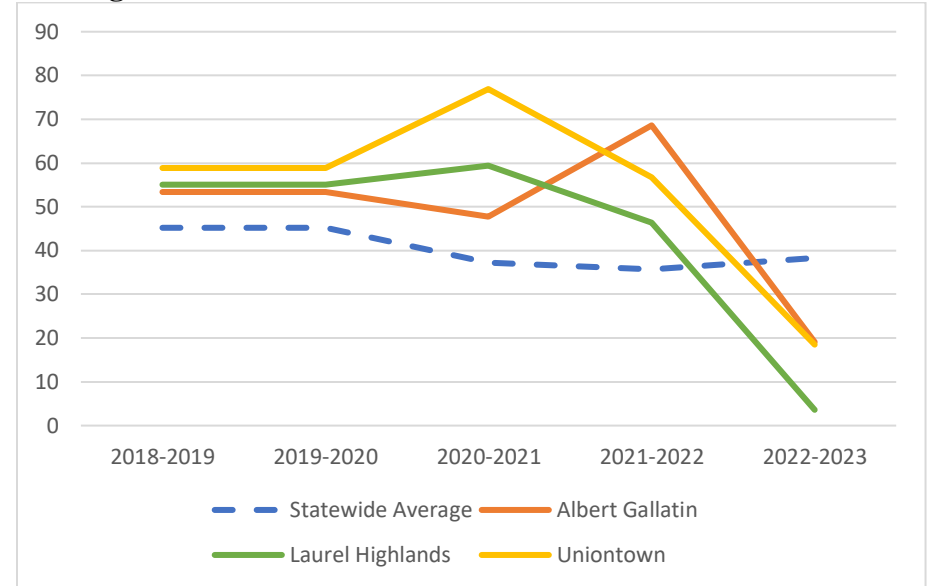
Academic Skill Attainment

Academic skill attainment is measured by our students' performance on the Keystone assessments given at their sending schools, which is reflected in Table 1. In Table 2, literacy and mathematic Keystone scores from the 2022-23 Perkins V data is further broken down by program. From the data, academics continue to be a concern, especially in mathematics. Out of 119 CTE concentrators who took the ESSA assessment in mathematics, only 11 (9%) scored proficient or higher. Furthermore, 8 out of 17 programs scored 0% proficient in math. If we look deeper, it's possible that this is a ripple effect of the COVID-19 pandemic. Figure 1 shows data gathered from the Future Ready PA Index, which is a database of school progress measures related to school and student success in PA. Specifically, Figure 1 shows the percent proficient or advanced in mathematics for all student groups from three of the four FCCTI sending school districts (data for Brownsville is not available). In each case, there is a noticeable decline from the 2021-2022 school year to the 2022-2023 school year. Juniors who tested in the 2021-2022 cohort were already in high school when lockdowns began in March 2020. The Juniors who tested in the 2022-2023 cohort, however, were still in middle school when lockdowns began. It's possible that this disruption to early high school education is having a significant, long-term effect on student performance.

Table 2: 2S1 and 2S2 Academic Attainment by Program – School Year 2022-2023

Program	2S1 Academic Proficiency in Literature/ELA		2S2 Academic Proficiency in Mathematics	
	Total Students	Percent Proficient or Higher	Total Students	Percent Proficient or Higher
Advanced Manufacturing	3	33.33%	4	0%
Agriculture	--	--	2	0%
Auto Body	15	13.33%	14	7.14%
Auto Mechanic	6	16.67%	6	16.67%
Barbering	1	0%	1	0%
Building Construction	3	33.33%	6	0%
Cosmetology	10	50%	8	0%
Culinary	8	25%	9	22.22%
Diesel	--	--	5	20%
Electrical Construction	8	50%	10	10%
Graphic Arts	16	43.75%	17	5.88%
Health Occupations	11	54.55%	10	0%
HVAC	7	28.57%	4	0%
Information Technology	8	100%	5	40%
Machine Production	2	100%	1	0%
Masonry	7	28.57%	7	14.29%
Welding	8	12.50%	10	10%
Total	46	38.66%	119	9.24%

Figure 1: Percent Proficient or Advanced in Mathematics



As a supplement to the data on Literature/ELA test scores, 10th graders at the FCCTI were tested in Fall 2023 using the i-Ready Reading Diagnostic Test, which assessed students' skills in vocabulary, comprehension in literature, and comprehension in informational texts. Table 3 shows the breakdown of scores by program.

Table 3: Fall 2023 i-Ready Reading Diagnostic Scores of 10th Graders by Program

Program	Total Tested	Mid or Above Grade Level		Early On Grade Level		One Grade Level Below		Two or More Grade Levels Below		Three or More Grade Levels Below	
		Number Scored	Percentage	Number Scored	Percentage	Number Scored	Percentage	Number Scored	Percentage	Number Scored	Percentage
Advanced Manufacturing	9	0	0%	1	11%	3	33%	1	11%	4	44%
Agriculture	17	0	0%	0	0%	1	6%	2	12%	14	82%
Auto Body	8	0	0%	0	0%	1	13%	1	13%	6	75%
Auto Mechanics	15	0	0%	1	7%	1	7%	1	7%	12	80%
Barbering	11	0	0%	0	0%	1	9%	0	0%	10	91%
Building Construction	8	0	0%	0	0%	1	13%	2	25%	5	63%
Cosmetology	16	0	0%	1	6%	3	19%	3	19%	9	56%
Culinary Arts	22	0	0%	2	9%	7	32%	3	14%	10	45%
Diesel	12	0	0%	0	0%	0	0%	0	0%	12	100%
Electrical Construction	17	2	12%	2	12%	2	12%	2	12%	9	53%
Graphic Arts	9	0	0%	1	11%	2	22%	3	33%	3	33%
Health Occupations	53	0	0%	3	6%	9	17%	10	19%	31	58%
HVAC	7	0	0%	2	29%	0	0%	0	0%	5	71%
Information Technology	5	0	0%	2	40%	2	40%	0	0%	1	20%
Machine Production	12	0	0%	1	8%	3	25%	2	17%	6	50%
Masonry	9	0	0%	0	0%	0	0%	1	11%	8	89%
Power Sports	13	0	0%	0	0%	0	0%	2	15%	11	85%
Welding	24	0	0%	2	8%	3	13%	1	4%	18	75%
Total	267	2	1%	18	7%	39	15%	34	13%	174	65%

According to the i-Ready results, of the 267 students tested, nearly 93% of students scored one grade level or more below their current grade. The sophomores who took the i-Ready test in Fall 2023 won't take the ESSA tests reflected by the Perkins data until Spring 2025, and that data may not be reported for another two years after that. It's possible, then, that the current i-Ready results predict a further stagnation or decline of reading scores, without more interventions.

With the data from Perkins, Future Ready PA, and the i-Ready reading diagnostic, it is clear that academic attainment is a great challenge with complex variables. To meet the needs of employers, we need to ensure that our students are proficient in reading and math.

Technical Skill Attainment

According to the Perkins V data in Table 1, the FCCTI had a 68% technical skill attainment rate during the 2021-2022 school year. This is about 11 points *below* the state goal of 79%. 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. Over the last two school years, technical skill attainment has been failing to meet state goals, but this trend may be turning around as preliminary data shows that the FCCTI had a 74% skill attainment rate for the 2022-2023 school year.

