Indiana County Technology Center

CTC Plan

07/01/2020 - 06/30/2023

CTC Profile

Demographics

441 Hamill Rd
Indiana, PA 15701-1465
724-349-6700-101

AYP Status: Not Provided
Administrative Director: Michael McDermott

Planning Process

The Indiana County Technology Center's Comprehensive Plan was developed through the active participation of parents, students, school directors, teachers, administrators, other school personnel, and business and community leaders. The use of current Joint Operating Committee members, Perkins Advisory Board members, and Occupational Advisory Board members were utilized to form the ICTC's Comprehensive Planning Committee.

Planning Committee Members participated in meetings held throughout the 2018 school year. Beginning in September of 2018, using the current Strategic Plan as a guide, the Comprehensive Planning Committee began reviewing and suggesting revisions to all aspects of the plan. Current student and Teacher Effectiveness data, new legislation, current trends in industry, and committee member input were referenced in current planning. As the process progressed, the committee and committee members recommended revisions, additional goals, and edits.

Mission Statement

The mission of the Indiana County Technology Center, an innovative regional career development and technology center, in partnership with our member districts and the community, is to provide all learners an environment that includes the integration of a challenging technical and academic education with an emphasis on the development of skills which provide the pathways to further education and employment in an ever-changing world.

Vision Statement

Advocate the critical role of career and technical education for quality education and workforce development.

Collaborate and partner with other educational/community stakeholders to provide enhanced post-secondary opportunities for student success.

Expand and develop quality adult education programs.

Increase student acheivement through the integration of academic and occupational standards.

Integrate technology into the instructional practices and operations of the ICTC.

Utilize all sources of the school in an artful manner.

Shared Values

Each individual has worth and dignity.

Each individual will develop skills for life-long learning.

Educational partners must collaborate to maximize student learning.

Everyone deserves a caring, safe learning environment.

Community involvement is essential.

Technical education is valuable and essential to compete in a global economy.

There are opportunities for success for all learners.

Knowledge is empowerment.

All individuals are provided with the opportunity to reach their full potential.

Educational Community

The ICTC is located in the southern part of Indiana County. The ICTC is comprised of all the public high schools within Indiana County. Seven sending districts (eight public high schools) send eligible students in grades 10, 11, and 12 to one of 13 ICTC programs. Students attend one of two half-day sessions, AM or PM. The other half of the day is spent at their sending school which instructs students in their academic courses. The sending school districts of Indiana County are; Blairsville/Saltsburg, Homer Center, Indiana, Marion Center, Penns Manor, Purchase Line, and United.

The Joint Operating Committee is the governing board for the ICTC. Membership consists of one board member from each of the member schools. One Superintendent of Record is chosen from among the member schools on a two year rotating basis. The Professional Advisory Committee is comprised of the Superintendents from each of the member schools as well as the Director of the ICTC.

Planning Committee

Name	Role
Michelle Dolges	Administrator : Professional Education
Daren Johnston	Administrator
Charles Koren	Administrator
Michael McDermott	Administrator : Professional Education
Diana Rupert	Administrator
Audra Spicer	Administrator : Professional Education
Michael Worthington	Building Principal : Professional Education
Dick Clawson	Business Representative : Professional Education
JP Habits	Business Representative
Steven Higgins	Business Representative
Carol Nelson	Business Representative
Warren Peter	Business Representative : Professional Education
Carol Fry	Community Representative : Professional Education
Debra Poloff	Community Representative : Professional Education
Rachel Hrabovsky	Ed Specialist - Other
Kelly Fox	Ed Specialist - School Counselor : Professional Education
Tammy Nalevanko	Ed Specialist - School Nurse
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Timothy Bash	High School Teacher - Regular Education : Professional Education
Cathy Jones	High School Teacher - Regular Education : Professional Education
Jon Krecota	High School Teacher - Regular Education : Professional Education
Michael Miller	High School Teacher - Regular Education :

	Professional Education
Michael Rescenete	High School Teacher - Regular Education : Professional Education
Christopher Shirley	High School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Melaney Brubaker	Parent : Professional Education
Keith McCracken	Parent : Professional Education
Toni Shaffer	Special Education Director/Specialist : Professional Education
Tyler Brubaker	Student : Professional Education
Seila McCracken	Student : Professional Education

Core Foundations

Standards

Mapping and Alignment

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

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

This narrative is empty.

