

Connellsville Area Career & Technical Center

CTC Plan

07/01/2020 - 06/30/2023

CTC Profile

Demographics

720 Locust Street
Connellsville, PA 15425
(724)626-0236

AYP Status: Not Provided
Administrative Director: Bruce Jaynes

Planning Process

The Executive Director and the Planning Team will lead the planning process to ensure that appropriate systemic change will not only be identified but also implemented. The timing of our stakeholder meetings will coincide with the PDE mandated timelines.

Mission Statement

Through the cooperative efforts of educators, parents, community, and students, the Connellsville Area Career and Technical Center will provide a safe, diverse, and challenging educational environment dedicated to helping all students become respectful, responsible, and knowledgeable life-long learners prepared to meet the challenges of an ever-changing global society.

The Connellsville Area Career and Technical Center will support the integration and expansion of technology in the curriculum to benefit students, parents, and the community.

Vision Statement

In developing the Comprehensive Plan, the Connellsville Area Career and Technical Center is committed to continuous improvement by focusing on the following six educational expectations:

1. Higher academic achievement for all students
2. Effective educational programs and lifelong goals for all students within our diverse population
3. A nurturing, student-centered learning environment for every child
4. More effective communications throughout the district to engender greater support from all stakeholders
5. Staff expectations - For all staff members to have access to the latest research-based, best practices.
6. Professional development will be determined individually and will be needs-based for all stakeholders.

Integrated technology will be provided to enhance classroom instruction.

Shared Values

In the Connellsville Area Career and Technical Center, we believe that...

- Every student can be a successful learner.
- Educational standards must be at the core of curriculum, instruction and assessment.
- Education is a partnership among educators, parents, community, and students.
- Educational programs must be differentiated and equal to provide appropriate opportunities for all students.
- The school environment must be safe and nurturing so that teachers can teach and students can learn.
- Society is enhanced when its young people strive to become respectful, responsible, and knowledgeable lifelong learners.
- Technology must be a consideration in all educational planning.
- Professional development opportunities are essential to help teachers continually improve classroom instruction and management.
- Appropriate support services must be provided to ensure that all students have an equal opportunity to reach their full potential.
- Educational facilities must be continually assessed and maintained to ensure safety, comfort, and to promote educational excellence.

Educational Community

The Connellsville Area Career and Technical Center only receives students from the Connellsville Area School District, therefore, the Connellsville Area School District community is the same as the Connellsville Area Career and Technical Center community. The Connellsville Area Career and Technical Center community is a rural school district which is located in Fayette County in the southwestern area of Pennsylvania, about fifty miles southeast of the city of Pittsburgh. The school district is comprised of the City of Connellsville, the Boroughs of Dawson, Dunbar, South Connellsville, and Vanderbilt, and the Townships of Bullskin, Connellsville, Dunbar, Saltlick, and Springfield. The district encompasses an area of 234 square miles and has a population of approximately 36,480 residents.

The district operates seven schools at this time; four elementary schools, one middle school, one senior high, and a career and technical center. Student enrollment is currently at about 5100, which is down considerably from the approximately 9000 students the district had when it was first organized in 1966. The district staff consists of 381 teachers, 107 support personnel, and 21 administrators working together

to provide a quality education for all students. The Connellsville Area Career and Technical Center is staffed by 27 teachers, 14 support personnel, 2 building administrators and student enrollment is 291

Economic status of our community/Current and Projected Fiscal Status of the District

The Connellsville Area School District, which is the only feeder district for the Connellsville Area Career and Technical Center, does not expect significant growth in the near future given the residential nature of the local economy. Most of the industry is located in and around Connellsville with farming and recreational opportunities such as hiking, biking, white water rafting, and skiing confined to portions of the District. There does not appear to be any significant growth in area industries including glass, closures (lids), bituminous coal, metal working machinery, wood products, and service related industries.

Finances

The Connellsville Area Career and Technical Center is mandated to follow the Connellsville Area School District fiscal policies and expenditure procedures.

