CTC Profile

Demographics
2463 Loop Rd
Chambersburg, PA 17202
(717)263-9033

AYP Status: Not Provided
Administrative Director: James Duffey

Planning Process
Strategic Planning Process

The FCCTC is jointly owned by our five member districts and operated through our Joint Operating Committee (JOC), which includes the following districts: Chambersburg Area School District, Greencastle-Antrim School District, Shippensburg Area School District, Tuscarora Area School District and Waynesboro Area School District. The process for which this plan is being developed involves a focused effort of the administration of the FCCTC in bringing the required partners together for the purpose of creating a vision for the school over the next three years. Much of the template for this plan has already been in place through the regular activities of the various committees, administrative directives occurring in the school, and JOC approved plans (Differentiated Supervision Plan, Professional Education Plan, Curriculum Improvement Plan, Student and Community Engagement Plan, Educator Induction Plan, All-Hazard Plan, Youth Suicide Prevention Plan, and Bullying Prevention and Intervention Plan). Individuals involved are from the teaching staff, local business and industry, educational specialists, community representatives, parents of attending students, sending school counselors and academy leader committees. Initiatives occurring in the various Chambers of Commerce, Economic Development and other community-based organizations have focused on workforce development and have included our school as a key component of organizational planning. The comprehensive planning process prescribed by the Pennsylvania Department of Education provides a method for which the school can document and organize various results into a structure for which the school can use.

Meeting Dates

Meetings will take place at FCCTC. See schedule for meetings:

January 25, 2016 - 9:00 AM

April 5, 2016 - 2:30 PM

April 7, 2016 - 5:00 PM
May 19, 2016 - 7:00 PM

September 7, 2016 - 2:30 PM

September 19, 2016 - 8:30 AM

September 23, 2016 - 7:45 AM

October 4, 2016 - 2:30 PM

November 9, 2016 - 2:30 PM

November 14, 2016 - 8:00 AM

November 16, 2016 - 2:30 PM

November 17, 2016 - 7:00 PM  Present to the Joint Operating Committee

January 9, 2017 - 8:00 AM

April 6, 2017 - 6:00 PM

May 8, 2017 - 8:00 AM

September 12, 2017 - 2:30 PM

September 18, 2017 - 8:00 AM

October 17, 2017 - 2:30 PM

October 17, 2017 – Distribute the Final Draft of Comprehensive Plan to the Local Libraries and make available on The Franklin County Career and Technology Center website

October 26, 2017 – 7:00 PM Present First Read of Comprehensive Plan to the Joint Operating Committee

November 16, 2017 – 7:00 PM Final Approval of Submitted Comprehensive Plan to Joint Operating Committee

November 30, 2017 - Submit to Franklin County Career and Technology Center Comprehensive Plan to the Pennsylvania Department of Education
**Mission Statement**
The Mission of the Franklin County Career and Technology Center is to promote lifelong learning and prepare students for careers and post-secondary education.

**Vision Statement**
The Franklin County Career and Technology Center will be the career and technical resource for secondary and adult students providing dynamic instructional programming that is aligned with applicable secondary academic and industrial standards. These standards will align with the workforce needs of the local community, offer post-secondary learning opportunities for its secondary students, and provide adult technical education and training for the community.

**Shared Values**
The shared values of the stakeholders of the Franklin County Career and Technology Center include the following;

1. The Franklin County Career and Technology Center will be the leading provider for career and technical training for the students of the greater Franklin County Area.

2. The Franklin County Career and Technology Center will provide educational opportunities to all secondary students of the greater Franklin County Area. In addition to the secondary level career and technical education opportunities, advanced post-secondary level training, industrial certification attainment and focused work-based learning activities to include employability skill training are also available.

3. The Franklin County Career and Technology Center will be the major educational resource for all secondary level high school students or adult learners beyond high school age in the greater Franklin County Area seeking career and technical skill training matching the high priority workplace needs of South-Central Pennsylvania.

4. The Franklin County Career and Technology Center's Advisory Committees will work together to coordinate and provide the most appropriate and effective career and technical education for our five participating member school districts.

**Educational Community**
The Franklin County Career and Technology Center (FCCTC) is the major educational resource for career and technical training for both high school students and adults for the I-81 corridor north from the MD
state line to the greater Harrisburg area. Currently, over 1,000 secondary-aged students and 300 adult evening students attend classes at FCCTC in over 25 different concentrations. The day and evening activities occurring at the school combined with the staff’s ability to accommodate flexible delivery schedules truly makes the FCCTC an outstanding educational resource center for south-central Pennsylvania.

The present day reality of career and technical training in Franklin County began in 1963 when a group of educators, business/industry and agricultural leaders formed a county-wide committee to explore the different options of building a “county-wide” area vocational-technical school. After positive results were obtained from all survey instruments, building construction was started in 1967 on the current Guilford Springs site.

The school construction was completed in the fall of 1969 with secondary students in grades 10, 11, and 12 enrolling in fourteen different programs. The total construction costs were 3.8 million dollars. Because of strong student interests and a local workforce requiring more students trained in vocational education, a major expansion was completed in 1976. This allowed for nine additional program offerings and the expansion of five existing programs. The student enrollment jumped to 1250 with some students on a "waiting list." In 2007, the Joint Operating Committee, Technical School Authority and sending school Superintendents investigated the possibility of a renovation and expansion of the building to reflect technology, building codes, energy efficiency and the introduction of new programming. In 2013, the 14 million dollar school renovations and expansion was completed.

Today, the FCCTC is critical to Franklin County in providing a link for quality career and technical education and vocational training in 23 different trade areas of specialization. In addition, we are on the cutting edge of automation, mechanization, and technology with regard to industrial training. Additionally, there is an initiative underway to expand operations of the Practical Nursing Program through the construction of a new building located on campus. Based on the building, equipment, technology and industry needs, the FCCTC will be a major resource for career and technical education and training in the Franklin County area for the foreseeable future.