Adaptations

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Unchecked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography

- Health, Safety and Physical Education
- History

Explanation for any standards checked:

ICTC is a part-time CTC. Our sending schools provide the academic courses required for graduation. ICTC programs are considered elective course credits in obtaining graduation eligibility. With each ICTC program of study, PA Core Standards in Mathematics and Language Arts are integrated into instruction. The Standards are crosswalked to match Program of Study goals and objectives. Depending on the Program of Study (Health Occupations, Computer Science Technology, Machining Technology) curriculum also includes standards in Science and Technology and Engineering Education.

Curriculum

Planned Instruction

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

Processes used to ensure Accomplishment:

ICTC programs follow the Program of Study as defined by the Pennsylvania Department of Education Bureau of Career and Technical Education. Each program has identified objectives and task lists aligned to the standard. Programs of Study are routinely updated and revised by the Department. In addition to the state designated Program of Study, ICTC utilizes Ocupational Advisory Committees to include additional tasks to the POS. Student performance is measured by the use of rubrics and teacher developed tests, Industry Certification tests, NOCTI testing,and NIMS testing.

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

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Accomodations and modifications are made to planned instruction based on student need as well as the modification and accommodations stated in the Individualized Education Plan for identified students. Each program is supported by Special Education Services and ICTC's Student Services Department. Instructional Aides are also available to assist students .

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers
- Peer evaluation/coaching

Regular Lesson Plan Review

   Checked Answers
   - Administrators

   Unchecked Answers
   - Career Cluster Chairs
   - Instructional Coaches
   - Not Reviewed

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

Administrators routinely walk-through program areas during the course of a school day. Program areas are informally observed, occasionally a walk-through evaluation is recorded during this time. Program instructor submit weekly lesson plans along with classroom objectives and procedures. Quarterly, ICTC grades are reported. At this time, classroom objectives and progress are monitored and adjustments are made based on student performance and progress. Student Learning Objectives are developed as goals tied into overall teacher evaluation. SLO's are reviewed mid-way through the year to determine adequate progress toward goals. Formal observations are scheduled using the Pennsylvania Electronic Teacher Evaluation Portal. At least one formal observation is recorded and documented each year. Final evaluations are determined in May as a result of all formal observations, walk-through observations, incidental notes, SLO progress, NOCTI performance results, certification percentages, and completion of the Program of Study percentages.

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

This narrative is empty.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

Teaching objectives are aligned with the PDE developed Program of Study. Instructors have crosswalked their curriculum to algiln with state academic standards. As a three year CTC, ICTC instruction can be paced to meet the needs of the student. MAX Teaching strategies are utilized in classroom lessons. Professional development time is dedicated to implementation strategies of MAX Teaching strategies. Instructional Aides are utilized to assist students in obtaining their competencies.

Recruitment

(Comprehensive CTC only)

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

This narrative is empty.

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

This narrative is empty.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

(Comprehensive CTC who graduate students only)

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

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

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

- Not Applicable. Our LEA does not offer High School courses.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

  I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

  II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

  III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

  IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

  V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

  VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the

independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Methods and Measures

Summative Assessments
- NOCTI Testing
- NIMS
- Industry Certification Testing
- Program of Study Completion

Benchmark Assessments
- Textbook Assessments
- NOCTI Pre-test
- Program of Study Completion
- Projects/Performance

Formative Assessments
- Questioning and discussion
- MAX Teaching Strategies
- Demonstration
- Performance Rubrics

Diagnostic Assessments
- NOCTI pre-test during the first month of the students' senior year.

Validation of Implemented Assessments

(Comprehensive CTC only)

Checked answers
> *None.*

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

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

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

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

This narrative is empty.

