Mon Valley Career & Technology Center

CTC Plan

07/01/2018 - 06/30/2021

CTC Profile

Demographics

Five Guttman Avenue
Charleroi, PA 15022
(724)489-9581

AYP Status: Not Provided
Administrative Director: Neil Henehan

Planning Process

   The comprehensive planning process began at MVCTC with an administrative meeting on the comprehensive planning process. At the meeting, the administrative team established a meeting schedule and determined the necessary planning committee members. Achieving a diverse and broad-based representation among community stakeholders was a priority. Invitations to participate were extended to MVCTC faculty, Joint Operating Committee Members, General Advisory Committee Members, sending school district administration, parents and students. The administrative team reviewed the activities in the Comprehensive Planning Career and Technical Center Planning Offline Guide Tool and developed a timeline to complete the process in a timely manner and a schedule of the recommended activities, which where conveyed at the first meeting.

Mission Statement

To provide challenging and relevant education and training for all students by developing their career, technical, academic, and professional skills to promote lifelong advancement of individuals, families, and the workforce within our local communities.

Vision Statement

To be the leader in innovative work force development by meeting the dynamic needs of business and industry through the development of student centered education, technical excellence, and citizenship.

Shared Values

Mon Valley Career & Technology Center promotes and encourages the development of lifelong industriousness, dependability, reliability, professionalism, and productivity. Our institution fosters these

attributes in all career, technical, and academic areas. We strive to provide highly qualified staff, cutting edge technology, and rigorous instruction in workforce development. We believe in providing a challenging and viable curriculum that is an essential component for workforce development and post-secondary readiness. We foster strong partnerships with all students, parents, community members, sending schools, and local business and industry to provide opportunities and resources. We believe that each student's qualities, talents, and abilities should be recognized, developed, challenged, and celebrated. We believe in the power of excellence.

Educational Community

Mon Valley Career & Technology Center is located in Charleroi, Washington County, Pennsylvania and provides services for the Bentworth, Bethlehem Center, California, Charleroi, Monessen and Ringgold school districts. Mon Valley CTC is a part-time, half day session career and technology center, offering training in 11 program areas. Students attend MVCTC for three years, beginning in 10th grade, in their chosen program area. The second half of their school day is spent at their sending high school receiving academic instruction.

The Mon Valley Vocational-Technical School opened its doors in the fall of 1971 with fifteen program areas, due to the cooperation, diligence and dedication of administrators, board members and educators from six area school districts. An addition was added to the building along with five new programs in 1976. The commitment to prepare students with the skills, knowledge and attitudes needed to enter the workforce was embedded within the school's philosophy and mission. It was believed that the non-college bound students needed more than a general track education to prepare for future employment. Thus the vocational student would receive academic course work at their home school and vocational training at the AVTS. The scope and sequence of the planned courses were occupationally specific to meet the employment needs of the area.

Southwestern Pennsylvania has undergone many distinct employment and demographic changes throughout the school's history. Because the success of Career and Technical Education depends on a close partnership with the community and particularly with business and industry, these changes have impacted upon the school as well. In 1993, the Mon Valley Area Vocational-Technical School changed its name to the Mon Valley Career & Technology Center to reflect the changing needs of the area and demand for a sustainable workforce.

Each of MVCTC's eleven programs is structured to provide the most up-to-date instruction possible. Representatives of business, industry, education and the community serve on Occupational Advisory Committees, helping to ensure that the curriculum remains current. The committees meet twice yearly with MVCTC administrators and teachers to review, revise and update each program.