The largest employers located within or near the Connellsville Area Career and Technical Center area include:

<u>Name</u>	<u>Industry Sector</u>
Connellsville Area School District	Education
Highlands Hospital	Medical Services
West Penn Power	Utilities
WalMart	Retail
Cork Crown and Seal	Manufacturing
Nemacolin Woodlands Inc	Hospitality
Martins Food Stores	Grocery Store
Spherion Staffing Services	Temp Agency
Sensus USA Inc	Manufacturing
Bud Murphy Enterprises	Restaurant

Source: School District Officials

Commonwealth Aid to School Districts

Pennsylvania school districts receive financial assistance from the Commonwealth in a number of forms, all subject to statutory provisions and annual appropriation by the Pennsylvania General Assembly. State law presently provides that the School District will receive reimbursement from the Commonwealth for a portion of debt service on the Bonds upon final approval of the Department of Education.

Commonwealth reimbursement is based on the "Reimbursable Percentage" assigned to Bonds and the School District's Aid Ratio. The "Reimbursable Percentage" of Bonds for the Connellsville Area School District will be a maximum of 32.9%. The School District Aid Ratio for the 2016-2017 was 74.31%. Aid ratio is a function of the market value per weighted average daily membership of the School District relative to that of other school districts of the Commonwealth. In future years, this percentage may change as the School District's Aid Ratio changes or as a result of future legislation.

The nine largest functions in the Connellsville Area Career and Technical Center include: instructional programs, instructional student support, administrative, technical shops/programs of study, operation and maintenance of plant, pupil transportation, student activities, community services, food service, as well as each program's net cost (total cost less revenues generated by activities).

Organizational Resources

Some of the organizational resources for the Connellsville Area Career and Technical Center include Fayette County Drug and Alcohol, Fayette County Behavioral Health, Private Industry Council, Fay-Penn, Exxon, FBEP and Fayette Chamber of Commerce, and Big Brothers and Big Sisters.

Community Resources

The Connellsville Area Career and Technical Center depends on various community resources. The Falcon Foundation, Scottdale Bank and Trust, and Fallingwater are some of the community resources.

Students we serve

The Connellsville Area Career and Technical Center services students at every level of the educational spectrum. We provide services for 85 special needs students.

Academic Programs and Tutoring Programs

Athletics

Cyber Solutions Initiative

Foods and Nutrition Services

FOLA

Guidance Services

Health Services

Homebound Instruction

Library Services**Protective Services****Social - Behavioral Aids and Services****Student Activities****Student Assistance Teams (SAP)****Summer School****Transportation Services****Workforce Development****Opportunities for our students provided by our Community**

Head Start, Fallingwater, Private Industry Council are a few Community Resources.

Community Perception

Based on the surveys, the community believes that the school is effective.

Planning Committee

Name	Role
Andy Hedrick	Administrator : Professional Education
Bruce Jaynes	Administrator : Professional Education
Paul Harshman	Business Representative : Professional Education
Paula Rendine	Business Representative : Professional Education
Mark Sheppler	Business Representative
Vern Ohler	Community Representative : Professional Education
Robin Shultz	Community Representative : Professional Education
Shawna Little	Ed Specialist - Other : Professional Education
Eric Dicianna	Ed Specialist - School Counselor : Professional Education
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Not Applicable	Elementary School Teacher - Regular Education :

	Professional Education
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Frank Bryner	High School Teacher - Regular Education : Professional Education
Frank Dean	High School Teacher - Regular Education
Dom Grenaldo	High School Teacher - Regular Education
Sean McDowell	High School Teacher - Regular Education
Jeffrey Puskar	High School Teacher - Regular Education : Professional Education
Tiffany Riggan	High School Teacher - Regular Education : Professional Education
Kahla Goller	High School Teacher - Special Education : Professional Education
William Guess	High School Teacher - Special Education
Megan Newcomer	High School Teacher - Special Education
Bridget Starr	High School Teacher - Special Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Carrie Detwiler	Parent : Professional Education
William Shipley	Parent : 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	Accomplished	Accomplished
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	Accomplished	Non Applicable
Family and Consumer Sciences	Non Applicable	Non Applicable
Geography	Non Applicable	Non Applicable
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Non Applicable	Non Applicable

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

This narrative is empty.

Adaptations

Checked answers

None.