Collection and Dissemination

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

The ICTC utilizes software programs Edline and Prosoft to gather and report student data. Data is readily available through these systems to be analyzed and disseminated to staff, parents, students and LEA leaders.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Student performance is monitored closely through quarterly meetings between ICTC guidance and administration and sending school personnel. Quarterly reports are also sent home as well as on-line grades posted to inform parents of student progress. Student progress toward completion of the Program of Study is included in all reports. The NOCTI pre-test is given to each student at the beginning of their senior year to determine specific individual goals for the senior year. NOCTI scores, over a three year period, are used to determine gaps in the curriculum. Tracking of the percentage of students completing the POS and the number of students obtaining certifications also are used to determine individual and group goals.

Assessment Data Uses
(Comprehensive CTC only)

Checked answers
        None.

Unchecked answers

- Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.
- Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.
- Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.
- Instructional practices modified or adapted to increase student mastery.

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

Checked answers

- Course Planning Guides

- Directing Public to the PDE & other Test-related Websites

- Individual Meetings

- Letters to Parents/Guardians

- Local Media Reports

- Website

- Meetings with Community, Families and School Board

- Mass Phone Calls/Emails/Letters

- Newsletters

- Press Releases

- School Calendar

- Student Handbook

Unchecked answers

None.

Provide brief explanation of the process for incorporating selected strategies.

In order to keep all stakeholders informed, the ICTC implements a variety of communication methods. ICTC attempts to keep an open relationship with sending schools to diseminate information through their communication outlets as well.Buy utilizing a variety of communication outlets, information is more assured to reach the intended audience.

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

This narrative is empty.

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- School-wide Positive Behavioral Programs
- Conflict Resolution or Dispute Management
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

Unchecked answers

- Peer Helper Programs
- Placement of School Resource Officers
- Student Assistance Program Teams and Training

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

ICTC does not have a program in place specifically for peer mentor or peer helping. Although students do serve as mentors and students are paired with each other, it is not a formally outlined and defined program. Also, the ICTC does not have a resource officer. Security systems are in place as well as a signed safe schools agreement with local and State Police. ICTC does not have its own specific SAP Team, SAP teams are formed and trained in the sending schools and ICTC representatives serve on each of those teams.

Screening, Evaluating and Programming for Gifted Students

(Comprehensive CTC only)

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

The ICTC communicates program offerings to the public through brochures, handbooks, website postings and quarterly notifications.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The ICTC, being a part-time CTC, works cooperatively with sending school counselors in providing career choices and opportunities to students throughout Indiana County. During the initial scheduling process, students' backgrounds in aptitude, interest, discipline and attendance are reviewed. ICTC programs are offered to meet the GIEP needs of Gifted students showing interest in career/educational fields offered in our program areas. All sending school students tour each program of our facility during their 9th grade year. All students expressing interest in our program offerings are invited back and spend an extended visitation in the area(s) of specific interest.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Evaluations of students' aptitude and abilities takes place in the sending schools. All sending school students are eligible to participate in ICTC programs. Enrollment is based on student interest, and career goals. Enrollment in the ICTC becomes part of student's transitional plans. Students grades, attendance, and discipline are part of the enrollment eligibility criteria. Parental involvement and parental agreement are also part of the scheduling process.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Our programs connect students to industry as well as post-secondary institutions. Co-operative experiences are available to qualifying senior students. Each program offers industry recognized certifications. Dual enrollment opportunities exist in many of our program as well as eligibility for state-wide articulation agreements with post secondary institutions through the state's SOAR program.

Developmental Services

Checked answers

- Academic Counseling
- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning

- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Individual Student Planning
- Orientation/Transition
- Coordination of Services with Sending School

Unchecked answers

- Health and Wellness Curriculum
- Health Screenings
- Nutrition
- RTII/MTSS
- Wellness/Health Appraisal

Explanation of developmental services:

The ICTC works cooperatively with each of our eight sending schools. ICTC's Student Services personnel communicate with the various sending school personnel to assure information is shared. The ICTC has partnered with all sending schools to develop Comprehensive, K-12 Guidance Plans.