Planning Committee

Name	Role
Neil Henehan	Administrator : Professional Education
Jason Lucia	Administrator : Professional Education
Lisa Atkinson	Business Representative
Amy Gatts	Business Representative : Professional Education
Joe Grupp	Business Representative
Kate Hauger	Business Representative
Helen Kalp	Business Representative
Lisa Neil	Business Representative : Professional Education
Randi Quattro	Business Representative
Chris Whitlach	Business Representative
Adele Filek	Community Representative : Professional Education
Jeremy Reppert	Community Representative : Professional Education
Tim Wilson	Ed Specialist - Instructional Technology : Professional Education
Annette Micelli	Ed Specialist - School Counselor : Professional Education
Not Applicable	Elementary School Teacher - Regular Education
Tracy Hawkins	High School Teacher - Regular Education : Professional Education
Vernon Stouffer	High School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education
Larry Kubitsa	Parent : Professional Education
Jodi Kubitsa	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

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

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

MVCTC is a shared time career and education center with no specific academic offerings so many categories do not apply. We do integrate the common core standards and core subjects into our curriculum

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
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Unchecked answers

- Arts and Humanities
- Civics and Government
- Economics

- Environment and Ecology
- Family and Consumer Sciences
- Geography
- History

Explanation for any standards checked:

Our curriculum development is coordinated to the industry standards of each technology program. This curriculum is reviewed at least twice a year when each program has their Occupational Advisory Committee meetings. The committees ensure the curriculum meets the local, regional and national needs of the program area. The curriculum is also aligned with the Program of Studies (POS) task grid as per the Chapter 339 standards. Monitoring through administrative walk through observations and formal observations helps ensure all teachers are meeting these requirements. Instructors utilize literacy and numeracy strategies in lessons.

Curriculum

Planned Instruction

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

Processes used to ensure Accomplishment:

POS objectives of planned courses are reviewed regularly. Lesson plans are monitored to ensure compliance with mapped POS task grids. Pa core standards are indentified within lesson plans. MVCTC NOCTI and sending school keystone data are evaluated annually to determine mastery of objectives. MVCTC has developed a curriculum matrix including an occupational analysis whereby tasks are aligned with occupations for systematic delivery.

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

not applicable

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.

Instruction is guided and reflected through accommodations provided through a student's IEP or 504 plan. Modifications such as adaptive test questions, extended time, taking tests in the resource area with our resource instructor, shortened tests, retaking tests, and individual tutoring with the math instructor or resource instructor are available for all IEP students. Students may also have modified curriculum commensurate with their ability.   All students have access to computers and the internet. Multiple learning styles and multiple levels of instruction are addressed within differentiated lesson plans.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Unchecked Answers
- 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.

Administration employs formal and informal observations, walkthroughs, and mentoring teachers to ensure instruction is aligned to PA Standards within the classroom setting. MVCTC employs two administrators who are responsible to evaluate our professional staffs' performance. As required by PDE, the number of required annual evaluations is completed. To complete the "PDE Form for teacher effectiveness, 82.1," the administrative team conducts formal classroom observations; informal observations intermittently.

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

Mentor teachers are designated instead of instructional coaches to assist new teachers in the use of Standards and instructional strategies. Administrators act as instructional coaches in the continuous improvement model.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in less than 50% of district classrooms

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

Our enrollment has a very small number of gifted students. We differeniate instructions on an as needed basis to provide meaningful learning experiences for our small number of gifted students in accordance with their GIEP. .

Recruitment

(Comprehensive CTC only)

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

This narrative is empty.

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

This narrative is empty.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

(Comprehensive CTC who graduate students only)

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

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

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

None.

Unchecked answers

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

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

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

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

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

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

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

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

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

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

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

Methods and Measures

Summative Assessments
- Keystone Exams
- Standardized Tests - NOCTI and NIMS
- Textbook Assessments
- Written work by students
- Evaluation of student portfolios
- Program Specific Tests

Benchmark Assessments
- Textbook Assessments

Formative Assessments
- Demonstration, performance, products and projects
- Evaluations of portfolios of student work
- Textbook Assessments
- Written work by students

Diagnostic Assessments
- Textbook Assessments
- Pilot and Pre NOCTI Test

Validation of Implemented Assessments

(Comprehensive CTC only)

Checked answers

> *None.*

Unchecked answers
- External Review
- Intermediate Unit Review

- LEA Administration Review
- Career Cluster Chair Review
- Professional Learning Community Review
- Instructional Coach Review
- Teacher Peer Review