Unchecked answers

- 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

Explanation for any standards checked:

This narrative is empty.

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:

Staff members work to revise curricula in all areas. All staff members are in-serviced on new curricula in department meetings. Principals complete weekly lesson plan checks and walk-throughs to ensure that staff members are teaching the written curricula.

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.

Any Specially Designed Instruction identified in the student's IEP is followed. Modifications and accommodations may take many forms, but all students are held to the same standards and must be successful on state standardized tests or the equivalent for graduation. All modifications and accommodations support the diversity required to enhance student achievement.

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.

The Principal/ Vocational Director will be conducting classroom walk-throughs monthly. The staff members were included in the development of the “look-fors.” The staff members understand what it is that the Principal/Vocational Director is looking for (want to see) when they enter the classroom. The look-fors are research-based strategies.

The Principal /Vocational Director will complete “spot checks” of lesson plans, to ensure that the standards, anchors, and eligible content are being taught. The principal/vocational director will then send the list of lesson plan checks to the Superintendent upon request. Teaching staff is required to submit lesson plans weekly by Monday morning.

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

Peer coaching/evaluation would have to be negotiated through the Collective Bargaining Unit. Instructional coaches have been used in the past when we had the funds available to staff our buildings with coaches. We do not have the funding to staff coaches. Department Supervisors would be members of the Collective Bargaining Unit – again this would have to be negotiated. However, a math coach, who is also a fellow teacher assists in the math classes at the CACTC as needed.

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

This narrative is empty.

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.

All of our teachers are Highly Qualified. We advertise for teachers, according to the type of certification that is required for the position we advertise. Struggling students are given tutoring opportunities. Our special education students are taught by teachers using a co-teaching model.

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

All of our teachers are Highly Qualified. We advertise for teachers, according to the type of certification/industry experience that is required for the position we advertise. Struggling students are given tutoring opportunities.

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

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

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

None.

Unchecked answers

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

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

- Keystone Exams
- NOCTI Exams

Benchmark Assessments

- Classroom Diagnostic Tests (CDTs)

Formative Assessments

- Classroom, teacher-developed
- Edgenuity

Diagnostic Assessments

- NOCTI Pre-Assessment

Validation of Implemented Assessments

(Comprehensive CTC only)

Checked answers

- LEA Administration Review
- Teacher Peer Review

Unchecked answers

- External Review
- Intermediate Unit Review
- Career Cluster Chair Review
- Professional Learning Community Review
- Instructional Coach Review

Provide brief explanation of your process for reviewing assessments.

In most of the content areas, we developed common assessments. The assessments are developed by teachers of the same grade level/content area.

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.

We send the information to PDE, to ensure that the assessments we use for the students who have not demonstrated proficiency on state standardized tests are valid.

Collection and Dissemination

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

We use data in the Data Review Team meetings to guide instructional practices. The Data Review Team meets and discusses student weaknesses and shares the information with the

classroom teacher. The classroom teacher makes instructional decisions based on the information from the data.

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.

Students who do not perform at the proficient level are grouped to work with the Title I Staff, or are placed in a tutorial program until their deficiencies are corrected.

Assessment Data Uses

(Comprehensive CTC only)

Checked answers

- Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.
- 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.

Unchecked answers

- Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.

Provide brief explanation of the process for incorporating selected strategies.

Most of the strategies used by the staff involve a teacher-centered approach.

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

Our staff needs more professional development in the area of differentiation and developing more of a repertoire of strategies that are more student-centered.

Distribution of Summative Assessment Results

Checked answers

- 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

Unchecked answers

- Course Planning Guides
- School Calendar
- Student Handbook

Provide brief explanation of the process for incorporating selected strategies.

Most of our communications are made prior to start of the school year, due to our mandated involvement with Supplemental Educational Services. We make very good use of our Parental Involvement tools, such as our website and our parent portal.

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

We distribute Course Planning Guides to students at the beginning of the school year. We can certainly add a data piece to those.

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
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Placement of School Resource Officers
- Student Assistance Program Teams and Training
- Counseling Services Available for all Students

- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

Unchecked answers

None.

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

This narrative is empty.

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.)