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Duffey</td>
<td>Administrator : Professional Education</td>
</tr>
<tr>
<td>Ben Mordan</td>
<td>Administrator : Professional Education</td>
</tr>
<tr>
<td>Ed Rife</td>
<td>Building Principal</td>
</tr>
<tr>
<td>Justin Sholes</td>
<td>Building Principal</td>
</tr>
<tr>
<td>Shawn Stenger</td>
<td>Building Principal</td>
</tr>
<tr>
<td>Angie Austin</td>
<td>Business Representative : Professional Education</td>
</tr>
<tr>
<td>Ray Fair</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Kathy Gress</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Rod Hocker</td>
<td>Business Representative : Professional Education</td>
</tr>
<tr>
<td>Cheri Kearney</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Chad Rosenberry</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Nathan Rotz</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Jan Collier</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Jeffrey Conner</td>
<td>Community Representative</td>
</tr>
<tr>
<td>William Fosnot</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Robin Harmon</td>
<td>Community Representative : Professional Education</td>
</tr>
<tr>
<td>Mike Ross</td>
<td>Community Representative : Professional Education</td>
</tr>
<tr>
<td>Bob Strunk</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Brenda Kimple</td>
<td>Ed Specialist - School Counselor : Professional Education</td>
</tr>
<tr>
<td>Heidi Lebitz</td>
<td>Ed Specialist - School Counselor</td>
</tr>
<tr>
<td>Deb Olson</td>
<td>Ed Specialist - School Nurse : Professional Education</td>
</tr>
<tr>
<td>NOT APPLICABLE FOR SUBMISSION</td>
<td>Elementary School Teacher - Regular Education : Professional Education</td>
</tr>
<tr>
<td>NOT APPLICABLE FOR SUBMISSION</td>
<td>Elementary School Teacher - Regular Education : Professional Education</td>
</tr>
<tr>
<td>Bobby Bard</td>
<td>High School Teacher - Regular Education</td>
</tr>
<tr>
<td>Ken Boxler</td>
<td>High School Teacher - Regular Education</td>
</tr>
<tr>
<td>Tim Byers</td>
<td>High School Teacher - Regular Education</td>
</tr>
<tr>
<td>Lisa Cook</td>
<td>High School Teacher - Regular Education</td>
</tr>
<tr>
<td>Marla Moore</td>
<td>High School Teacher - Regular Education</td>
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<tr>
<td>Dwight Munson</td>
<td>High School Teacher - Regular Education</td>
</tr>
<tr>
<td>Pat Parson</td>
<td>High School Teacher - Regular Education</td>
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<tr>
<td>Toni Poper</td>
<td>High School Teacher - Regular Education</td>
</tr>
<tr>
<td>Elisa Ramsey</td>
<td>High School Teacher - Regular Education</td>
</tr>
<tr>
<td>Michelle Shank</td>
<td>High School Teacher - Regular Education</td>
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<tr>
<td>Stacy Short</td>
<td>High School Teacher - Regular Education</td>
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<tr>
<td>Todd Swan</td>
<td>High School Teacher - Regular Education</td>
</tr>
<tr>
<td>Toni Brant</td>
<td>High School Teacher - Special Education</td>
</tr>
<tr>
<td>NOT APPLICABLE FOR SUBMISSION</td>
<td>Middle School Teacher - Regular Education : Professional Education</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>NOT APPLICABLE FOR SUBMISSION</td>
<td>Middle School Teacher - Regular Education : Professional Education</td>
</tr>
<tr>
<td>Bryan Hawbecker</td>
<td>Parent : Professional Education</td>
</tr>
<tr>
<td>Terry Miller</td>
<td>Parent : Professional Education</td>
</tr>
<tr>
<td>Angela Wagaman</td>
<td>Parent</td>
</tr>
</tbody>
</table>
Core Foundations

Standards

Mapping and Alignment

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

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

Literacy and Numeracy - Strategies have been implemented within each of the technical areas as it relates to literacy and numeracy. Results are encouraging and we are striving to continue improving and implementing effective strategies. These accomplishments will be maintained through continued supervision and monitoring of staff in the use of staff developmental tools to be delivered throughout the year as outlined in our professional education plan and curriculum improvement plan.

We are an active member of the Technical Assistance Program (TAP) with the Bureau of Career and Technical Education (BCTE) and participate in activities such as professional learning communities. We are currently embarking on an initiative to improve reading and literacy competency through MAX (Motivation, Acquisition, Extension) Teaching.

Adaptations

Checked answers
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
PA Core Standards: Mathematics
- Environment and Ecology
- Science and Technology and Engineering Education

Unchecked answers
- Arts and Humanities
- Civics and Government
- Economics
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History

Explanation for any standards checked:

All PA Core Standards (English, Literacy, and Mathematics) are incorporated into all approved programs and documented in our curriculum software (Guides 4 Learning) in all learning guides and lesson plans.

In addition FCCTC students continue to demonstrate significant success and performance in Career and Education Work standards as a result of our initiatives outlined in our student and community resource guide which is available on our website at FranklinCTC.com. The standards and FCCTC initiatives included in our career awareness and readiness plan are outlined below:

<table>
<thead>
<tr>
<th>13.1.11 Career Awareness and Preparation</th>
</tr>
</thead>
</table>

A. Each student completes an assessment to be sure their chosen career lines up with their personal goals. A more extensive assessment is used for students who become unsure in their field or who have multiple interests. This allows the student to narrow career choices.
B. Discussions are held around what the student is learning in class to develop a career plan based on their interest, ability, goal, and aptitude for further education. These discussions may be group’s and one to one discussions.
C. Discussions are held about the options in the field, research is offered to learn about different positions in companies, guests are introduced to provide firsthand knowledge in the field and provide information for post-secondary opportunities.
D. Post-secondary, military, and companies schedule speaking engagements at FCCTC; tours to these locations are also scheduled. In the classroom, extensive Career Portfolios are created over three years, community service is organized, job shadowing is scheduled, and certifications are acquired and senior year cooperative education is offered for those prepared.
E. Extensive conversation and research is conducted to justify the career selection.
F. Analyzing the relationship between career choice and career preparation opportunities happens in the classroom and in the counseling office. Opportunities are discussed regarding accepting a position with the acquired skills learned at Career Tech, going on to post-secondary school, or doing both, especially if the employer will pay for the schooling. All levels of post-secondary are discussed for students to identify and reach their goals. Military, Occupational Vocational Rehabilitation (OVR), interviews, college applications, financial aid applications,
scholarship applications, and so much more are completed.
G. The career plan and the career portfolio complement each other and provide a more solid and thoughtful path to the students’ personal career goal.
H. Career interests and abilities drive the high school schedule and post-secondary plan. This is adjusted as more opportunities are learned and goals become clearer.

<table>
<thead>
<tr>
<th>13.2.11 Career Acquisition (Getting a Job)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mock interview preparation sessions are conducted in which students are engaged in practicing public mannerisms (hand shaking), talking with an interviewer, preparing answers to questions, soft skills, adequate dress, and so much more. We use community members from business and industry to interview our juniors.</td>
</tr>
<tr>
<td>B. This is done more in the classroom with the teacher, the cooperative education coordinator, or our representative from AHEAD. At times we will conduct this in the counseling office as needed. We use resources with students such as Career Cruising, My Majors, O-Net and the Occupational Outlook Handbook.</td>
</tr>
<tr>
<td>C. Our student’s career portfolio is created over three years and is more extensive than is needed. However, when a student is a senior, they have an abundance of documentation in their portfolio. They have the most beneficial documents that are necessary for their first interview with an employer.</td>
</tr>
<tr>
<td>D. Analyzing and revising the portfolio happens on an ongoing basis with their teacher, assistant and counselor. It directly relates to their chosen career path and is adjusted as needed.</td>
</tr>
<tr>
<td>E. These essential workplace skills/knowledge are developed in the classroom in many ways. In fact, approximately 30% of the student’s grade is comprised of their work ethic on a daily basis. Students are continually learning to become a good communicator, become dependable, have time management skills, acquire technical literacy, and so much more. Students who struggle in this area may work with our social worker to discuss improvement on an individual basis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13.3.11 Career Retention and Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. These attitudes and work habits are learned in the classroom in many ways. Classroom lessons, shadowing, guest speakers, and cooperative education experiences help teach the student how to retain and advance in a position.</td>
</tr>
<tr>
<td>B. Team skills are experienced and learned in the classroom lessons during the day. Classroom lessons and team projects are often part of the day. This is a great way to learn how to encourage, and clarify objectives with others.</td>
</tr>
</tbody>
</table>
| C. This is developed in the classroom and through different career organizations such as DECA, Skills USA, HOSA and FFA. Seniors earning a shadowing, Internship, or Cooperative Education
experience will be able to learn these resolution skills even better.
D. This is worked on in the classroom and seniors participating on an Internship or Cooperative Education will experience a personal budgeting workshop. Also, in their individual career session, finances are reviewed.
E. This is developed in the classroom and through different career organizations such as DECA, Skills USA, HOSA and FFA. Seniors earning a Shadowing, Internship, or Cooperative Education experience will be able to focus more on time management skills.
F. This is discussed in the classroom and through different career organizations such as DECA, Skills USA, HOSA and FFA. Seniors earning a Shadowing, Internship or Cooperative Education experience will be able to learn about the changing workplace. Also, guest speakers are able to enlighten students on the changing workplace.
G. This is discussed in the classroom, in individual career counseling sessions, with employers, and guest presenters from the workplace and post-secondary education.