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 87%, while the state goal is only 72% (Table 1). 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 4 breaks down PA Future Ready indicators on industry-based learning and rigorous courses of study. 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 98%, the FCCTI scored above the state goal (96%) and above the statewide average (94%). The FCCTI has also improved in the percent earning industry-recognized credentials and the percent completing work-based learning experiences since 2019-2020. However, there has been a decrease in 12th graders scoring advanced on an industry-based competency assessment. Only 34% did so, which is below the state average of 94%. Lastly, though there has been a marked increase in the percent of graduates who

Table 4: Future Ready PA Index

Industry-Based Learning	2019-20	2022-23
Statewide Performance Standard	96.1%	96.1%
Statewide Average	89.6%	93.7%
FCCTI	92.6%	98.2%
Components of Indicator for FCCTI:		
• Percent Scoring Competent or Advanced on NOCTI/NIMS	71.3%	64.6%
• Percent Earned Industry-Recognized Credential	87.8%	97%
• Percent Completed Work-Based Learning Experience	40.4%	78.1%
Advanced on Industry-Based Competency Assessment	2019-20	2022-23
Statewide Average	45.8%	42.8%
FCCTI	46.3%	33.5%
Rigorous Courses of Study	2019-20	2022-23
Statewide Average	80.9%	79.6%
Percent Rigorous Courses of Study	76.1%	79.9%
Components of Indicator for FCCTI:		
• Percent College Course Enrollment	0.5%	31.1%
• Percent CTE Program of Study	76.1%	77.4%

took college course offerings or dual enrollment since the 2019-2020 school year, the current rate of 31% is still far below our expectations.

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. Table5 shows the number of program-specific certificates and value-added certificates earned by each program. Since the 2020-2021 school year, the number of certifications earned has grown by nearly 234% from 421 to 1405. Several factors have influenced this growth, including the creation of new healthcare pathways and the variety of certifications offered to students.

Table 5: Industry Certifications

Programs	2020-2021	2021-2022	2022-2023
Advanced Manufacturing Academy	22	19	22
Agriculture	17	17	28
Auto Body	45	152	116
Auto Mechanics	19	30	36
Barber Shop			9
Building Construction	8	4	14
Cosmetology I	57	117	103
Culinary Arts	15	19	60
Diesel Mechanics	1	99	89
Electrical Construction	42	122	124
Graphic Arts	5	8	54
Health Occupations	95	170	200
HVAC	6	30	72
Information Technology		8	34
Machine Production	19	56	21
Masonry	54	19	8
Medical Assistant			132
Rehab Aide			126
Welding I	16	234	157
Grand Total	421	1104	1405

Student Transition

The FCCTI conducts a follow-up study of graduates to determine the extent to which we are meeting our mission. Results of the 2022 study, as shown in Figure 2, indicate that the percent of completers who are employed (related and unrelated), in the military, or attending a postsecondary institution is a total of 97%, which is up from 92% in 2020 (see Figure 3; data from the 2021 Completer Survey is not available).

Notable improvements include students employed in a related field, which was 35% in 2020 and increased to 49% in 2022; and unemployed students, which decreased from 8% in 2020 to 3% in 2022. The percentage of students attending a postsecondary institution, however, has gone down from 21% to 17%.

Figure 2: 2022 Completer Survey

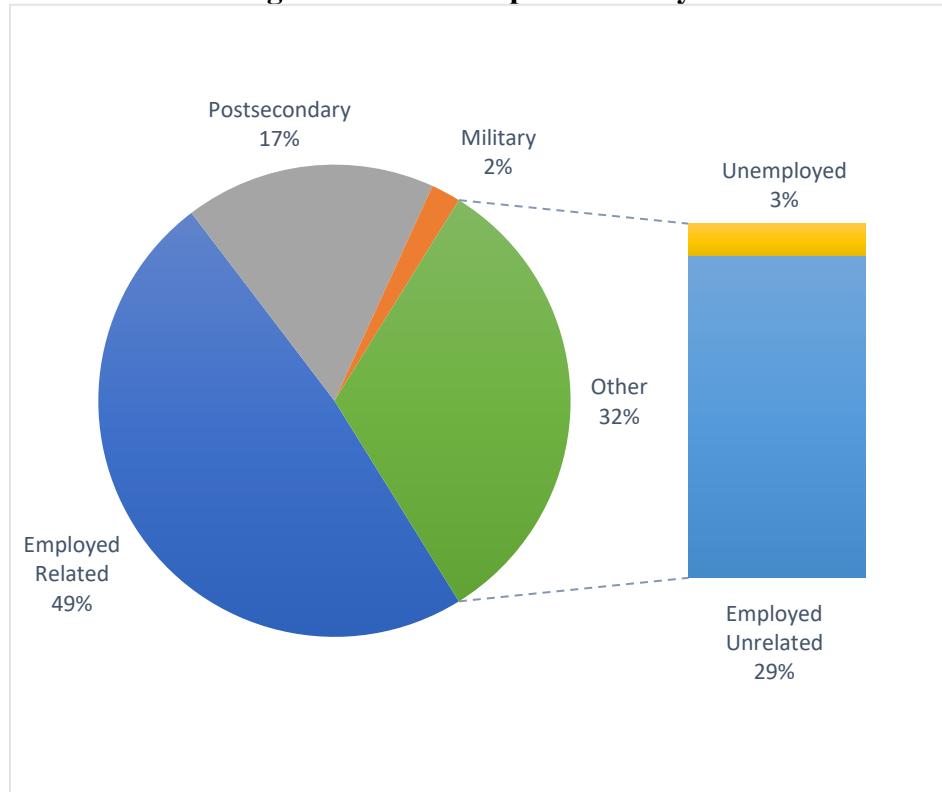
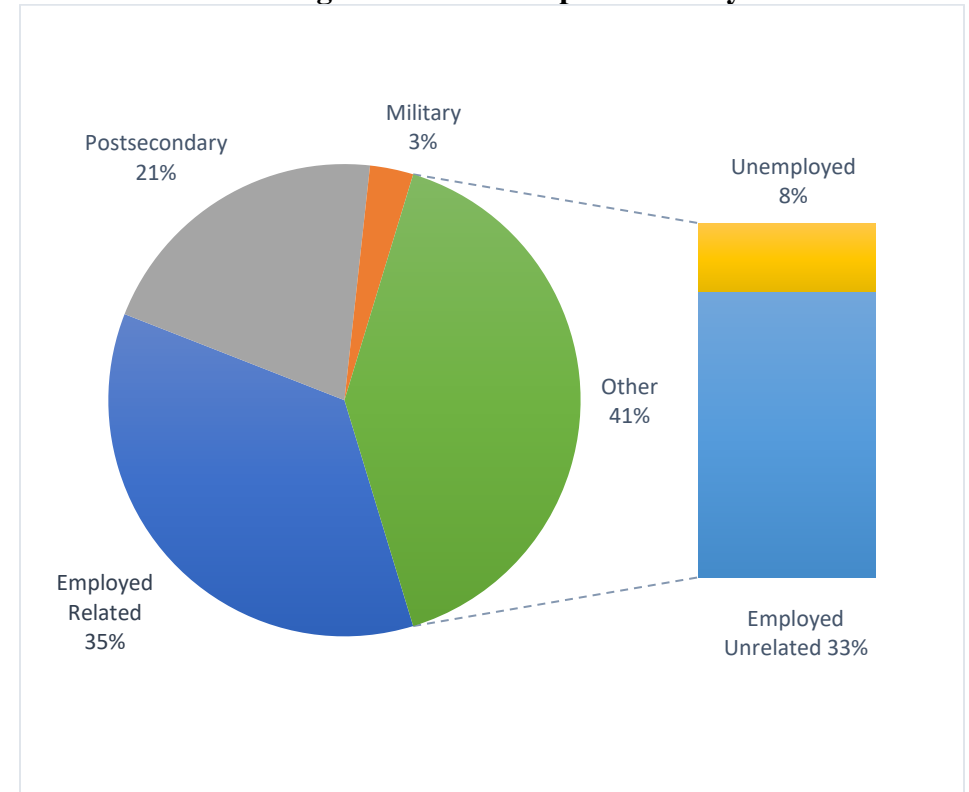