Students in the Connellsville Area Career and Technical Center (CASD) are identified for gifted services through multiple criteria. Students who obtain an IQ score of 130 or higher shall be considered by the GMDT for placement into the gifted program when multiple educational criteria indicate gifted ability. Students with an IQ score of 125-129 shall be considered if they meet other criteria which include the following 3 components:

1. Advanced levels of performance in both reading and math on the PSSA. For grades k-3, a score on an individual achievement test measuring at least two grade levels above the current grade placement.
2. Grade point average of at least 3.5 during the most current report card.
3. Completion and scoring of the GIE exam.

Scoring a 14 scaled score or higher in 3 of the 5 areas indicated on a gifted evaluation scale measuring skills in intellect, creativity, specific aptitude, leadership ability, and the performing and visual arts.

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 Connellsville Area School District currently utilizes the discrepancy model in determining the presence of a specific learning disability. The MDE team reviews achievement and ability standardized testing information and if there is a severe difference between these two areas, as defined by the testing organizations, the student is considered to have a specific learning disability. If the student exhibits a need for specially designed instruction, as determined by the MDE team, the student qualifies for Chapter 14 special education and related services. IDEA regulations (300.309 of 2004 and the follow-up Pennsylvania regulations under Chapter 14 (14.125) provides the guidance for the identification of a student with a specific learning disability. Although the district is currently implementing RTII (Response to Intervention and Instruction) in the elementary level, the district does not use this method to determine a specific learning disability. Rather, the strategies and interventions enforced through RTII are used as part of the prereferral process by the Child Study Team to determine if a child is in need of a more formal evaluation or gifted education plan.

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

There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

1. Advanced levels of performance in both reading and math on the PSSA. For grades k-3, a score on an individual achievement test measuring at least two grade levels above the current grade placement.
2. Grade point average of at least 3.5 during the most current report card.
3. Completion and scoring of the GIE exam.

Scoring a 14 scaled score or higher in 3 of the 5 areas indicated on a gifted evaluation scale measuring skills in intellect, creativity, specific aptitude, leadership ability, and the performing and visual arts.

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.

Educational opportunities for testing, growth and continuous development of students who are in gifted education are identified class time and designated instructors, specially developed plans, independent projects and portfolios, and local and other competitions annually. The level of services continues through the middle and high school grade levels. Additional accelerated classes may be offered at the 7-12 grade levels. New requirements stipulating the development of a single IEP for students who are both gifted and who also have a disability under Chapter 14 relates to special education services and programs. This is not intended to reduce the protections afforded to students who are eligible for special education as provided under Chapter 14 (relating to special education services and programs) and sections 601-609 of the Individuals with Disabilities Education Act (20 U.S.C.A. §§1400-1419). If a student is determined to be both gifted and eligible for special education, the procedures in Chapter 14 take precedence. For these students with dual exceptionalities, the needs established under gifted status shall be fully addressed in the procedures required in Chapter 14. For students who are gifted and eligible for special education, it is not necessary for school districts to conduct separate screening and evaluations or use separate procedural safeguards processes to provide for a student's needs as both a gifted and an eligible student. A single IEP shall be developed and implemented, revised and modified in accordance with Chapter 14, for students who are thus eligible.

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
- Health and Wellness Curriculum
- Health Screenings
- Individual Student Planning
- Nutrition
- Orientation/Transition
- Wellness/Health Appraisal
- Coordination of Services with Sending School

Unchecked answers

- RTII/MTSS

Explanation of developmental services:

We do not have the funds to provide enough staff members to do RTII at the CTC

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
- Student Assistance Program
- Coordination of Services with Sending School

Unchecked answers

None.

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
- Truancy Coordination
- Coordination of Services with Sending School

Unchecked answers

None.

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

- We also have a centralized call-out service, which can be tailored for one building or all of the buildings in the district. It is used to communicate with parents, etc.

Unchecked answers

None.

Communication of Student Health Needs

(Comprehensive CTC only)

Checked 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

Unchecked answers

None.

Frequency of Communication

Frequency of communication: **Monthly**

Collaboration for Interventions

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

Collaboration occurs between co-teachers at least twice a week in the secondary. The IEP process includes input from the students' teachers at meetings.