13.4 Entrepreneurship

A. Entrepreneurship is discussed in many classrooms, along with the path to gaining experience, running a business, and owning a business. Individual career counseling, research, and guest speakers educate and guide students. Student organizations such as DECA, HOSA, FFA, and Skills USA are opportunities for mock business plan development.
B. Personal character traits are considered and discussed in the classroom, along with the path to gaining experience, running a business, and owning a business. Student organizations such as DECA, HOSA, FFA, and Skills USA are opportunities for mock business plan development.
C. Many Classroom projects regarding business plan creation is experienced using many different researched avenues and classroom guidance to develop the project.

**Curriculum**

**Planned Instruction**

<table>
<thead>
<tr>
<th>Curriculum Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.</td>
<td>Accomplished</td>
</tr>
<tr>
<td>The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.</td>
<td>Developing</td>
</tr>
<tr>
<td>Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.</td>
<td>Developing</td>
</tr>
</tbody>
</table>
Processes used to ensure Accomplishment:

Programs offered are PDE approved Programs of Study (POS) or Tech Prep. As such, program competencies and tasks are predefined by the POS or tasks have been developed and cross-walked to meet career objectives through the Guides 4 Learning Curriculum Software. Also as part of the program approval process educators: a) review and revise content, materials, and activities; b) estimate instructional time as assigned to academic and program of study standards to develop a curriculum outline and scope and sequence; c) develop and update labor market data, advisory committee involvement, articulation agreements, and industry credentials.

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

Guides 4 Learning software is available for career and technical programming which will allow for the development of a relationship between the objectives of a planned course, instructional unit or interdisciplinary studies, and academic standards. Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies will continue to be developed by the use of evaluation tools. Continuous improvement is also a primary goal of the FCCTC Joint Operating Committee, Administration, and Instructional Staff. All administrators and educators participate in our on-going Professional Education Plan and Curriculum Improvement Plan to continue improving the quality and effectiveness with which we document and accomplish educational objectives and outcomes.

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.

Accommodations are accomplished through the IEP and 504 Agreement developmental process. These procedures and processes assess and identify physical and mental concerns related to student learning and performance. Adaptations are made through special education teachers, instructional support staff, and para-professional staff.

Instruction

Instructional Strategies

Checked Answers
  - Formal classroom observations focused on instruction
Walkthroughs targeted on instruction
Annual Instructional evaluations
Peer evaluation/coaching
Instructional 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 FCCTC utilizes a Differentiated Supervision Plan is to maximize student learning by providing all educators and administrators with a process for ongoing professional development and continuous improvement through effective goal setting, collaboration, reflection, and documentation. The FCCTC educator evaluation process is grounded in the belief that professional growth is continuous and for regular, periodic evaluation of all professional employees of the school. Our Differentiated Supervision Plan is aligned with the requirements of the law and in accordance with Pennsylvania Educator Effectiveness System (Act 82 of 2012). This plan focuses on the relationship between teaching and learning in an attempt to identify, improve, and reinforce the skills, attitudes, and abilities that enable an employee to be effective in achieving established goals and accomplishing our mission to maximize student learning and preparation.

Tenured employees will be assigned to modes within the 5-year Cycle of Supervision by academy. All modes must be aligned to the Danielson’s Framework for Teaching and related to a school initiative designed to improve instructional practices and impact student achievement. The educators in each Academy will be assigned to one of five modes in which each Academy will be assigned to one Clinical (Formal) Cycle and four Formative (Informal) Cycles with in a five year period, as outlined in the FCCTC Differentiated Supervision Framework on the following page. Each Clinical Cycle will last one school year and include at least one formal observation lasting approximately 45 minutes and approximately ten informal (walkthrough) observations lasting approximately 10 -15 minutes with a teacher evaluation at the end of each school year. Teachers will then complete the following four years in Formative Cycle, which will include approximately ten informal observations (walkthrough) per year and the annual teacher evaluation at the end of each school year.

Temporary professional employees will complete a 3-year Cycle which includes a 2-year Induction Program and a third year with a summative portfolio (year 3) as the end of cycle documentation. Pending successful completion of the Induction Program, three years of experience, assigned teacher requirements, and six consecutive satisfactory annual performance ratings, these individuals will then be considered Professional Employees or
tenured. Learning Walks have also been initiated twice per year where new teachers spend a
day visiting other program areas to learn key instructional strategies developed by fellow
teachers.

All educators will complete an Evidence/Documentation Cycle every 5 years, as scheduled by
PDE/BCTE, which will consist of Chapter 339 Audit Binder and will provide appropriate records
to document satisfactory employee performance and CTC program compliance will be observed
through the instructional observation process. This will include formal and informal
observations. Walkthroughs will be accomplished throughout the year to facilitate the
improvement of specific skill weaknesses in the teaching process. A cumulative annual
evaluation will be accomplished in conjunction to the formal observations and walkthroughs.
We have contracted with an educational consultant to work with our staff to act as an
instructional coach in the areas where deficiencies are recognized. Peers will have opportunity
to observe each other and give recommendations as to how they will make use of the
information gained through the observation process.

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

Career Cluster Chairs (Academy Representatives) and Instructional Coaches do not review lesson
plans however they play other vital roles in school planning and implementing continuous
improvement strategies.

Responsiveness to Student Needs

<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured grouping practices are used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Flexible instructional time or other schedule-related practices are used to meet student needs.</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>Differentiated instruction is used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.</td>
<td>Level of Implementation is Unknown</td>
</tr>
</tbody>
</table>

If necessary, provide further explanation.

Educators utilize Guides 4 Learning to document how learning guides, lesson plans, and teaching
objectives that are aligned with the academic and POS standards. FCCTC ensures that each
member of our school community promotes, enhances, and sustains a shared mission in providing a positive and effective learning environment while ensuring that curriculum and lesson design incorporates an appropriate level of challenge opportunities for differentiated instruction. This mission includes teaching methods that are based on the learning needs of each student which are identified through evaluation of student achievement, performance, and assessment. Our educational program and instructional strategies are developed and implemented in a systematic and comprehensive framework that assists all students in achieving career standards and employability. The FCCTC Professional Education Plan and Curriculum Improvement Plan outline these initiatives and related practices.

The FCCTC Professional Education Plan provides educators with several options and opportunities to receive professional development through various providers to allow for individual needs, experience, obligations, and agenda. Many of these professional development activities are offered in-house, through the FCCTC administration. Several other options are offered through other PDE approved ACT 48 providers. Options for professional education delivery may include, but shall not be limited to:

i. Collegiate studies from nationally accredited colleges/universities

ii. Continuing professional education courses taken for credit

iii. Other programs, activities or learning experiences taken for hourly reporting that comply with the requirements of these guidelines.

The FCCTC Professional Education Plan includes the use of Professional Learning Communities (PLC) as outlined in the PLC framework in image below and in appendix. All Professional Educators will be assigned to one of the four PLCs. Each PLC will meet for two sessions (one per semester) scheduled by administrators during the school day for a total of four hours each school year as well as help facilitate one of the four after school share-out sessions and attend the other three after school share-out sessions for a total of four hours (eight hours combined ACT 48 credit). Each PLC session is focused to provide professional development related to the designated topics, content, and focus areas. The Danielson Framework and its four domains and components are the primary focus for professional development offerings along with the Standards Aligned System (SAS) elements.

There are a limited number gifted students attending therefore data is not known.

**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.

NA

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

The Franklin County Career and Technology Center recruits qualified teachers through program needs. FCCTC recruits through print media, Web technology, and the Pennsylvania Association of Career and Technical Administrators. Administration reviews resumes and applications for trade experience, trade competency examination completion, interviewing, lesson presentations, and a final rubric analysis. Groups involved in this selection process are administration, staff from related academies, and business representatives. Final hiring is completed through Joint Operating Committee approval.