Diagnostic, Intervention and Referral Services

Checked answers

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

Unchecked answers

- Student Assistance Program

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Checked answers

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

Unchecked answers

- Truancy Coordination

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Checked answers

- Course Planning Guides

- Directing Public to the PDE & Test-related Websites

- Individual Meetings

- Letters to Parents/Guardians

- Local Media Reports

- Website

- Meetings with Community, Families and Board of Directors

- Mass Phone Calls/Emails/Letters

- Newsletters

- Press Releases

- School Calendar

- Student Handbook

- Coordination of Services with Sending School

Unchecked answers
> *None.*

Communication of Student Health Needs

(Comprehensive CTC only)

Checked answers
> *None.*

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

Frequency of Communication

Frequency of communication: **Quarterly**

Collaboration for Interventions

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

Program instructors work directly with ICTC Student Services department to meet the needs of students. The ICTC Student Services include a Guidance Counselor, Learning Facilitator, and a Transition Coordinator. Monitoring of appropriate interventions and student progress is a continual process. Instructors can electronically submit concerns or notes on student behavior, or interactions as a way to document and report concerns through a process called the Strategic Student Intervention Process Report. Instructors, counselors, and administration are notified anytime a record is entered and a response to that intervention is logged.

Community Coordination

Describe how you accomplish coordination with community operated before or after school programs and services for all grade levels through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Currently, ICTC does not have after school programs. Students are transported back to their sending school upon dismissal.

Materials and Resources

Description of Materials and Resources

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

Provide explanation for processes used to ensure Accomplishment.

Every effort is made to supply instructors with current curriculum material, up-to-date industry standard materials, and OAC recommended equipment. Grant opportunities are used to apply for and purchase equipment that may be outside the approved budget. Perkins funding is used to employ Instructional Aides to assure students are assisted in the programs if needed as have the accessibility to equipment and materials. Donations are acceped from local businesses and industry of equipment or material that is relevant and needed in program areas.

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

This narrative is empty.

SAS Incorporation

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Full Implementation
Civics and Government	Not Applicable

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

Further explanation for columns selected "

ICTC has intergrated the mathematics and language arts standards into the curriculum. Being a part-time CTC, ICTC does not offer courses that would enable instruction to encompass all of the standards. Program instructors utilize a number of web-sites as a reference to integrate academic standards into the curriculum. MAX Teaching professional development is used to educate instructors on methods of integration and classroom strategies.

Professional Education

Characteristics

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

Ctc Avts's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's				X

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

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

In-service and Act 80 Days are utilized for professional development. Staff may attend conferences offered by PDE, PACTA, ACTE, PACTE, PATTAN, Business and Industry, local universities, colleges, or community colleges, or any other approved supplier. Instructors are given time to collaborate with peers to align curriculum as well as visit local businesses and industry to stay current. The Technical Assistance Program (TAP) is utilized to assist instructors and aides. The local IU (IU 28) is also used as a provider of necessary professional development. Instructors also present best practices and serve as mentors to each other.

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

All strategies are were selected.

Professional Development

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
10/10/2013 Training is Presented by IU28
The LEA plans to conduct the required training on approximately:
1/18/2016

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

Questions
The LEA has conducted the training on:
8/25/2015 Initial Traning Session
The LEA plans to conduct the training on approximately:
8/29/2016
8/28/2017
8/27/2018

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

Questions
The LEA has conducted the training on:
10/10/2013
The LEA plans to conduct the training on approximately:
1/18/2016

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

Professional development activities are planned based upon instructor request, current policies or state requirements, best practices, and analysis of student and instructor performance data. Instructors are surveyed on the effectiveness of in-service programs and attended confences. Instructors may target specific professional development needs based on SLO development and goals. The teacher effectiveness model is used to engage conversation between administration and instructors to assure delivery of instruction, expectations of administration, planned improvement or points of emphasis, and propr delivery of curriculum.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

All new employees to the ICTC are placed with a mentor. Depending on the employee (secretarial, maintenance, instructional aide, or instructor) and their level of experience working in a CTC, the level of mentor involvement and assistance is adjusted. For all new instructors to ICTC, regardless of past experience, a mentor is assigned to them as outlined in the ICTC Teacher Induction Plan. Mentors are to report progress at least quarterly t an administrator. Using a check list system, mentors and inductees initial and date topics as they are discussed, or demonstrated. Teacher observations and walkthroughs also are included in the Induction Plan, using observation as as spring board for discussion. Daily / weekly discussion between administration and the inductee to assure the needs of the inductee are being met. Traing sessions are scheduled to meet individual needs on the various operating, grading and reporting systems.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Student PSSA data.
- Submission of inductee portfolio.