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

- After school programs focused around tutoring: SES, 21st Century Community Learners, after school tutoring when available, ROTC
- PAES, Early Release, Flex Scheduling, Work Experience for learning support, job shadowing, cooperative education, programs for credit or pay, evening classes at the CACTC for certification.
- Student Learning Communities for remediation in Algebra I, Biology, and Literature based on the students performance on the Keystone exams for any student not achieving Proficient or Advanced.

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.

All math, ELA, and Science materials are new and aligned, and proper professional development has been provided.

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	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation

Economics	Not Applicable
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Not Applicable

Further explanation for columns selected "

The courses marked as Not Applicable are courses that are not available in the CTC building. Students have the option to participate in these courses if they choose at the Connellsville Area High School.

Professional Education

Characteristics

Ctc Avts's Professional Education Characteristics	EEP	E EI	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.				
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	E EI	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 academic standards.				X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching				X

materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision making.				
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				X
Instructs the leader in managing resources for effective results.				X

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

Needs Assessment, Act 48 Committee, Principal and Administrative suggestions and computer interactive modules.

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

The program for gifted students is not in our building; however, students that are gifted have access to the programs that are housed at the Connellsville Area High School if they choose to participate.

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:
5/25/2018
5/25/2018
The LEA plans to conduct the required training on approximately:
5/25/2022
5/25/2022

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:
10/11/2018
The LEA plans to conduct the training on approximately:
10/11/2022

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:
10/11/2018
The LEA plans to conduct the training on approximately:
10/11/2022

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.

Walk-throughs, look-fors, observations, collaboration with agencies.

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.

Program is set up based on necessary criteria and staff member meets with various mentors and administrators to complete the mentoring program.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- 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 supervisor to identify needs.

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

Inductees are held to a specific standard based on district and state requirements. We get enough information from the other data gathered. Since the inductee observes at least 10 staff members in the first year, it is not necessarily significant that they be observed by their mentor.

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

Observations by the mentor may be viewed as evaluative. Peer evaluation is not practiced in the Connellsville Area Career and Technical Center.

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.

Building Administrators provide input in terms of recommended mentors. Checklists are signed off by various personnel. At least two different mentors are assigned to an inductee (a building mentor and a content/grade level mentor).

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					
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.

Continue to enhance program of first year teachers by continuous improvement of learning strategies and quality mentors.
update and review of program every 3-5 years

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:

Every relevant subgroup met the 90% Keystone participation rate target in Algebra I, Literature, and Biology

Accomplishment #2:

Established comprehensive programs allow teachers and administration to provide better support for students, increasing the graduation rate

Accomplishment #3:

Self-containment of Juniors allow for a rise in the Keystone Participation Rate and met state growth expectation

Accomplishment #4:

Connellsville Area Career and Technical Center has maintained a dropout rate that is below 5%.

Accomplishment #5:

There are district wide online procedures that engage families in their children's school life.

CTC Concerns

Concern #1:

Research-based instructional practices are not consistently implemented across all classrooms.

Concern #2:

A system is not established within the school that fully ensures students who are academically at risk are identified early and supported by a process that provides interventions based upon students needs and includes procedures for monitoring effectiveness.

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.

Aligned Concerns:

A system is not established within the school that fully ensures students who are academically at risk are identified early and supported by a process that provides interventions based upon students needs and includes procedures for monitoring effectiveness.

Systemic Challenge #2 (*Guiding Question #2*) Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Aligned Concerns:

Research-based instructional practices are not consistently implemented across all classrooms.

Systemic Challenge #3 (*Guiding Question #8*) Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

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.

Indicators of Effectiveness:

Type: Annual

Data Source: Literature, Algebra 1, and Biology Keystone scores will increase 2% from School Year 2019-2020 to School Year 2020-2021 and to School Year 2021-2022

Specific Targets: A 2% overall annual increase in the number of students who score at grade-level and/or show growth on the Keystone exams in all subject areas will allow teachers the opportunity to focus on grade level curriculum

Type: Annual

Data Source: Increase in the number of proficient CDT Benchmark score projections for the Keystone in School Years 2019-2022.