Figure 3: 2020 Completer Survey



School Climate

The FCCTI conducted a school climate survey in Fall 2023. The survey included the thoughts and opinions of 523 students. For analysis purposes, answer choices were weighted; on a scale of 1 to 4, undesirable or negative answers were weighted low, and desirable or positive answers were weighted high. This allowed for responses to be ranked from most negative to most positive. When analyzing the results, a pattern emerged as the 10 most

negative responses can be sorted into four categories: academics, mindset, social emotional learning, and student-teacher interactions. Table 6 shows the concerns organized by topic.

Students generally expressed that arguing, poor self-worth, and their peers' self-centeredness were issues at the FCCTI, indicating that interpersonal skills could be improved upon. Likewise, students demonstrated closed mindsets or a lack of confidence in their abilities to learn. Addressing these issues with a schoolwide positive behavior initiative and an anti-bullying committee may directly impact students' social-emotional learning skills and indirectly affect rates of attendance and engagement.

Lastly, just over a third of students believed adults were often too busy to give students extra help, and 47% of students disagreed that a counselor helped them plan for life after graduation. However, this survey was given towards the beginning of the school year, and when filtered by demographics, most negative answers came from first year students who hadn't had as many opportunities to meet with staff members. Regardless, improving first year orientation may affect those numbers while also introducing students to social-emotional learning initiatives.

Table 6: Fall 2023 School Climate Survey (Top Ten Concerns)

Category	Topic	% of Negative Student Responses	# of Negative Student Responses
Academics	I enjoy reading outside of school.	55%	288
	During the past 30 days, how often did you read?	54%	284
Mindset	There are some things I am not capable of learning.	45%	236
	If I am not naturally smart in a subject, I will never do well in it.	40%	208
Social Emotional Learning	How much do you matter to others in your program?	44%	231
	Students at the Fayette CTI get into arguments when they disagree with people.	41%	212
	Students at the Fayette CTI try to work out their disagreements with other students by talking to them.	36%	188
	Students at the Fayette CTI just look out for themselves.	41%	213
Student-Teacher Interactions	A counselor at this school has helped me plan for life after high school.	47%	245
	Adults in this school are often too busy to give students extra help.	36%	188

For the first time, students were also asked questions about their reading habits. Their responses are reflected in Table 7. When asked if they enjoyed reading outside of school, 55% of students gave negative answers. Likewise, when asked how often they have read during the past 30 days, 54% also gave negative answers. Students were also asked how they prefer to learn new information, and only 10% said that they preferred learning through reading. This lack of interest or engagement with reading may be a contributing factor to poor performance on academic or NOCTI written exams.

Table 7: Fall 2023 School Climate Survey (Reading Habits)

Category	Topic	% of Negative Student Responses	# of Negative Student Responses
Academics	I am capable of reading challenging texts.	27%	139
	I enjoy reading outside of school.	55%	288
	I can learn a lot from reading.	36%	187
	During the past 30 days, how often did you read?	54%	284

Program Attendance and Withdrawals

Attendance and student withdrawals continue to be concerns for the FCCTI as they directly affect other indicators like skill attainment and job placement. During the 2021-2022 school year—the most recent attendance data from Future Ready PA Index—regular attendance was at 43%, which is far below the statewide average of 74%. Because attendance has been a concern for some time, the FCCTI created a student retention committee to address the issue. The committee is made up of guidance counselors, learning facilitators, and support staff members whose duties include working with students on problem absenteeism. Over the last few years, the committee has worked together on policies and rewards to improve attendance, but it is clear that more work needs to be done.

Table 8 shows withdrawal data for the 2023-2024 school year (last updated February 13, 2024). In general, most withdrawals happen during students' first years. This may indicate that the program is not a good fit for the student. In Table 9, reasons for the withdrawals are tabulated. Most students withdrew to return to their sending schools or to enroll in cyber school (21 and 8 students, respectively). Many students also withdrew due to attendance issues (9 students), highlighting the continued importance of focusing on attendance. However, though we can see that many students leave to return to their sending schools, we do not always know *why* they are returning. Making collecting data on why students return to sending schools a priority would be beneficial for future comprehensive plans.

Table 8: 2023-2024 Withdrawals by Program (as of 2/13/24)

Program	First Years	Second Years	Third Years	Total
AMA	1	0	0	1
Agriculture	2	2	1	5
Auto Body	0	1	1	2
Auto Mechanics	0	4	1	5
Barber	0	2	1	3
Building Construction	1	0	1	2
Cosmetology	2	3	0	5
Culinary	2	2	0	4
Diesel	2	1	1	4
Electrical	0	0	0	0
Graphic Arts	0	0	1	1
Health Occupations	2	1	1	4
HVAC	3	1	0	4
Information Technology	3	1	1	5
Machine Production	2	0	0	2
Masonry	3	1	0	4
Medical Assisting	0	0	0	0
Power Sports	1	0	0	1
Rehabilitation Aide	0	0	0	0
Welding	0	0	1	1
Total	24	19	10	53

Table 9: 2023-2024 Reasons for Withdrawals (as of 2/13/24)

	First Years	Second Years	Third Years	Total
Return to Home District	8	9	4	21
Cyber	3	1	4	8
Alternative Placement	3	1	0	4
Homebound Instruction	1	0	0	1
Work Release	1	0	0	1
Transportation Issue	1	0	0	1
IEP	1	0	0	1
Credit Recovery	1	0	0	1
Attendance	1	7	1	9
Signed Out of School	0	1	0	1
Moved Out of District	4	0	1	5
Total	24	19	10	53

Conclusion

Based on the data from Perkins, the Future Ready PA Index, and reports gathered at the local level, the FCCTI has decided on several goals that may have the biggest impact on our mission and vision. These goals are:

- Earning advanced on NOCTI/NIMS
- Improving NOCTI math competencies
- Improving social emotional learning skills
- Improving attendance
- Increasing dual enrollment numbers

The following comprehensive plan includes analysis of the FCCTI's strengths and challenges and the proposed action plans to address these goals.