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

The induction process is outlined for mentors and inductees in the ICTC Teacher Induction Plan. Mentors and inductees meet regularly and sign-off/initial completed information/topics covered by the mentor interaction. Regular contact by the admdinistration is also part of the induction process. As lessons are developed, walk-throughs and observations take place, guidance and recommendations are given to the inductee to implement during instruction, classroom management, lesson planning and documentation practices.

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

As a part-time CTC, ICTC has 14 program areas. Instructors all share common teaching and planning times. Mentor available time , as well as the inductees, are shared time. There is no opportunity for the mentor to observe lesson but they do discuss lessons and lesson development. The ICTC enrolls students in grades 10 through 12. There is no PSSA data that directly relates to instruction or remediation. ICTC works in conjunction with sending school by analysis Keystone Testing data and implementing interventions when possible. The induction process involves checklists and a inductee log. Currently ICTC does not require inductees to submit a portfolio.

Mentor Characteristics

Checked answers

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

Unchecked answers

> None.

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

All instructors holding a Vocational II certificate and has a profiecient or higher teaching rating are eligible to apply for mentor positions. All applications are reviewed by administration and selections are made based on experience, relevance to subject knowledge, proximity of program area to the inductee, and professionalism.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Monitoring of the mentoring process is on-going through informal discussion with both the mentor and inductee. Formal meeting are scheduled if a need arises. Quarterly sign-off are a requirement of the induction process. The entire mentoring process is signed off and approved by administration at an end of the year meeting and review.

Recording Process

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

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

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers
None.

Assurances

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

CTC Accomplishments

Accomplishment #1:
NOCTI performance is above the Perkins indicator expectation.

Accomplishment #2:
ICTC has succesfully completed the most recent 339 review.

Accomplishment #3:
All program areas offer at least one industry recognized certification.

Accomplishment #4:
Enrollment in program areas has remained steady or increased.

Accomplishment #5:
ICTC students successfully compete in the SKILLS USA competition at the local, regional, state and national levels.

CTC Concerns

Concern #1:
Maintain high levels of support, cooperation and comminication with sending schools to ensure enrollment numbers remain acceptable in all program areas and to explore program offerings that will best serve the students of our sending schools.

Concern #2:
Assure securement of funding to continue providing industry quality equipment.
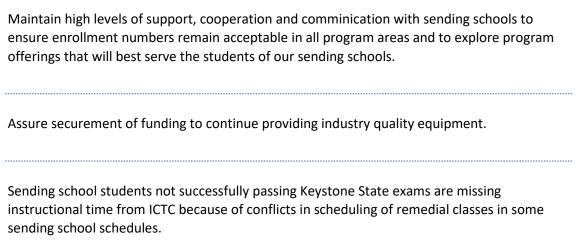
Concern #3:
Sending school students not successfully passing Keystone State exams are missing instructional time from ICTC because of conflicts in scheduling of remedial classes in some sending school schedules.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #5)* Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Systemic Challenge #2 *(Guiding Question #6)* Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

> **Aligned Concerns:**
>
> Maintain high levels of support, cooperation and comminication with sending schools to ensure enrollment numbers remain acceptable in all program areas and to explore program offerings that will best serve the students of our sending schools.
>
> Assure securement of funding to continue providing industry quality equipment.
>
> Sending school students not successfully passing Keystone State exams are missing instructional time from ICTC because of conflicts in scheduling of remedial classes in some sending school schedules.

Systemic Challenge #3 *(Guiding Question #9)* Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Related Challenges:

- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: NOCTI Written and Performance Data

Specific Targets: 85% of students will obtain proficient or advanced status.

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

NOCTI Data Analysis

Description:

Ecah year, instructors will analyse NOCTI pre -test data, performance data, and written performance data to determine possible gaps in instruction and

points of emphasis in curriculum. This data will be used to support goals and objectives for instructors, program goals , and individualized student goals. Instructors will incorporate these goals into the development of Student Learning Objectives which will be used as a measure in the Teacher Effectiveness process. Instructors will create and implement benchmark measures to monitor student progress toward goals, using the data to adjust instruction.