Assessments

Local Graduation Requirements
(Comprehensive CTC who graduate students only)

<table>
<thead>
<tr>
<th>Course Completion</th>
<th>SY 18/19</th>
<th>SY 19/20</th>
<th>SY 20/21</th>
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<td>Minimum % Grade Required for Credit (Numerical Answer)</td>
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Local Assessments
(Comprehensive CTC who graduate students only)
**Standards**

<table>
<thead>
<tr>
<th>Standards</th>
<th>W</th>
<th>T</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>P</th>
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<td>Arts and Humanities</td>
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<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
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<td>Family and Consumer Sciences</td>
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<td>Health, Safety and Physical Education</td>
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<td>Science and Technology and Engineering Education</td>
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**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 Post-Test
- National Institute for Metalworking Skills
- Industry Certification and Licensing Exams

**Benchmark Assessments**
- NOCTI Pre-Test

**Formative Assessments**
- Program Related

**Diagnostic Assessments**
- Provided at the participating school districts prior to enrollment at FCCTC

**Validation of Implemented Assessments**
*(Comprehensive CTC only)*

- **Checked answers**
  - External Review
  - LEA Administration Review
  - Career Cluster Chair Review
  - Professional Learning Community Review
  - Teacher Peer Review

- **Unchecked answers**
  - Intermediate Unit Review
  - Instructional Coach Review

**Provide brief explanation of your process for reviewing assessments.**

FCCTC is a part-time career and technical school and uses NOCTI as its standards-based assessment. The school receives a Chapter 339 Review by the PA Department of Education, conducts administrative review of processes, participates in Academy Representative meetings with teacher leaders, holds professional learning community activities with teachers with report out responsibility to staff and includes teacher peer review to evaluate effectiveness.

**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.

NA

**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 NOCTI Pre-Test and Post-Test results provide assessment data to diagnose areas for improvement and student learning objectives. This data is tabulated through NOCTI reporting system and shared with teachers in all approved programs. Individual meetings with the administration and educators provides an opportunity to assess data and identify recommendations and objectives for improving curriculum and instruction. Educators use this assessment data to modify instruction and develop strategies better accommodate and meet the needs of all students within their program. The NOCTI Exam is used to evaluate key components taught and the effectiveness of those methods. Areas of relative weakness are expected to be modified and further attention devoted to those areas.

**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.

Sending school districts provide FCCTC with assessment data to identify all students who are not proficient in the Keystone assessment. FCCTC staff assists with remediation in the areas that have been identified as not being proficient. Pre-NOCTI assessments and Perkins Performance Indicators (1S1 and 1S2) are also used to identify curriculum gaps and areas for improvement. All assessment data is utilized to provide feedback and develop continuous improvement to better meet individual students' needs and maximize student performance and employability.

**Assessment Data Uses**

*(Comprehensive CTC only)*

**Checked 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.

**Unchecked answers**

*None.*

Provide brief explanation of the process for incorporating selected strategies.

**Student Learning Objectives (SLO)**
All SLO documents should provide evidence that the LEA has made design and measurement decisions that: a) align with the requirements set forth in the Pennsylvania School Code (24 P.S. §11-1123); b) reflect a clear, evidence-based theory and rationale why the factors are integral to the evaluation of each educator’s effectiveness; and c) provide relevant data and information that can be used to determine whether progress is being made toward the achievement of established goals of an LEA’s locally-developed educator effectiveness evaluation system. When determining critical content for the focus of the SLO, teachers and administrators will work to align their objectives with LEA-level priorities and school-level objectives.

The suggested three part protocol for FCCTC educators for data informed decisions is outlined below: a) Collect Data; b) Analysis/Discovery; and c) Solutions

First, educators should identify and gather data from the NOCTI and other local sources. Second, this data should be analyzed for growth and to discover the root cause. Discovery of the root cause is done through asking key questions about standards, curriculum, assessments and instruction, resources, interventions, and professional development. Lastly, solutions are identified to address the root causes.

Data from SLO will be used to rate teacher effectiveness in two categories. Currently, the Franklin County Career and Technical Education Association (FCCTEA) has elected to include data from one SLO in establishing elective data rating for professional employees. According to PDE, if teachers complete one SLO, the rating for the one SLO is used for both of these categories and therefore counts for 35% of the Overall Teacher Rating. These categories include: a) Elective data comprising twenty percent (20%) of overall rating and b) Teacher Specific data comprising fifteen percent (15%) of overall rating.

SLO/Elective data are designed to serve several purposes, as follows:

- To provide educators with an opportunity to actively participate in their own evaluation
- To increase student achievement
- To improve educator effectiveness
- To foster collaboration among colleagues
- To align the work of individual educators with LEA and school goals

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

The Intermediate Unit includes the CTC in regular Curriculum Council and Special Education meetings but does not have review responsibility for CTC operations. The FCCTC did utilize an instructional coach model during the 2015-16 school year but funding limitations prevented the continuation of this initiative. However, the strategies and resources developed through instructional coaching remain in effect currently.

**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
• Press Releases
• School Calendar
• Student Handbook

Unchecked answers
• Newsletters

Provide brief explanation of the process for incorporating selected strategies.

Students and parents/guardians are informed of summative assessment (Pre-NOCTI and NOCTI) results through numerous informational media to include website, handouts, and mailings. These practices are outlined in our student and community resource guide available on our website at FranklinCTC.com. Course planning guides are annually updated to provide public information. Local newspaper, radio and television is contacted when events occur for public distribution.

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

The school currently does not publish a newsletter

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers
• Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
• 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
• 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
• School-wide Positive Behavioral Programs
• Peer Helper Programs
• Placement of School Resource Officers

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

FCCTC does not have a resource officer due to budgetary constraints. We do have a Student Management Assistant who helps administrative team with investigations, hall monitoring, cafeteria monitoring, and bus entrance duty.

FCCTC is also in the process of utilizing Safe Schools Grant funding to allocate funds to maximize the safety and communication among all students and staff. SWEB processes are currently not used but could be considered in the future. The school currently is not aware of any effective peer helper programs in the area.

**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.)

NA, this is handled independently through each participating school district.

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

NA, this is handled independently through each participating school district.

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

NA, this is handled independently through each participating school district.

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.

NA, this is handled independently through each participating school district.

**Developmental Services**
Checked answers

- Academic Counseling
- Attendance Monitoring
- Career Awareness
- Career Development/Planning
- Compliance with Health Requirements – i.e., Immunization
- Emergency and Disaster Preparedness
- Individual Student Planning
- Coordination of Services with Sending School

Unchecked answers

- Behavior Management Programs
- Bullying Prevention
- Coaching/Mentoring
- Guidance Curriculum
- Health and Wellness Curriculum
- Health Screenings
- Nutrition
- Orientation/Transition
- RTII/MTSS
- Wellness/Health Appraisal

Explanation of developmental services:

Developmental Services are supported and administered by the administration, guidance, school nurse, social worker, learning support (IU) and FCCTC safety committee.

Diagnostic, Intervention and Referral Services

Checked answers

- Accommodations and Modifications
- Administration of Medication
- Assessment/Progress Monitoring
- Casework
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Special Education Evaluation
- Student Assistance Program
- Coordination of Services with Sending School

Unchecked answers

- Assessment of Academic Skills/Aptitude for Learning
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
Explanation of diagnostic, intervention and referral services:

Developmental Services are supported and administered by the administration, guidance, school nurse, social worker, learning support (IU), Student Assistance Program (SAP) and FCCTC safety committee.