Fayette County Career & Technical Institute
Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Fayette County Career and Technical Institute		101262507
Address 1		
175 Georges Fairchance Road		
Address 2		
City	State	Zip Code
Uniontown	PA	15401
Chief School Administrator		Chief School Administrator Email
Dr. Cynthia Shaw		cshaw@fayettecti.org
Single Point of Contact Name		
Dr. Cynthia Shaw		
Single Point of Contact Email		
cshaw@fayettecti.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
724-437-2721		104
Principal Name		
Dr. Cynthia Shaw (Executive Director)		
Principal Email		
cshaw@fayettecti.org		
Principal Phone Number		Principal Extension
724-437-2721		104
School Improvement Facilitator Name		School Improvement Facilitator Email

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	False 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Percent of rigorous courses of study is 79.9% and meets the statewide average.	This indicator is the percentage of 12th graders who participated in at least one Rigorous Course of Study, defined as Advanced Placement (AP), International Baccalaureate (IB), or dual credit courses during grades 7-12, or in a concentrated CTE program of study. The statewide average is 79.6%.
Percent of industry-based learning is 98%, exceeding the statewide performance standard.	Industry-based learning indicates the percentage of 12th graders who scored competent or advanced on NOCTI/NIMS (64% of FCCTI students), and/or earned at least one industry-recognized credential (97%), and/or completed a work-based learning experience (78%) during the 2022-23 school year. The state average for industry-based learning is 93%, and the statewide performance standard is 96%. Though the percent of 12th graders who scored competent or advanced on NOCTI/NIMS has gone down over the last three years (from 71% during the 2019-2020 school year), the percentage of students who earned industry-recognized credentials and/or completed a work-based learning experience has gone up dramatically (from 88% and 40%, respectively, from the 2019-2020 school year.)

Challenges

Indicator	Comments/Notable Observations
Percent of students earning advance on industry-based competency assessments is 34%.	Industry-based competency assessments include NOCTI and NIMS. The statewide average is 43%. During the 2019-20 school year, the FCCTI met the statewide average of 46%. Since then, there has been a 26% decrease in the percentage of students scoring advanced.
Percent of students scoring competent or advanced on NOCTI/NIMS is 65%.	One of the components of the industry-based learning indicator is the percent of students scoring competent or advanced on NOCTI/NIMS. The percent of 12th graders who scored competent or advanced on NOCTI/NIMS has gone down over the last three years from 71% during the 2019-2020 school year to 65%, which is an 8% decrease in the percentage of students.
Percent of students who regularly attend is 43%.	The statewide average for regular attendance is 74%, and the statewide goal for 2033 is 94%. During the 2019-20 school year, the percentage of students who regularly attended the FCCTI was 53%. This indicates a 19% decrease in the percentage of students who regularly attend. Furthermore, 9% of students indicated on the Fall 2023 School Climate survey that they sometimes stay home because they do not feel safe at school.
Percent of students enrolled in college courses is 31%.	The indicator for rigorous courses of study contains several components: percent AP/IB participation, percent college course enrollment, percent CTE Program of Study concentration, and number of unique

	rigorous courses. Though the indicator as a whole is high at 80%, the percent of college course enrollment is low at 31%.
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Percent of economically disadvantaged students who met career standards benchmark is 91%. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations This indicator is a reflection of Academic Standards for Career Education and Work, which addresses four areas of knowledge: career awareness and preparation, career acquisition, career retention and advancement, and entrepreneurship. The statewide average is 90%, and the 2033 goal is 98%.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator Percent of economically disadvantaged students earning advanced on industry-based competency assessments is 36%. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations The statewide average for scoring advanced on industry-based competency assessment is 43%. During the 2019-20 school year, the percentage of economically disadvantaged students from the FCCTI earning advanced on industry-based competency assessments was 48%. Since then, there has been a 25% decrease in the percentage of economically disadvantaged students scoring advanced.
Indicator Percent of students with disabilities earning advanced on industry-based competency assessments is 17%. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations The statewide average for scoring advanced on industry-based competency assessment is 43%.
Indicator Percent of Black students who regularly attend is 34%. ESSA Student Subgroups African-American/Black	Comments/Notable Observations The percent of regular attendance in our school is 43%, the statewide average is 74%, and the statewide 2033 goal is 94%. During the 2019-20 school year, the percent of Black students who regularly attended was 44%. This marks a 23% decrease in the percentage of Black students who regularly attend.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Percent of rigorous courses of study is 80% and meets the statewide performance.
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Percent of industry-based learning is 98%, exceeding statewide performance.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Percent of students earning advanced on industry-based competency assessments is 34%, which is 9 points below the statewide average.
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Percent of students scoring competent or advanced on NOCTI/NIMS is 65%.

The percent of students who regularly attend is 43%, which is 31 points below the statewide average.
--

Percent of students enrolled in college courses is 31%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
i-Ready Reading Diagnostic	According to the results of the Fall 2023 diagnostic test, 93% of 10th graders are reading one or more grade levels below where they should be; 65% are reading three or more grade levels below.
Secondary Perkins V Indicators – Baselines 2019-2020, 2020-2021, 2021-2022, and 2022-2023 (Pending)	The Secondary Perkins V Indicators for school years spanning 2019 through 2022 compare consortia performance with that of the state. However, though the consortia’s performance indicators for 2022-2023 are available, the state’s performance is not, and therefore a comparison cannot yet be made. Likewise, literacy scores for the 2019-2020 school year are not available due to circumstances regarding the COVID-19 pandemic. Consistently since 2020, the consortia’s performance in Keystone Literature has been below the state performance by about 5 points. During the 2021-2022 school year, the consortia scored 40%, whereas the state scored 45%. During the 2022-2023 school year, the consortia scored a similar 39%, but the state performance has not yet been released.

English Language Arts Summary

Strengths

i-Ready Reading Diagnostic test will allow the CTI to diagnose strengths and weaknesses in the classrooms.
A certified English teacher is available to assist instructors in including literacy strategies to improve reading scores.

Challenges

93% of 10th graders are reading one or more grade levels below where they should be; 65% are reading three or more grade levels below.
Keystone literature scores are consistently below state performance by about 5 points according to Perkins V data.

Mathematics

Data	Comments/Notable Observations
Secondary Perkins V Indicators – Baselines 2019-2020, 2020-2021, 2021-2022, and 2022-2023 (Pending)	The Secondary Perkins V Indicators for school years spanning 2019 through 2022 compare consortia performance with that of the state. However, though the consortia’s performance indicators for 2022-2023 are available, the state’s performance is not, and therefore a comparison cannot yet be made. Likewise, algebra scores for the 2019-2020 school year are not available due to circumstances regarding the COVID-19 pandemic. During the 2021-2022 school year, the consortia scored 26% in Keystone Algebra, which is about 6 points below the state’s 32% score. However, during the 2022-2023 school year, the consortia’s score dropped to 9%. The state’s score has not yet been released yet for comparison.
Perkins Performance Indicators (Academic Proficiency in Mathematics)	According to the 2022-2023 Perkins data set, 8 out of 17 programs had 0% of students score proficient or higher on the Keystone Algebra exams. Only two programs had a rate of proficiency above 20% (Culinary Arts at 22% and Informational Technology at 40%).