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

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

N/A

Collection and Dissemination

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

Several years ago MVCTC purchased the Classmate Software System. This System records attendance, discipline, and grading. MVCTC has established a unified recording system for attendance, grading, and discipline. All grades must be recorded in the "Classmate Software." This grading and attendance system is currently utilized to evaluate student progress at MVCTC as students transition through the course work in their career and technical program and academic classes. At quarterly intervals throughout the school year, students will be issued a grade that represents the overall progress being made. Also, a final grade is issued to each student. The final grade is an average of the four (4) quarterly grades. For CTE classes, the grade will be based upon three different components—Work Ethics (Daily Grade), knowledge, and skill. To evaluate student performance in a career and technical program, MVCTC has adopted grading as Work Ethis: 34%, Knowledge: 33%, and skill 33%. As part of the Classmate Software, there are several administrative reports available for attendance, discipline, and grading. Our administrative team is able to go into this application and create reports on these three categories. MVCTC participates in the NOCTI pre and post tests. When the tests are administered, we receive from NOCTI several reports. These reports include standard and custom reports. There is an individual score report and program area report. Also we create an annual chart, indicating the program area and the number and percent of students in the group that received advanced, competent, and basic. A five-year comparison is also created to compare the number of advanced and competent students per program area. NOCTI assessment data and other industry credential agency data is used to analyze students academic and competency areas. The data is available by student academic and competency area. Keystone data is provided through the feeder schools for our analysis in order to identify

students in need.

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.

NOCTI data is analyzed to identify students who are below the proficient level and who are not competent in their program area. Keystone data is analyzed to provide instruction intervention for students who will not graduate without passing their math keystone exam. Actions plans are developed by instructors to improve individual student performance. The information from the assessments is used to drive instruction to help students improve. When the senior students take the NOCTI pretest in the fall, we receive individual and program area reports from NOCTI. Each instructor meets individually with Administration to review the results. Based on the needs of the students and the program area, research based instructional strategies are reviewed and discussed. The program teacher develops an comprehensive improvement strategy to address areas of weakness based on the data and needs. The Administration assist the teachers as needed or requested. The data provided from the NOCTI exam is also the basis for many of the teachers' SLO's.

Assessment Data Uses
(Comprehensive CTC only)

Checked answers
> None.

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

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

Checked answers

- Course Planning Guides
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and School Board
- School Calendar
- Student Handbook
- Advisory committee meetings are used to provide information about summative assessments to the public.

Unchecked answers

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

- Individual Meetings

- Mass Phone Calls/Emails/Letters

- Newsletters

- Press Releases

Provide brief explanation of the process for incorporating selected strategies.

Letters to parents about the schedule and results of Summative testing are provided before and after the tests. Our school results are posted on our website and published in the local newspaper. The JOC is informed of the results at the nearest meeting date. Radio and television stations are informed of results for use in free news release segments.

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

The other methods were cost prohibitive.

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- School-wide Positive Behavioral Programs
- Conflict Resolution or Dispute Management
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- 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

- Placement of School Resource Officers

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

MVCTC does not currently employ a school resource officer. Should enrollment increase exponentially this will be explored through grant availability.

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.)

Gifted students and awareness are identified through our sending districts.

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

Gifted students and awareness are identified through our sending districts.

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

Gifted students are determined eligible through our sending districts.

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.

Gifted programs are offered through our sending districts. MVCTC may be part of a Gifted Plan

Developmental Services

Checked answers

- Academic Counseling
- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Health and Wellness Curriculum
- Individual Student Planning
- Orientation/Transition
- Coordination of Services with Sending School

Unchecked answers

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Checked answers

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

- Special Education Evaluation
- Student Assistance Program
- Coordination of Services with Sending School

Unchecked answers

- Casework

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Checked answers

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

Unchecked answers

   None.

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Checked answers

- Course Planning Guides

- Directing Public to the PDE & Test-related Websites

- Individual Meetings

- Letters to Parents/Guardians

- Local Media Reports

- Website

- Meetings with Community, Families and Board of Directors

- Mass Phone Calls/Emails/Letters

- Newsletters

- Press Releases

- School Calendar

- Student Handbook

- Coordination of Services with Sending School

Unchecked answers
   None.