Consultation and Coordination Services

Checked answers

- Case and Care Management
- Community Liaison
- 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
- Truancy Coordination
- Coordination of Services with Sending School

Unchecked answers

- Alternative Education
- Community Services Coordination (Internal or External)
- Coordinate Plans
- System Support

Explanation of consultation and coordination services:

Developmental Services are supported and administered by the administration, guidance, school nurse, social worker, learning support (IU), student assistance program (SAP), FCCTC safety committee. Other outside resources such as probation, Franklin County Drug and Alcohol, and Affordable Housing Education and Development (AHEAD) are also used.

Communication of Educational Opportunities

Checked answers

- Course Planning Guides

- Directing Public to the PDE & Test-related Websites

- Individual Meetings

- Letters to Parents/Guardians

- Website

- Meetings with Community, Families and Board of Directors
• Mass Phone Calls/Emails/Letters
• Press Releases
• School Calendar
• Student Handbook
• Coordination of Services with Sending School

Unchecked answers
• Local Media Reports
• Newsletters

**Communication of Student Health Needs**
*(Comprehensive CTC only)*

Checked answers
• NA

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: **Monthly**

**Collaboration for Interventions**

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

Teachers assess student deficiencies through formal and informal assessments. These assessments help determine if the services rendered are effective or need alteration. This is done in collaboration with our Special Education teachers. Interventions are made as soon as they are made known.
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

These services are not utilized because our students return to the sending districts to complete their day. Our counseling staff works with the sending schools to coordinate these services as they are needed. Our Adult Education Coordinator works with the IU and their Youth Council to offer some youth work course development programs such as: Building Construction, ServSafe Certification, and Welding Certifications as an evening offering.

Materials and Resources

Description of Materials and Resources

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

Provide explanation for processes used to ensure Accomplishment.

We are in process of implementing Guides 4 Learning across all CTE programs in order to provide aligned and supportive academic standards for students of all ability levels among all fundamental concepts and skills related to programs of study. Through this process, we continue to modify and provide curriculum that is cross-walked to the academic and technical standards which will also show progression for all program and competency levels. This curriculum improvement plan allows all students, parents, and the educators to have complete access to the related program content. All learning guides and lesson plans are created and implemented in a manner that ensures diverse levels of ability and needs are addressed. We are consistently working to ensure through occupational advisory reviews and meetings along with five-year equipment lists that the curriculum, safety, equipment needs, and technology are meeting the needs of our students and current industry standards.

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

<table>
<thead>
<tr>
<th>Standards</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Implemented in 50% or more of district classrooms</td>
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<tr>
<td>Civics and Government</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and</td>
<td>Implemented in 50% or more of district classrooms</td>
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<tr>
<td>Technical Subjects</td>
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<tr>
<td>PA Core Standards: Mathematics</td>
<td>Implemented in 50% or more of district classrooms</td>
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<td>Economics</td>
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<td>History</td>
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<tr>
<td>Science and Technology and Engineering Education</td>
<td>Implemented in 50% or more of district classrooms</td>
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### Further explanation for columns selected

The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. FCCTC administrators and educators share the responsibility with sending schools to ensure that students enrolled in a CTE program meet or exceed the benchmark PSSA and Keystone Exam scores because academic skills such as reading, oral/written communications, math, science, and higher-level problem solving, are all crucial to career success. Academic skills can be improved by designing CTE tasks that provide opportunities to teach or reinforce the Pennsylvania Core Standards. The FCCTC Professional Education Plan and Professional Learning Community Framework are aligned with the Danielson Framework and PDE Standards Aligned System (SAS).
Professional Education

Characteristics

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

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

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

- 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.

- Empowers educators to work effectively with parents and community partners.

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

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

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

FCCTC allows and encourages administrators and educators to maintain their current certifications and to keep up to date with professional standards in their chosen industry certification area which can be accomplished through workplace visits, training, and continuous contact with their advisory board members.

Pre and post NOCTI data is provided to all instructors to be utilized to recognize gaps and curriculum weaknesses.

Through the observations that are accomplished, resource allocation can be determined and modified to better meet the needs of each program in a cost effective manner. Professional development and training, as identified in the FCCTC professional education plan, increases educators skill and ability to provide modifications and interventions to assist and benefit all students while providing a safe, effective, and productive learning environment. Examples of recent training programs completed by educators includes: child abuse recognition and reporting, youth suicide prevention, bullying prevention and intervention, and FERPA regulations. Educators also attend and participate in other training events, conferences, and PLC activities offered through PACTA, TAP, and FCCTC. These professional development activities increase the awareness and ability of educators to collaborate and work together to plan strategically, utilize assessment data, exercise informed decision making, create a culture of learning, and manage resources effectively.

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

The FCCTC does not have a Gifted Program however IEP Gifted modifications are made by teachers as needed.

Educator Discipline Act 126, 71
Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<table>
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<th>Questions</th>
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<tbody>
<tr>
<td>The LEA has conducted the required training on:</td>
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<tr>
<td>8/22/2013 Provided through the Franklin County Children and Youth Services</td>
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<tr>
<td>The LEA plans to conduct the required training on approximately:</td>
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<tr>
<td>8/1/2018 Provided through the Franklin County Children and Youth Services</td>
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</tbody>
</table>
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 6-12 as outlined in Act 71.

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<th>Questions</th>
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<tbody>
<tr>
<td>The LEA has conducted the training on:</td>
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<tr>
<td>1/20/2016 Provided through Eduplanet21- Blended Learning for educators. Certificates of completion documented for each employee</td>
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<tr>
<td>The LEA plans to conduct the training on approximately:</td>
</tr>
<tr>
<td>8/1/2021 Will identify program to provide second round of training</td>
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</table>

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.

<table>
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<th>Questions</th>
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<tbody>
<tr>
<td>The LEA plans to conduct the training on approximately:</td>
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<tr>
<td>8/1/2017 Will work with Franklin County Children and Youth Services to provide for next school year</td>
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</tbody>
</table>

**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 designed to increase instructional areas, based on student data. Implementation expectations are clearly communicated. The administration is fully involved and committed to the professional development activities sponsored at the school. We provide all necessary supports to ensure the success of each staff member. Student success data informs the administration of the results of professional development if it is attributable to a specific professional development initiative. Continuous improvement is expected in student performance on the NOCTI and much training is provided to assist teachers in the preparation of students for the assessment. Student data is collected related to performance measures related to assessment directing teachers to specific instructional areas that are in need of improvement. Modifications in instruction are attempted where performance gaps are apparent.

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

We are in the infancy of developing a program that formally monitors professional development quality and effectiveness. More work will occur in this area. Thus far, we have implemented an annual professional development survey and a new teacher induction survey. This data is used each year to improve and develop our professional development program for the following year. We will also implement surveys for individual professional development activities.

**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.

FCCTC Educator Induction participants include administrators, educators, and educational specialists serving as Mentors, Inductees, and Coordinators serving on the FCCTC Educator Induction Committee and/or the Educator Induction Team. The educator induction committee is responsible for the development and operation of the educator induction program. The committee will include teachers, educational specialists, and administrators selected by FCCTC professional employees and administrative representatives.

- Inductees are provided a faculty handbook, updates are reviewed annually.

- Inductees are provided an Educator Induction and Mentor Guide

- Inductees will be provided the statewide program of study as well as NOCTI blueprints. The inductee will work with their Occupational Advisory Committee.

- Classroom management will be a topic during the monthly mentor meeting which will include crisis situations.

- Monthly faculty meetings in addition to professional development meetings offered at least four times a year.