Mathematics Summary

Strengths

N/A

Challenges

The consortia scored 9% proficiency in Keystone Algebra.
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8 out of 17 programs had 0% of students score proficient or higher on the Keystone Algebra exams.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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N/A	N/A
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Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
Secondary Perkins V Indicators – Baselines 2019-2020, 2020-2021, 2021-2022, and 2022-2023 (Pending)	The Perkins indicator for post-program placement surveys students who, in the second quarter after exiting secondary education, are employed, enrolled in post-secondary education, or serving in the military. According to the Perkins data, since 2020, the FCCTI has had a post-program placement rate of over 90%, exceeding the state’s performance. For the 2022-2023 school year, the post-program placement rate is 97%.
Fall 2023 School Climate Survey	In the Fall of 2023, students at the FCCTI were given a survey on topics including school safety, mindset, and more. According to the survey, 86% of students believe that their program will be quite useful or extremely useful to them in the future. Also, 90% of students indicated that, during the past 30 days, they often or almost all the time came to class prepared, and 92% responded that they often or almost all the time followed directions. However, 37% agree or strongly agree that adults are often too busy to give students extra help, and 48% disagree or strongly disagree that a counselor has helped them plan for life after high school.
Local Dual Enrollment Data	Several programs at the FCCTI have students who are enrolled in dual enrollment programs. These classes include Culinary Arts, Advanced Manufacturing, Medical Assisting, Rehabilitation Aide, and Health Occupations. During the 2021 through 2023 school years, Welding had also enrolled students. During the 2021-2022 school year, a total of 104 students were enrolled; during the 2022-2023 school year, 116 students were enrolled; and during the 2023-2024 school year, 89 students were enrolled. Each program involved has seen a decline in enrollment since the 2022-2023 school year.
2022 Graduate Follow-Up Study	According to the 2022 Graduate Follow-Up Study, 17% of graduates enrolled in post-secondary education. Several of these programs had students enrolled in dual enrollment. These include: Culinary Arts, Advanced Manufacturing, Welding, and the Health Occupation classes. Several programs that did not have students enrolled in dual enrollment, but had graduates who enrolled in post-secondary education include: Agriculture, Electrical Construction, Graphic Arts, and Information Technology.
Local Data on Approved Certifications	During the 2021-22 school year, students collectively earned 421 approved certifications. In 2022-23, that number increased to 1104 and increased again to 1405 during the 2023-24 school year.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Secondary Perkins V Indicators – Baselines 2019-2020, 2020-2021, 2021-2022, and 2022-2023 (Pending)	The Perkins Indicator for Recognized Postsecondary Credentials indicates the number of CTE concentrators who graduated from high school having attained a recognized postsecondary credential. Since 2020, this number has been on the rise. In 2021-2022, the consortia scored 87%, which is 15 points

	higher than the state’s score. In 2022-2023, the consortia scored 96%. To further breakdown the results for 2022-2023, 14 out of 17 programs had 100% of students receive a postsecondary credential.
Local Data on NOCTI	According to locally collected data, 73% of students achieved competency on NOCTI/NIMS. However, 11 out of 18 shops failed to meet 80% competency. Furthermore, the average percent of items correct per math competency on the NOCTI exams is only 49%.
Perkins Performance Indicators (Four-Year Graduation Rate)	According to the most recent Perkins data, all programs had an 87% graduation rate or higher. Out of 16 programs, 13 had 100% graduate rate. This indicator is a lagging indicator and therefore shows students who graduated during the 2021-2022 school year.
Local Data on Withdrawals	According to locally collected data, 120 students withdrew during the 2021-2022 school year; 95 withdrew during the 2022-2023 school year; and as of February 2024, 53 withdrew during the 2023-2024 school year. Also, so far for the 2023-2024 school year, 40% of those who withdrew returned to sending school, 17% withdrew due to attendance, and 15% enrolled in cyber. Future data collection should focus on why students are returning to their sending schools or enrolling in cyber school.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Fall 2023 School Climate Survey	During the Fall 2023 School Climate survey, students were asked questions about safety and wellbeing. Some notable observations include: 90% of students feel mostly or very safe in their classes and 82% agree or strongly agree that their teachers really care about them. However, 46% believe they do not matter at all or only matter a little bit to others in their programs; 41% agree or strongly agree that students get into arguments when they disagree with others; and 34% of students agree or strongly agree that students at the FCCTI think it’s OK to fight if someone insults them.

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

According to the 2023 placement study, 97% of students had positive placement.
96% of graduates attained a recognized postsecondary credential.
90% of students feel safe in their classrooms.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

73% of students achieved competency on NOCTI/NIMS; 11 out of 18 programs failed to meet 80% competency.
40% of students who withdrew from their programs returned to their sending schools, but we do not know why.
46% of students believe they do not matter to others in their program, 41% believe that students get into arguments when they disagree with others, and 34% believe that students at the FCCTI think it's OK to fight if someone insults them.
The average percent of items correct per math competency on the NOCTI exams is only 49%.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Index	The industry-based learning indicator is the percentage of 12th graders who scored competent or advanced on NOCTI/NIMS, and/or earned at least one industry-recognized credential, and/or completed a work-based learning experience during the 2022-23 school year. The state average for industry-based learning is 93%, and the statewide performance standard is 96%. During that time 100% of students with disabilities met the requirements. However, only 17% of students with disabilities achieved an advanced score on an industry-based competency assessment, which is about 17 points below the all student group score of 34%.
Local Data on NOCTI	According to locally collected data, 73% of students achieved competency on NOCTI/NIMS. However, when the results are filtered, only 53% of students with disabilities achieved competency on NOCTI/NIMS.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Index	According to Future Ready PA Index, about 50% of students are considered economically disadvantaged.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

100% of students with disabilities met one of the following requirements: scored competent or advanced on NOCTI/NIMS, earned at least one industry-recognized credential, and/or completed a work-based learning experience during the 2022-23 school year.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

53% of students with disabilities achieved competency on NOCTI/NIMS.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	Improve retention and attendance. Increase career acquisition according to FRPA Index, increase Career Awareness/Exploration of ninth graders.
Technology Plan	NA
English Language Development Programs	NA
School Climate	According to the school climate survey, students often feel teased and bullied in our school and believe that their peers' interpersonal skills could improve. Students also indicated that a counselor had not helped them plan for life after high school.
Middle States Plan for Growth	N/A

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

According to the school climate survey, students believe that their teachers really care for them.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

According to the school climate survey, 47% of students indicated that a counselor had not helped them plan for life after high school.

According to the school climate survey, students often feel teased and bullied in our school.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Partner with local businesses, community organizations, post-secondary institutions, and other agencies to meet the needs of the school.
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Align curricular materials and lesson plans to the PA Standards.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Foster a culture of high expectations for success for all students, educators, families, and community members.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement a multi-tiered system of supports for academics and behavior.

Implement an evidence-based system of school-wide positive behavior interventions and supports.