Start Date: 8/26/2015   **End Date:** 5/29/2019

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

Supported Strategies:

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

Data Analysis

Description:

At the beginning of each year, NOCTI post test dat from the previous year as well as data from prior years testing results are analysed in an attempt to find possible gaps in instruction and curriculum. Low performance areas, over time, are are point of emphasis in instruction and delivery. Student Learning Objectives are created as annual goals using this data analysis. Instructors create benchmark assessments to monitor student progress and teaching effectiveness. Administration works cooperatively with instructors to develop and approve goals and objectives including SLO's, lesson plans, walk-throughs, and formal observations. Individual student goals are also created. Student progress toward selected goals, competency proficiency, and certification attainment are part of the reported progress reports and nine-week grades.

Start Date: 8/26/2015   **End Date:** 5/29/2019

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

Supported Strategies:

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

Goal #2: Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Student grades, enrollment and attendance numbers, IEP meeting data, graduation rates, completer status, and program enrollment numbers.

Specific Targets: 95% Graduation and completer status. Successful interventions as determined by IEP meetings.

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student _achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have

a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx , and http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time)

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Successful student program completion

Description:

Student progress, competency completion, attendance, and earned certifications are all tracked within the ICTC data base. With each progress report, and reprot card period, information is shared with the student, parents, sending school counselors, and administration. Meeting are scheduled during each nine-week grading period to discuss student progress and interventions with sending school counselors and ICTC personnel. Bi-weekly faculty meetings are scheduled to continually update faculty. Tecaher and classroom performance is monitored through walk-throughs and formal observations.

Start Date: 8/26/2015   **End Date:** 5/31/2017

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

Supported Strategies:

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

- Technology Infrastructure Enhancement/Technology Access and Training Increase

- Increased Quality Instructional Time

Goal #3: To achieve successful Teacher Effectiveness ratings of all program instructors as determined by 100% proficient or above rating.

Related Challenges:

- Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher Effectiveness ratings

Specific Targets: Lesson plan development, walk-throughs, formal observations, professional development participations and summaries, and, when necessary, successful improvement plan completion.

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Instruction

Implementation Steps:

Professional Development

Description:

All instructors and instructional aides are evaluated annually on their overall performance. Instructors are required to submit weekly lesson plans which are reviewed for content and instructional procedures. Regular walk-throughs are conducted in all program areas as well as grade, attendance and competency completion monitoring. All instructors are minimally eevaluated one time formally using the Educator Effectiveness model. Individual goals are established through the development of SLO's which are adjusted and modified throughout the school year if necessary.

Start Date: 8/26/2015   **End Date:** 5/29/2019

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

Supported Strategies:

- Substantial Professional Development

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description
8/26/2015	5/29/2019	NOCTI Data Analysis	Ecah year, instructors will analyse NOCTI pre -test data, performance data, and written performance data to determine possible gaps in instruction and points of emphasis in curriculum. This data will be used to support goals and objectives for instructors, program goals , and individualized student goals. Instructors will incorporate these goals into the development of Student Learning Objectives which will be used as a measure in the Teacher Effectiveness process. Instructors will create and implement benchmark measures to monitor student progress toward goals, using the data to adjust instruction.

Person Responsible	SH	S	EP	Provider	Type	App.
Program areas instructors and administration	6	2	27	MAx Teaching	For Profit Company	Yes

Knowledge	NOCTI Data analysis, Max Teaching Strategies, Lesson Planning, SLO Development
Supportive Research	Literacy Based Classroom Strategies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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

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

Empowers educators to work effectively with parents and community partners.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

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

Instructs the leader in managing resources for effective results.

Training Format

School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers		High (grades 9-12)
	Principals / Asst. Principals		
	School counselors	**Grade Levels**	
	Paraprofessional		
	Other educational		

specialists

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

CTC Level Affirmations

We affirm that this CTC Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the CTC offices and on the CTC website until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members to meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Executive Director