The FCCTC Educator Induction Program was developed as an interactive and authentic model of teacher assessment in order to provide the most effective support to beginning teachers. Support strategies and practices promote teacher autonomy through the ongoing and recursive processes of self-assessment, inquiry into practice, reflection, and planning. This fully integrated and formative model of support and assessment assists Inductees and Mentors to improve and maximizing their capacity to:

1) Provide educators with and overview of professional practice within the context of the Danielson Framework for Teaching

2) Provide new educators with basic information and knowledge about the school, school district, and resident students in order to increase their effectiveness in fulfilling their duties
3) Provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students

4) Provide new educators with staff development experiences to achieve a successful transition into the FCCTC educational program

5) Provide experienced professional insights and encouragement to achieve success as a new teacher and FCCTC employee

6) To provide resources and training for improving student achievement

7) Use formative and summative assessment practices to guide improvement

8) Accumulate documents demonstrating professional growth over time

9) Model and encourage ongoing self-assessment, reflection, and improvement

10) Foster collaboration and leadership among teachers

The FCCTC Educator Induction plan includes specific teacher competencies that will be taught, modeled, and measured during the induction process. These competencies consist of elements related to the knowledge and execution of the Standards Aligned System and how to use the resources of PDE’s SAS web portal as a tool to develop lesson plans, locate appropriate materials and resources, deliver instruction, construct assessments and support struggling students. These competencies also align with FCCTC policies, procedures, and goals; needs of students and community; and include induction activities that focus on teaching diverse learners in least restrictive environments. A list of the specific competencies is outlined below:

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

2) Inductees will know the basic details and expectations related to school initiatives, practices, and procedures (i.e. Student Handbook, Faculty Handbook, JOC Policy Manual).

3) Inductees will be able to access and implement the following FCCTC Plans: Curriculum Improvement, Differentiated Supervision, Professional Development, Community Relations, and Professional Development.

4) Inductees will be able to access and implement Pennsylvania State curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors, and eligible content identified in the Program of Study (POS) and LEA curricula.

5) Inductees will be able to access and implement Pennsylvania State frameworks/systems for: Educator Effectiveness; Pennsylvania Public School Code (§11-1122), Chapter 339 Vocational Education Standards; Act 48 Continuing Professional Education; Teacher Information
Management System; PDE Teacher Certification; Suicide Prevention; and Mandatory Child Abuse Reporting.

6) Inductees will know and apply LEA endorsed classroom management strategies.

7) Inductees will assign challenging work to diverse student populations.

8) Inductees know and utilize LEA and PDE resources that are available to assist students.

9) Inductees will take advantage of professional development opportunities to engage personally with other faculty and educational professionals to develop a sense of teamwork, comradery, and continuous growth.

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

NA

Needs of Inductees

Checked answers

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

None.

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

The FCCTC Educator Induction program of integrated support and assessment creates an atmosphere that encourages teachers to develop norms and standards of professional collegiality, inquiry, reflection, and assessment to promote life-long learning and continuous improvement. This process of ongoing assessment within a community of practice is an essential component of teacher development and school reform.

The needs assessment process for the FCCTC Educator Induction program is completed by reviewing multiple information sources. This assessment process is critical to establishing appropriate goals and competencies for the educator induction plan and supporting individual needs for each inductee. FCCTC needs assessment data is collected using valid indicators of student knowledge and skills which is utilized to increase educator effectiveness and maximize student achievement and success. This data originates from multiple perspectives including but not limited to the following sources and assessment strategies:

1) Observations of Inductee instructional practice by Administrators, Mentor, and or Instructional Coach

2) Review of Inductee lesson plans, curriculum outline, and Guides 4 Learning documentation

3) Mentor meetings; peer observations; learning walks; and CTC, Industry, and CO-OP visits

4) Student achievement levels (locally developed assessments, CO-OP, and CTSO Activities)

5) Identified areas of concern and interest based on teacher surveys

6) Standardized test results (NOCTI, NIMS, PSSA and Keystone Exam data)

7) Industry credential - exams and certification results

8) Classroom diagnostic tools and student surveys/questionnaires

9) Successful research-based instructional models and educational initiatives at the local, state and national levels

10) Program evaluations and safety inspections

11) Newly tenured teacher interviews and annual new teacher induction surveys

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

NA
**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.**

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership. Mentors also gain from the experience that refines their skills and enhances professional growth. However, it is also a demanding responsibility and may include district incentives. Chapter 49 requires a mentor relationship between the inductee and the educator induction team. FCCTC Mentors will be designated by administrators and then approved by the Educator Induction Committee based on the following criteria for mentor selection (see 22 Pa. Code §49.16):

1) Similar certification and assignment
2) Outstanding work performance
3) Models continuous learning and reflection
4) Knowledge of district/school policies, procedures and resources
5) Ability to work with students and other adults
6) Willingness to accept additional responsibility
7) Mentor training or previous experience
8) Developing good assessments that are based on standards and eligible content
9) Data analysis training
10) Maximum of one Inductee per Mentor

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

NA

**Induction Program Timeline**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Aug-Sep</th>
<th>Oct-Nov-Dec-Jan-Feb-Mar-Apr-May-Jun-Jul</th>
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<td>Code of Professional Practice and Conduct for Educators</td>
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<td>Assessments</td>
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<td>Best Instructional Practices</td>
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<td>Safe and Supportive Schools</td>
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<tr>
<td>Accommodations and Adaptations for diverse learners</td>
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<td></td>
</tr>
<tr>
<td>Data informed decision making</td>
<td>X</td>
<td></td>
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<tr>
<td>Materials and Resources for Instruction</td>
<td>X X</td>
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</tbody>
</table>

If necessary, provide further explanation.

NA

**Monitoring and Evaluating the Induction Program**

Identify the procedures for monitoring and evaluating the Induction program.

Inductees are all assigned a mentor and are required to have bi-monthly on-site contact during and after school hours with a mentor who is an exemplary veteran teacher. Mentors observe and coach the new teacher, offer emotional support, assist with short and long-term planning, design classroom management strategies, teach demonstration lessons, provide curriculum resources, and facilitate communication with the principal. Mentors assist Inductees in completing Reflection Statements for Induction Portfolio to enhance communication, problem solving, reflection, and documentation of lessons learned. Inductees will document all meetings, reflections, observations and other induction
activities as part of their FCCTC Educator Induction Program and keep in an Induction Portfolio. Other models of mentoring activities and information may be used as necessary and more information can be found by googling Lesson Study, Peer Coaching, Cognitive Coaching, Critical Friends Group, or Learning Walks.

**Mentor Required Responsibilities:**
1) Attend the two New Teacher In-Service Days (only for first year Inductees)
2) Provide the following support to inductees: instructional support; professional support; and personal support
3) Conduct bi-monthly on-site Mentor Meetings with Inductee (30 minute minimum)
4) Participate and Assist Inductee with four Peer Observations each school year
5) Assist Inductee in completing at least 14 Reflection Statements each school year
6) Assist Inductee in completing Induction Unit Completion Form
7) Assist Inductee in completing Educator Induction Portfolio

The FCCTC Educator Induction program will be evaluated annually by School Improvement PLC members and Induction Committee and revised as needed. Achievement of the program goals and competencies is directly related to how well the program served inductees; therefore, acquisition and evaluation of participant feedback data will be collected and utilized for Educator Induction program revisions and continuous improvement. Systematic data collection related to the FCCTC Educator Induction program design, implementation, and outcomes will include:

1) Survey of participants – Inductees, Mentors, Educator Induction Committee, and recently tenured educators
2) Analysis of activities and resources used in the program by FCCTC administrators, School Improvement PLC members, educational coach, and other educational professionals.
3) Aligned educator evaluation instruments that provide quantitative and qualitative data (mentoring meetings, PLC meetings, peer observations, reflection statements, Induction Portfolio, survey/questionnaires, individual and group interviews, and observations/evaluation tools).

Data for this evaluation and monitoring process will be used to determine levels of satisfaction and to understand the strengths and weakness of the Educator Induction Program. It will also serve as a basis to determine the impact of participating teachers and their students, the results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of new teachers form the basis for adjustments and improvements in program design for future 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:
NOCTI Scores have increased from 87.4% Competent/Advanced in 2014 to 92.1% in 2017.