Implement evidence-based strategies to engage families to support learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Percent of rigorous courses of study is 80% and meets the statewide performance.	False
Percent of industry-based learning is 98%, exceeding statewide performance.	True
i-Ready Reading Diagnostic test will allow the CTI to diagnose strengths and weaknesses in the classrooms.	False
A certified English teacher is available to assist instructors in including literacy strategies to improve reading scores.	False
N/A	False
N/A	False
	False
According to the 2023 placement study, 97% of students had positive placement.	True
96% of graduates attained a recognized postsecondary credential.	True
According to the school climate survey, students believe that their teachers really care for them.	True
100% of students with disabilities met one of the following requirements: scored competent or advanced on NOCTI/NIMS, earned at least one industry-recognized credential, and/or completed a work-based learning experience during the 2022-23 school year.	False
Partner with local businesses, community organizations, post-secondary institutions, and other agencies to meet the needs of the school.	True
Align curricular materials and lesson plans to the PA Standards.	False
90% of students feel safe in their classrooms.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Foster a culture of high expectations for success for all students, educators, families, and community members.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Career Technical Center and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Percent of students earning advanced on industry-based competency assessments is 34%, which is 9 points below the statewide average.	True
Percent of students scoring competent or advanced on NOCTI/NIMS is 65%.	True

93% of 10th graders are reading one or more grade levels below where they should be; 65% are reading three or more grade levels below.	False
The percent of students who regularly attend is 43%, which is 31 points below the statewide average.	True
Percent of students enrolled in college courses is 31%.	True
Keystone literature scores are consistently below state performance by about 5 points according to Perkins V data.	False
The consortia scored 9% proficiency in Keystone Algebra.	False
8 out of 17 programs had 0% of students score proficient or higher on the Keystone Algebra exams.	True
40% of students who withdrew from their programs returned to their sending schools, but we do not know why.	False
N/A	False
53% of students with disabilities achieved competency on NOCTI/NIMS.	False
73% of students achieved competency on NOCTI/NIMS; 11 out of 18 programs failed to meet 80% competency.	False
46% of students believe they do not matter to others in their program, 41% believe that students get into arguments when they disagree with others, and 34% believe that students at the FCCTI think it's OK to fight if someone insults them.	True
The average percent of items correct per math competency on the NOCTI exams is only 49%.	True
Implement a multi-tiered system of supports for academics and behavior.	True
Implement evidence-based strategies to engage families to support learning	False
	False
According to the school climate survey, 47% of students indicated that a counselor had not helped them plan for life after high school.	False
Implement an evidence-based system of school-wide positive behavior interventions and supports.	True
According to the school climate survey, students often feel teased and bullied in our school.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Percent of students earning advanced on industry-based competency assessments is 34%, which is 9 points below the statewide average.	Industry-based competency assessments include NOCTI and NIMS. During the 2019-2020 school year, the FCCTI met the statewide average of 46%. However, since then, the FCCTI's score has dropped 12 points and is currently 9 points below the statewide average. Furthermore, according to locally collected data, 11 out of 18 shops failed to meet 80% competency. There are several variables for why this may be. Some equity concerns are that the percent of economically disadvantaged students earning advanced is 36% and the percent of students with disabilities earning advanced is 17%. Also, academics may be playing a part as well: the average percent of items correct per math competency on the NOCTI exams is only 49%. Lastly, attendance and student engagement may be playing a part in student performance. It is believed that improving attendance, student engagement, and performance on NOCTI math competencies will raise the overall advanced scores.	True
Percent of students scoring competent or advanced on NOCTI/NIMS is 65%.		False
According to the school climate survey, students often feel teased and bullied in our school.		False
8 out of 17 programs had 0% of students score proficient or higher on the Keystone Algebra exams.		False
46% of students believe they do not matter to others in their program, 41% believe that students get into arguments when they disagree with others, and 34% believe that students at the FCCTI think it's OK to fight if someone insults them.	At the beginning of the 2023 school year, a school climate survey was given to students. An analysis of the survey showed that 8 of the 20 most negative responses involved questions on social emotional learning. Specifically, students did not think they mattered to others in their programs, they believed students got into arguments when they disagreed with others, and they believed that students at the FCCTI think it's ok to fight if someone insults them. These survey questions, as well as others, indicate that students believe their peers have poor social emotional skills, are unable to talk through disagreements, and bully or tease each other. Poor social emotional skills may be contributing factors to bullying, attendance issues, and a lack of student engagement within the classroom.	True

Implement a multi-tiered system of supports for academics and behavior.		False
Implement an evidence-based system of school-wide positive behavior interventions and supports.		False
The percent of students who regularly attend is 43%, which is 31 points below the statewide average.	The statewide average for regular attendance is 74%. At 43%, the FCCTI is 31 points below the average, and in regards to equity considerations, only 34% of Black students regularly attend. There are many reasons why this may be so. On the Fall 2023 School Climate survey, 9% of students said that they sometimes stay home from school because they do not feel safe, and 29% believe that students are often bullied because of certain characteristics (ex: race, religion, or weight). Furthermore, the survey showed that bullying, arguments, and a lack of social emotional skills are all significant concerns at the Fayette CTI. It is hypothesized that working on social emotional learning and student engagement may help improve student attendance.	True
Percent of students enrolled in college courses is 31%.	Though the indicator for rigorous courses of study is high at 80%, one of the components--the percent of college course enrollment--is low at 31%. Currently, there are five programs in which students can earn dual enrollment credit, and across those programs, 89 students are enrolled. However, this number has gone down from 116 the school year before and 104 the year before that. One reason for the decline in enrollment is that students are unable to pass the academic minimum requirements. Improving academic scores and expanding on dual enrollment opportunities will have a positive effect on students' post-secondary options.	True
The average percent of items correct per math competency on the NOCTI exams is only 49%.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Percent of industry-based learning is 98%, exceeding statewide performance.	
According to the 2023 placement study, 97% of students had positive placement.	
96% of graduates attained a recognized postsecondary credential.	

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 college-credit enrollment. 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.
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, social-emotional learning, and college credit enrollment. 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 their program and can be mentored into post-secondary pathways.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Improve the percent of students earning advanced on industry-based competency assessments by focusing on student engagement policies to improve attendance and academics.
	Improve skills in social emotional learning and decrease instances of bullying through Positive Behavior Interventions and Supports.
	Improve the percent of students who regularly attend through increasing student engagement, improving students' social emotional skills, and decreasing bullying.
	Improve the percent of students enrolled in college courses at the FCCTI by improving academic scores and expanding on dual enrollment opportunities.

Goal Setting

Priority: Improve the percent of students earning advanced on industry-based competency assessments by focusing on student engagement policies to improve attendance and academics.

Outcome Category		
Industry-Based Learning		
Measurable Goal Statement (Smart Goal)		
Increase the percent of students earning advanced on industry-based assessments, including NOCTI and NIMS, from 34% to 75%.		
Measurable Goal Nickname (35 Character Max)		
Percent Advanced on NOCTI/NIMS		
Target Year 1	Target Year 2	Target Year 3
Increase the percent of students earning advanced on industry-based assessments, including NOCTI and NIMS, by 14 points from 34% to 48%.	Increase the percent of students earning advanced on industry-based assessments, including NOCTI and NIMS, by 14 points from 48% to 62%.	Increase the percent of students earning advanced on industry-based assessments, including NOCTI and NIMS, from 34% to 75%.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Increase the average percent of items correct per math competency on the NOCTI to at least 80%.		
Measurable Goal Nickname (35 Character Max)		
NOCTI Math Competencies		
Target Year 1	Target Year 2	Target Year 3
Increase the average percent of items correct per math competency on the NOCTI to at least 60%.	Increase the average percent of items correct per math competency on the NOCTI to at least 70%.	Increase the average percent of items correct per math competency on the NOCTI to at least 80%.

Priority: Improve the percent of students who regularly attend through increasing student engagement, improving students' social emotional skills, and decreasing bullying.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Increase the rate of regular attendance by a total of 51 points from 43% to 94%.		
Measurable Goal Nickname (35 Character Max)		
Regular Attendance		
Target Year 1	Target Year 2	Target Year 3

Increase the rate of regular attendance by a total of 17 points from 43% to 60%.	Increase the rate of regular attendance by a total of 17 points from 60% to 77%.	Increase the rate of regular attendance by a total of 51 points from 43% to 94%.
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Priority: Improve the percent of students enrolled in college courses at the FCCTI by improving academic scores and expanding on dual enrollment opportunities.