Specific Targets: A 6% annual increase in the number of students projected to score proficient/advanced and/or show growth based on results from the Keystone benchmark testing program through CDT

Strategies:

Data Teams

Description:

The school staff will conduct ongoing monitoring of student progress based on appropriate data to determine the effectiveness of interventions. This will allow the staff to know, earlier in the school year, which students are at-risk so that appropriate interventions can be put in place. In addition, staff will have access to the EdInsight program, which shows indicators of at-risk students.

SAS Alignment: None selected

Comprehensive Communication Procedure

Description:

The school staff will regularly communicate student achievement levels with the students and parents. This will allow students to better understand their current progress.

SAS Alignment: None selected

Implementation Steps:

Leadership Data Analysis Team meeting

Description:

The existing Leadership Data Analysis Team will meet monthly to analyze student data (e.g. CDT benchmarks, student classroom grades, NOCTI, and Keystone results).

Start Date: 7/1/2020 **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Data Teams

Discuss data analysis with staff

Description:

The Leadership Data Analysis Team will discuss student data results with the content area teachers and the technical instructors at monthly staff meetings.

Start Date: 7/1/2020 **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Data Teams

- Comprehensive Communication Procedure

Instructional Conversations

Description:

Content teachers and technical teachers will collaborate to plan instructional interventions that include emphasis on literacy and language/vocabulary acquisition for all students. The professional development will align with the Connellsville Area School District administration.

Start Date: 7/1/2020 **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Data Teams
- Comprehensive Communication Procedure

Implementation of interventions

Description:

The core subject teachers and technical instructors will implement the instructional interventions in their lessons that provide learning opportunities for all diverse learners in order to support student achievement.

Start Date: 7/1/2020 **End Date:** 6/30/2023

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

Supported Strategies:

- Data Teams
- Comprehensive Communication Procedure

Class Grade Review

Description:

Students have access to view their grades online. However, if a student is having difficulty accessing their grades online, a teacher or office staff member can print their grades for them.

Start Date: 7/1/2020 **End Date:** 6/30/2023

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

Supported Strategies:

- Data Teams

Conferencing with at risk students

Description:

Content area and technical teachers will conference with underperforming students and their parents. They will identify necessary interventions and provide assistance as needed.

Start Date: 7/1/2020 **End Date:** 6/30/2023

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

Supported Strategies:

- Data Teams
- Comprehensive Communication Procedure

Goal #2: Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Indicators of Effectiveness:

Type: Interim

Data Source: -Monthly walkthroughs

-Lesson plan review and checks week

- Future PA ready index data

Specific Targets: *Better outcomes developed through these pedagogical strategies and measured outcomes

*Increase of student benchmark scores and school wide attendance

Strategies:

Comprehensive Communication Procedure

Description:

The school staff will regularly communicate student achievement levels with the students and parents. This will allow students to better understand their current progress.

SAS Alignment: None selected

Implementation Steps:

Discuss data analysis with staff

Description:

The Leadership Data Analysis Team will discuss student data results with the content area teachers and the technical instructors at monthly staff meetings.

Start Date: 7/1/2020 **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Comprehensive Communication Procedure

Instructional Conversations

Description:

Content teachers and technical teachers will collaborate to plan instructional interventions that include emphasis on literacy and language/vocabulary acquisition for all students. The professional development will align with the Connellsville Area School District administration.

Start Date: 7/1/2020 **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Comprehensive Communication Procedure

Goal #3: Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: *School attendance through ALMA interactive program

*On track measure reviewed in PA ready index

Specific Targets: *Attendance rate

*Measured parental support by numbers in parent teacher night and open house.

Strategies:

Comprehensive Communication Procedure

Description:

The school staff will regularly communicate student achievement levels with the students and parents. This will allow students to better understand their current progress.

SAS Alignment: None selected

Implementation Steps:

Class Grade Review

Description:

Students have access to view their grades online. However, if a student is having difficulty accessing their grades online, a teacher or office staff member can print their grades for them.

Start Date: 7/1/2020 **End Date:** 6/30/2023

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

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Connellsville Area Career & Technical Center.

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