Accomplishment #2:
Keystone performance in Algebra has increased from 39.53% in 2014 to 52.44% in proficient/advanced in 2017.

Accomplishment #3:
Keystone performance in Literature has increased from 49.77% in 2014 to 59.44% in proficient/advanced in 2017.

Accomplishment #4:
Perkins Performance Indicators for FCCTC indicate 100% Student attainment (diploma) - 3S1; 100% Graduation Rate (NCLB) - 4S1; and 100% Placement (job-postsecondary-military).

Accomplishment #5:
Student enrollment has continued to grow from around 600 students per year in 2010 to over 1000 per year in 2017.

Accomplishment #6:
The previous student grading and management software (Classlink - Harris Solutions) was not adequately meeting the needs of FCCTC students and staff. During the summer of 2017, the school transitioned to the Skyward Student Management System which provides us with a much more effective and efficient system for handling CTE student data.

Accomplishment #7:
FCCTC has implemented a common curriculum template with learning guides as an organizational tool. As a common curriculum template "Guides for Learning" have established commonality across the Career and Technical Programs. Learning guides will provide information to students and parents outlining tasks and competencies as well as the common core numeracy and literacy standards implemented into the curriculum. The learning guides will also be the resource for instructional planning and delivery.
Accomplishment #8:
Work-based opportunities for students have increased both in quantity of students served as well as quality of placement opportunities and occupational instruction to include cooperative education, internships, clinical experiences and community service learning.

CTC Concerns

Concern #1:
A concern of the team relates to the placement of students at the FCCTC who may have individualized needs (i.e. Emotional Support, Learning Support, ESL) for which necessary support services may not always be available in our various CTE environments.

Concern #2:
It is a concern that a need for improvement exists in the awareness, completion, and documentation of SOAR statewide articulation agreement and other dual enrollment opportunities.

Concern #3:
A continued focus needs to occur in an effort to maximize student preparation and performance in the areas of reading and mathematics.

Concern #4:
It is a concern that the nontraditional student participation and completion performance indicators are below the consortium expectation.

Concern #5:
An ongoing initiative is to continually improve and provide a safe school environment for students and staff. Two specific challenges that are of concern are targeted funding and training.

Prioritized Systemic Challenges

Systemic Challenge #1 (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:
A concern of the team relates to the placement of students at the FCCTC who may have individualized needs (i.e. Emotional Support, Learning Support, ESL) for which necessary support services may not always be available in our various CTE environments.
A continued focus needs to occur in an effort to maximize student preparation and performance in the areas of reading and mathematics.

It is a concern that the nontraditional student participation and completion performance indicators are below the consortium expectation.

Systemic Challenge #2 (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 concern of the team relates to the placement of students at the FCCTC who may have individualized needs (ie. Emotional Support, Learning Support, ESL) for which necessary support services may not always be available in our various CTE environments.

A continued focus needs to occur in an effort to maximize student preparation and performance in the areas of reading and mathematics.

It is a concern that a need for improvement exists in the awareness, completion, and documentation of SOAR statewide articulation agreement and other dual enrollment opportunities.
CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures hazardous situations are minimized where possible or contained through the development and implementation of effective strategies that have clearly defined procedures and a protocol for monitoring to ensure a safe learning environment for all students.

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: All-Hazard End of Year Reports

Specific Targets: Complete implementation of the All-Hazard plan utilizing established NIMS-Based protocols within the Plan.

Strategies:

Implementation of the All-Hazard Plan

Description:

Implement and continually improve/modify an All-Hazard Plan that will satisfy the requirements for the current regulations from Chapter 10 Safe Schools and PEMA.

SAS Alignment: Safe and Supportive Schools

SAS: Safe and Supportive Schools - Act 126 Training Information

Description:

"On December 18, 2013, Governor Corbett signed Act 120 of 2013 (SB 34), which made significant changes to the Educator Discipline Act. Those changes include greatly enhanced mandatory reporting requirements. There are also significant changes to the Child Protective Services Law (CPSL) that greatly
impact mandated reporters. As a result of these new laws, all previously approved Act 126 courses for Act 48 credit were resubmitted to PDE to ensure accuracy regarding these new laws. The Act 126 listed courses are in compliance with the changes to both the Child Protective Services Law updates and the Educator Discipline laws updates.” (Source: http://www.pdesas.org/Page?pageId=19) Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

**SAS Alignment:** Safe and Supportive Schools

**SAS: Safe and Supportive Schools - Comprehensive Resources**

**Description:**

The resources available in Comprehensive Resources span two or more of the Safe and Supportive Schools element’s major tabs and are robust in nature. (Source: http://www.pdesas.org/SafeSupportiveSchools/Standard?setCode=pde-safe&standardld=101564) Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

**SAS Alignment:** Safe and Supportive Schools

**SAS: Safe and Supportive Schools**

**Description:**

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following: (Source: http://www.pdesas.org/SafeSupportiveSchools/Overview?setCode=pde-safe) Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

**Complete and Implement an All-Hazard Plan**

**Description:**

Continue implementation and improvement process for recently completed All-Hazard Plan that conforms to the current requirements set forth by PEMA and Chapter 10 Safe Schools Provision.
Purchase two-way radios and repeater system to allow staff to communicate when executing their roles and responsibilities of All-Hazard Plan.

Provide continued In-Service and training for all staff on their roles and responsibilities as well as the roles and responsibilities of outside agencies as they interact with our facility during an event.

Providing on-going required training and professional development including high priority areas such as: Child Exploitation Awareness Education, First Aid, and CPR training.

Provides student with material to enable them to handle the various scenarios described within the All-Hazard Plan

Plan and facilitate various emergency drills to provide opportunities for students and staff to practice various scenarios described in All-Hazard Plan to maximize awareness and preparedness.

Utilize automated alert messaging service to notify students and parents regarding school emergencies and hazards.

Start Date: 8/17/2016    End Date: 6/30/2020

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

Supported Strategies:

- Implementation of the All-Hazard Plan

Goal #2: 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, NIMS, and Keystone assessment data and program completion rate

Specific Targets: Increased proficiency in numeracy and literacy and end of program assessment (NOCTI/NIMS) and student completion rate (including nontraditional student completion rate)

**Strategies:**

5 Characteristics for High Quality Professional Development

**Description:**

"According to the research, high-quality professional-learning opportunities for teachers contain the following five characteristics:

- Aligns with school goals, state and district standards and assessments, and other professional-learning activities.
- Focuses on core content and modeling of teaching strategies for the content.
- Includes opportunities for active learning of new teaching strategies.
- Provides the chance for teachers to collaborate.
- Includes follow-up and continuous feedback.

Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010." (Source [http://files.eric.ed.gov/fulltext/ED510366.pdf](http://files.eric.ed.gov/fulltext/ED510366.pdf)) Resource: [http://effectivestrategies.wiki.caiu.org/Professional+Development](http://effectivestrategies.wiki.caiu.org/Professional+Development)

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources

**Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)**

**Description:**


**SAS Alignment:** Assessment, Instruction
**SAS: Assessments - Keystone Exams**

**Description:**

The Keystone Exams are end-of-course assessments designed to assess proficiency in three subjects: Algebra I, Literature and Biology. The Keystone Exams are one component of Pennsylvania’s system of high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards. (Source: [http://www.pdesas.org/Page?pageId=8](http://www.pdesas.org/Page?pageId=8)) Resource: [http://effectivestrategies.wiki.caiu.org/Assessment](http://effectivestrategies.wiki.caiu.org/Assessment)

**SAS Alignment:** Standards, Assessment, Instruction

**Teaching Literacy in the Content Areas**

**Description:**

Literacy is the foundation of knowledge acquisition; therefore, all students must know how to read and write in the content areas to achieve. Effective content area teachers help students successfully and productively access, read, and understand text. Students need support with learning the skills that reinforce how to attack new text, solve problems, and learn new content. Texts are one of the tools of the trade for students. If students know how to read them and use them, there is a greater chance of transferring and retaining important and relevant content. When this happens, the success rate for students to know, understand, and be able to successfully perform in the content area will be greatly increased. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. (Source: [http://effectivestrategies.wiki.caiu.org/file/view/Rdg-Tch-Cont.pdf/528268030/Rdg-Tch-Cont.pdf](http://effectivestrategies.wiki.caiu.org/file/view/Rdg-Tch-Cont.pdf/528268030/Rdg-Tch-Cont.pdf)) Resource: [http://effectivestrategies.wiki.caiu.org/Instructional+Practices](http://effectivestrategies.wiki.caiu.org/Instructional+Practices)

**SAS Alignment:** Standards, Instruction, Materials & Resources

**Implementation Steps:**

**Facilitate Increased and Improved Literacy and Numeracy in CTE Curriculum and Class Activities**

**Description:**

Educators will participate in professional development and training activities to increase their ability to provide quality academic and CTE related
curriculum and instructional methods. Educators will also collaborate with other educators, administration, and educational consultants to identify and improve their awareness and ability to maximize student performance and employability. Educators will also all document curricula, academic crosswalk, instructional practices, student modifications, and assessment strategies in the Guides 4 Learning Software system.

Select educators will participate in PDE Technical Assistance Program (TAP) including:

- PACTA - Fall CTE Workshops (Counselor & Technology Coordinator)
- SREB - Enhanced CTE Assignments; PACTA - Integrated Learning Conference
- PACTA - Developing CTE Assignments 21st Century Skills
- PACTA - Hershey Symposium
- PACTEC - PA CTE Conference
- PACTA Summer Conference
- SREB High Schools that Work Conference

All educators will participate in the following professional development activities through FCCTC:

- FCCTC In-service activities
- Academy and Committee meetings
- Professional Learning Community training/workshop sessions
- Professional Learning Community share-out sessions

All educators will participate in professional development activities and work together to improve the recruitment, placement, retention and completion rates of nontraditional students through improved systems for identifying and addressing student needs related to academic and CTE standards.

**Start Date:** 8/21/2017    **End Date:** 6/1/2019

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- 5 Characteristics for High Quality Professional Development
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- SAS: Assessments - Keystone Exams
- Teaching Literacy in the Content Areas
**Goal #3:** 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: NA - FCCTC is not a Comprehensive CTC

Specific Targets: NA

**Strategies:**

*NA - FCCTC is not a Comprehensive CTC*

**Description:**

NA - FCCTC is not a Comprehensive CTC

**SAS Alignment:** Standards

**Implementation Steps:**

*NA - FCCTC is not a Comprehensive CTC*

**Description:**

NA - FCCTC is not a Comprehensive CTC

**Start Date:** 11/29/2016  
**End Date:** 6/30/2020

**Program Area(s):**

**Supported Strategies:**

- NA - FCCTC is not a Comprehensive CTC
Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a system within the school that fully ensures hazardous situations are minimized where possible or contained through the development and implementation of effective strategies that have clearly defined procedures and a protocol for monitoring to ensure a safe learning environment for all students.

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17/2016</td>
<td>6/30/2020</td>
<td>Complete and Implement an All-Hazard Plan</td>
</tr>
</tbody>
</table>

Description
Continue implementation and improvement process for recently completed All-Hazard Plan that conforms to the current requirements set forth by PEMA and Chapter 10 Safe Schools Provision.

Purchase two-way radios and repeater system to allow staff to communicate when executing their roles and responsibilities of All-Hazard Plan.

Provide continued In-Service and training for all staff on their roles and responsibilities as well as the roles and responsibilities of outside agencies as they interact with our facility during an event.

Providing on-going required training and professional development including high priority areas such as: Child Exploitation Awareness Education, First Aid, and CPR training.
Provides student with material to enable them to handle the various scenarios described within the All-Hazard Plan

Plan and facilitate various emergency drills to provide opportunities for students and staff to practice various scenarios described in All-Hazard Plan to maximize awareness and preparedness.

Utilize automated alert messaging service to notify students and parents regarding school emergencies and hazards.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>SH</th>
<th>S</th>
<th>EP</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
<td>4</td>
<td>40</td>
<td>Administrator will lead discussion concerning the All-Hazard Plan</td>
<td>School Entity</td>
<td>No</td>
</tr>
</tbody>
</table>

**Knowledge**

Understanding of the All-Hazard Plan

**Supportive Research**

Information will come from PIMS, IU, and other safety related sources

**Designed to Accomplish**

- For classroom teachers, school counselors and education specialists: Empowers educators to work effectively with parents and community partners.
- For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation
<table>
<thead>
<tr>
<th>Participant Roles</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers</td>
<td>High (grades 9-12)</td>
</tr>
<tr>
<td>Principals / Asst. Principals</td>
<td></td>
</tr>
<tr>
<td>Supt / Ast Supts / CEO / Ex Dir</td>
<td></td>
</tr>
<tr>
<td>School counselors</td>
<td></td>
</tr>
<tr>
<td>Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>Classified Personnel</td>
<td></td>
</tr>
<tr>
<td>New Staff</td>
<td></td>
</tr>
<tr>
<td>Other educational specialists</td>
<td></td>
</tr>
<tr>
<td>Related Service Personnel</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follow-up Activities</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-Hazard related drills</td>
<td>Self-Evaluation contained within the All-Hazard Plan</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strategy #1: 5 Characteristics for High Quality Professional Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategy #2: Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategy #3: SAS: Assessments - Keystone Exams</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategy #4: Teaching Literacy in the Content Areas</td>
<td></td>
</tr>
</tbody>
</table>
Facilitate Increased and Improved Literacy and Numeracy in CTE Curriculum and Class Activities

Educators will participate in professional development and training activities to increase their ability to provide quality academic and CTE related curriculum and instructional methods. Educators will also collaborate with other educators, administration, and educational consultants to identify and improve their awareness and ability to maximize student performance and employability. Educators will also all document curricula, academic crosswalk, instructional practices, student modifications, and assessment strategies in the Guides 4 Learning Software system.

Select educators will participate in PDE Technical Assistance Program (TAP) including:

- PACTA - Fall CTE Workshops (Counselor & Technology Coordinator)
- SREB - Enhanced CTE Assignments; PACTA - Integrated Learning Conference
- PACTA - Developing CTE Assignments 21st Century Skills
- PACTA - Hershey Symposium
- PACTEC - PA CTE Conference
- PACTA Summer Conference
- SREB High Schools that Work Conference

All educators will participate in the following professional development activities through FCCTC:

- FCCTC In-service activities
- Academy and Committee meetings
All educators will participate in professional development activities and work together to improve the recruitment, placement, retention and completion rates of nontraditional students through improved systems for identifying and addressing student needs related to academic and CTE standards.

**Knowledge**

Literacy and numeracy teaching and assessment strategies and methods

**Supportive Research**

Pennsylvania Association of Career and Technical Administrators, Pennsylvania Association for Career and Technical Education, and Southern Regional Education Board

**Designed to Accomplish**

**For classroom teachers, school counselors and education specialists:**

- 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.

**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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
### Training Format
- Series of Workshops
- School Whole Group Presentation
- Professional Learning Communities
- Offsite Conferences

### Participant Roles
- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- School counselors
- Paraprofessional
- New Staff
- Other educational specialists

### Grade Levels
- High (grades 9-12)

### Follow-up Activities
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- Joint planning period activities
- Journaling and reflecting

### 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
- Participant survey
- Review of participant lesson plans
- Portfolio
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