Outcome Category		
Rigorous Courses of Study Section		
Measurable Goal Statement (Smart Goal)		
Increase percent of graduates enrolled in college course offerings/dual enrollment by 30 points from 31% to 61%.		
Measurable Goal Nickname (35 Character Max)		
Dual Enrollment		
Target Year 1	Target Year 2	Target Year 3
Increase percent of graduates enrolled in college course offerings/dual enrollment by 10 points from 31% to 41%.	Increase percent of graduates enrolled in college course offerings/dual enrollment by 10 points from 41% to 51%.	Increase percent of graduates enrolled in college course offerings/dual enrollment by 30 points from 31% to 61%.

Priority: Improve skills in social emotional learning and decrease instances of bullying through Positive Behavior Interventions and Supports.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
Decrease the amount of students who gave negative responses to "how much do you matter to others in your program?" by 36 points from 46% to 10%.		
Measurable Goal Nickname (35 Character Max)		
Social Emotional Learning		
Target Year 1	Target Year 2	Target Year 3
Decrease the amount of students who gave negative responses to "how much do you matter to others in your program?" by 12 points from 46% to 34%.	Decrease the amount of students who gave negative responses to "how much do you matter to others in your program?" by 12 points from 34% to 22%.	Decrease the amount of students who gave negative responses to "how much do you matter to others in your program?" by 36 points from 46% to 10%.

Action Plan

Measurable Goals

Percent Advanced on NOCTI/NIMS	NOCTI Math Competencies
Regular Attendance	Dual Enrollment
Social Emotional Learning	

Action Plan For: Applied Bell Ringers

Measurable Goals:
<ul style="list-style-type: none"> Increase the percent of students earning advanced on industry-based assessments, including NOCTI and NIMS, from 34% to 75%. Increase the average percent of items correct per math competency on the NOCTI to at least 80%.

Action Step		Anticipated Start/Completion Date	
Provide training on applied bell ringers, including definition, expectations, execution, and samples.		2024-08-20	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Supervisor	Training time, samples, coaching, physical materials as needed.	Yes	No
Action Step		Anticipated Start/Completion Date	
Monitor application of applied bell ringers.		2024-08-20	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Supervisor	Training time, samples, coaching, physical materials as needed.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improve competencies, especially math competencies. Bell ringers will be utilized every day, with math being practiced two to three times a week.	Instructional supervisor, academic facilitator, and learning facilitators will assist with and monitor the application of bell ringers. Instructors will track student participation with a daily grade.

Action Plan For: Olweus Bullying Prevention Program

Measurable Goals:
<ul style="list-style-type: none"> Increase the rate of regular attendance by a total of 51 points from 43% to 94%. Decrease the amount of students who gave negative responses to "how much do you matter to others in your program?" by 36 points from 46% to 10%.

Action Step		Anticipated Start/Completion Date	
Provide training with Olweus Coach Training to implement the Olweus Bullying Prevention Program.		2024-08-20	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Onsite coach, Guidance Counselor	https://clemsolonweus.org/coach-training.php	Yes	No
Action Step		Anticipated Start/Completion Date	
With the help of Olweus, establish a Bully Prevention Coordinating Committee.		2024-08-20	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Onsite coach, Guidance Counselor	https://clemsolonweus.org/coach-training.php	Yes	No
Action Step		Anticipated Start/Completion Date	
Implement and monitor application of Olweus Bullying Prevention Program.		2024-08-20	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Onsite coach, Guidance Counselor	https://clemsolonweus.org/coach-training.php	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease negative behaviors and improve responses regarding bullying and social emotional learning on the school climate survey. Improve attendance through an improved atmosphere.	The onsite coach and Bullying Prevention Coordinating Committee will monitor results.

Action Plan For: Positive Behavior Interventions and Supports

Measurable Goals:
<ul style="list-style-type: none"> Increase the rate of regular attendance by a total of 51 points from 43% to 94%. Decrease the amount of students who gave negative responses to "how much do you matter to others in your program?" by 36 points from 46% to 10%.

Action Step		Anticipated Start/Completion Date	
Provide training with Pennsylvania Training and Technical Assistance Program (PaTTAN) to implement a system of Positive Behavior Interventions and Supports (PBIS).		2024-08-20	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Supervisor	https://www.pattan.net/https/wwwpattannet/Multi-Tiered-System-of-Support/MULTI-TIERED-SYSTEM-OF-SUPPORTS/Behavior/Postive-Behavior-Interventions-and-Supports	Yes	No
Action Step		Anticipated Start/Completion Date	
Implement and monitor application of PBIS.		2024-08-20	2027-06-04

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Supervisor	https://www.pattan.net/https/wwwpattannet/Multi-Tiered-System-of-Support/MULTI-TIERED-SYSTEM-OF-SUPPORTS/Behavior/Postive-Behavior-Interventions-and-Supports	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease negative behaviors and improve responses regarding social emotional learning on the school climate survey. Improve attendance through an improved atmosphere.	Instructional supervisor, guidance, and learning facilitators will monitor results.

Action Plan For: Orientation

Measurable Goals:
<ul style="list-style-type: none"> • Increase the rate of regular attendance by a total of 51 points from 43% to 94%. • Increase percent of graduates enrolled in college course offerings/dual enrollment by 30 points from 31% to 61%. • Decrease the amount of students who gave negative responses to "how much do you matter to others in your program?" by 36 points from 46% to 10%.

Action Step	Anticipated Start/Completion Date		
Select orientation topics with a focus on improving student relationships, introducing dual enrollment opportunities, and discussing important policies regarding attendance and behavior.	2024-08-20 2027-06-04		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Guidance, curriculum committee	Planning time	No	No
Action Step	Anticipated Start/Completion Date		
Provide orientation for first year students to introduce them to policies, opportunities, and peers.	2024-08-20 2027-06-04		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Guidance, curriculum committee	Rooms for orientation and presenters	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improve attendance, dual enrollment numbers, and social emotional learning by communicating expectations, policies, and opportunities to incoming students while giving them time to develop relationships with their peers.	Guidance and the curriculum committee will plan and implement orientation at the beginning of each school year.

Action Plan For: Project-Based Learning

Measurable Goals:
<ul style="list-style-type: none"> • Increase the percent of students earning advanced on industry-based assessments, including NOCTI and NIMS, from 34% to 75%. • Increase the average percent of items correct per math competency on the NOCTI to at least 80%. • Increase the rate of regular attendance by a total of 51 points from 43% to 94%. • Decrease the amount of students who gave negative responses to "how much do you matter to others in your program?" by 36 points from 46% to 10%.

Action Step		Anticipated Start/Completion Date	
Provide training on project-based learning.		2024-08-20	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Supervisor, Academic Facilitator	Magnify Learning PBL Community	Yes	No
Action Step		Anticipated Start/Completion Date	
Monitor use of project-based learning and coach instructors to improve practice.		2024-08-20	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Supervisor, Academic Facilitator	Magnify Learning PBL Community	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Curriculum will indicate use of project-based learning. Students will show improvement on NOCTI scores and social emotional skills as they work together on projects involving the competencies. Group work and a sense of responsibility to their peers will have a positive effect on students' attendance.	Instructional supervisor and academic facilitator will monitor use of project-based learning.

Action Plan For: Dual Enrollment

Measurable Goals:
<ul style="list-style-type: none"> • Increase percent of graduates enrolled in college course offerings/dual enrollment by 30 points from 31% to 61%.

Action Step		Anticipated Start/Completion Date	
Evaluate and select programs for dual enrollment opportunities to increase offerings at the FCCTI.		2024-08-20	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Guidance, Administration	Agreements with institutions of higher education.	No	No
Action Step		Anticipated Start/Completion Date	
Communicate with faculty, students, and parents on the requirements for participating in dual enrollment opportunities.		2024-08-20	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Guidance, Administration	Agreements with institutions of higher education.	No	Yes
Action Step		Anticipated Start/Completion Date	
Monitor student performance to ensure students earn dual enrollment credit.		2024-08-20	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Faculty, Guidance	Agreements with institutions of higher education.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase the number of programs offering dual enrollment and improve student success.	Administration and Guidance will monitor dual enrollment opportunities and will assist faculty in monitoring student performance.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Applied Bell Ringers	Provide training on applied bell ringers, including definition, expectations, execution, and samples.
Olweus Bullying Prevention Program	Provide training with Olweus Coach Training to implement the Olweus Bullying Prevention Program.
Olweus Bullying Prevention Program	With the help of Olweus, establish a Bully Prevention Coordinating Committee.
Positive Behavior Interventions and Supports	Provide training with Pennsylvania Training and Technical Assistance Program (PaTTAN) to implement a system of Positive Behavior Interventions and Supports (PBIS).
Project-Based Learning	Provide training on project-based learning.

Applied Bell Ringers

Action Step		
<ul style="list-style-type: none"> Provide training on applied bell ringers, including definition, expectations, execution, and samples. 		
Audience		
Instructors, Learning Facilitators		
Topics to be Included		
Applied bell ringers--including definition, expectations, execution, and samples--and student engagement.		
Evidence of Learning		
Creation and utilization of applied bell ringers every day. Bell ringers include hands-on learning related to NOCTI competencies, and 2 to 3 times a week, bell ringers involve NOCTI math competencies.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Supervisor	2024-08-20	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	

Olweus Bullying Prevention Program

Action Step		
<ul style="list-style-type: none"> • Provide training with Olweus Coach Training to implement the Olweus Bullying Prevention Program. • With the help of Olweus, establish a Bully Prevention Coordinating Committee. 		
Audience		
Faculty and Staff		
Topics to be Included		
Establishing a Bullying Prevention Coordinating Committee and training to reduce existing bullying among students, prevent the development of new bullying issues, identify signs of trauma, and achieve better peer relations at school.		
Evidence of Learning		
Creation of a positive, supportive learning environment; an increase in positive interactions among adults and peers; and a school environment that reduces the opportunities for bullying while building a sense of community.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Onsite Coach	2024-08-20	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Positive Behavior Interventions and Supports

Action Step
<ul style="list-style-type: none"> • Provide training with Pennsylvania Training and Technical Assistance Program (PaTTAN) to implement a system of Positive Behavior Interventions and Supports (PBIS).
Audience
Faculty and Staff
Topics to be Included
Multi-tiered approaches for social, emotional, and behavior supports; the improvement of the effectiveness, efficiency, and equity of the FCCTI; trauma-informed care and recognition of trauma signs in students; and improving social, emotional, and academic outcomes for all students.
Evidence of Learning

The establishment of effective instructional routines and procedures, the development of cooperative learning environments, and the application of strategies for prevention, de-escalation, and reduction of problem behavior.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Onsite Coach and Guidance Counselor	2024-08-20	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Project-Based Learning

Action Step		
<ul style="list-style-type: none"> • Provide training on project-based learning. 		
Audience		
Instructors		
Topics to be Included		
How to plan, create, and launch authentic, collaborative problem-solving projects for students. How to incorporate literacy to meet the needs of students.		
Evidence of Learning		
Completed unit/lesson plans for a PBL activity.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Supervisor and Academic Facilitator	2024-08-20	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1f: Designing Student Assessments • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction 	

<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning • 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy • 1f: Designing Student Assessments • 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Olweus Bullying Prevention Program	Implement and monitor application of Olweus Bullying Prevention Program.
Positive Behavior Interventions and Supports	Implement and monitor application of PBIS.
Orientation	Provide orientation for first year students to introduce them to policies, opportunities, and peers.
Dual Enrollment	Communicate with faculty, students, and parents on the requirements for participating in dual enrollment opportunities.

Olweus Bullying Prevention Program

Action Step		
<ul style="list-style-type: none"> Provide orientation for first year students to introduce them to policies, opportunities, and peers. Implement and monitor application of Olweus Bullying Prevention Program. Implement and monitor application of PBIS. Provide orientation for first year students to introduce them to policies, opportunities, and peers. Provide orientation for first year students to introduce them to policies, opportunities, and peers. Communicate with faculty, students, and parents on the requirements for participating in dual enrollment opportunities. 		
Audience		
Faculty, students, and parents		
Topics to be Included		
Expectations of student behavior and policies on bullying.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration and Guidance	2024-08-20	2027-06-04

Communication

Type of Communication	Frequency
Presentation	Annually

Communication

Type of Communication	Frequency
Presentation	Annually

Communication

Type of Communication	Frequency
Presentation	Annually

Communication

Type of Communication	Frequency
Presentation	Annually

Letter	Annually
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Positive Behavior Interventions and Support

Action Step		
<ul style="list-style-type: none"> • Provide orientation for first year students to introduce them to policies, opportunities, and peers. • Implement and monitor application of Olweus Bullying Prevention Program. • Implement and monitor application of PBIS. • Provide orientation for first year students to introduce them to policies, opportunities, and peers. • Provide orientation for first year students to introduce them to policies, opportunities, and peers. • Communicate with faculty, students, and parents on the requirements for participating in dual enrollment opportunities. 		
Audience		
Faculty and Students		
Topics to be Included		
Policies and expectations of student behavior.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration and Guidance	2024-08-20	2027-06-04

Communication

Type of Communication	Frequency
Presentation	Annually

Communication

Type of Communication	Frequency
Presentation	Annually

Communication

Type of Communication	Frequency
Presentation	Annually

Communication

Type of Communication	Frequency
Letter	Annually

Dual Enrollment Opportunities

Action Step
<ul style="list-style-type: none"> • Provide orientation for first year students to introduce them to policies, opportunities, and peers. • Implement and monitor application of Olweus Bullying Prevention Program. • Implement and monitor application of PBIS. • Provide orientation for first year students to introduce them to policies, opportunities, and peers.

<ul style="list-style-type: none"> • Provide orientation for first year students to introduce them to policies, opportunities, and peers. • Communicate with faculty, students, and parents on the requirements for participating in dual enrollment opportunities. 		
Audience		
Faculty and Students		
Topics to be Included		
Policies and expectations of student behavior.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration and Guidance	2024-08-20	2027-06-04

Communication

Type of Communication	Frequency
Presentation	Annually

Communication

Type of Communication	Frequency
Presentation	Annually

Communication

Type of Communication	Frequency
Presentation	Annually

Communication

Type of Communication	Frequency
Letter	Annually

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date