Communication of Student Health Needs

(Comprehensive CTC only)

Checked answers
   None.

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

Frequency of Communication

Frequency of communication: **More than once a month**

Collaboration for Interventions

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

Collaboration between classroom teachers and those individuals providing services and interventions in relation to differing students needs is ongoing and being developed. The resource instructor and the math instructor provide assistance and tutoring to all students. MVCTC has ongoing communication and collaboration with the sending school guidance departments in an effort to address a student's diverse needs. MVCTC utilizes regular check-ins, parent conferences, IEP input sheets. Review of IEP & SDI at beginning of year or at revision meetings.

Community Coordination

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

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

Pa Careerlink and Southwest training services recruits students in financial need to participate in the summer youth employment program.   They work extensivelly with youth work-force development. MVCTC identifies and contacts the qualifying individual and assists them in their application process.

Materials and Resources

Description of Materials and Resources

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

Provide explanation for processes used to ensure Accomplishment.

Advisory committee meetings are held twice each year. Advisory committees, whose members include professionals in the program field, parents, community members, students, and other industry representatives make recommendations to keep program equipment, materials and resources current and meet Program of Study competencies. These recommendations are submitted to administration for their response and approval. The administrative team will continually review and analyze related data and information to continually improve.

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

This narrative is empty.

SAS Incorporation

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

Further explanation for columns selected "

SAS Materials and Resources are limited for CTC content.

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

- 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.

This is achieved through Act 48 professional Development and the Pennsylvania inspired leadership program(PILS). MVCTC handles the induction of all of our instructors.

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

All strategies are selected or covered.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:

4/3/2017

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

Questions
The LEA plans to conduct the training on approximately:
12/4/2017
1/15/2018

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

Questions
The LEA plans to conduct the training on approximately:
4/9/2018

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.

MVCTC utilizes service providers that have been recommended by other entities and had positive reviews. MVCTC utilizes a survey to determine the needs of the staff and requires that each individual attend the scheduled meetings. The second part to our professional development uses specific program training updates that are scheduled with their corresponding industry. All teachers are required to do trade specific professional updates. Each instructor is kept current with these updates via the OCA.

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

All strategies were selected.

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.

The Administration ensures all of the above listed goals and competencies for our new teacher through formal training and informal discussion.

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

All strategies are addressed.

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.

- 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

- Student PSSA data.

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

The intermediate unit one is charged with the induction program throughout the tri-county. They are the soul provider for all schools for induction.

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

The keystone exams have replaced the PSSA tests.

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.

Mentor teachers are assigned to all new teachers for a minimum of two years. Mentor teachers are examples of outstanding teachers. They know all the policies and procedures of the school.

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

All areas have been selected.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators			X			
Assessments	X					
Best Instructional Practices	X					
Safe and Supportive Schools			X			
Standards	X					
Curriculum		X				
Instruction	X					

Accommodations and Adaptations for diverse learners	X					
Data informed decision making				X		
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

The induction program is designed to address the training and educational needs of instructors that are specific to a Career and Technology Education Teacher. profession.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The program is designed to address the training and educational needs of teachers who are new to the profession or returning to education full-time and meets the state regulations for teacher induction as part t the Instructional II requirement. Intermediate unit 1 coordinates an induction program for a consortium of its districts and area vocational technical schools and provides a two-year program for inductees. Inductees attend six days of workshops or course sessions over the two year period.

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:

Mon Valley CTC has developed an effective student tour and exploration process which allows for every 9th grade student to access every program, learn about Career and Technical Education, and explore programs of interest with current students.

Accomplishment #2:

Mon Valley CTC has developed an effective student application process which includes a recommended timeline and rubric in order to ensure proper student placement.

Accomplishment #3:

Mon Valley CTC has has increased both total enrollment (200 students) as well as the total percentage of program completers.

Accomplishment #4:

Mon Valley CTC has increased participation in Skills USA and is home to the current Skills USA Pennsylvania Student President.

CTC Concerns

Concern #1:

Increase the number of students who earn an industry recognized credential.

Concern #2:

Develop curriculum mapping procedures to provide linear and systematic delivery of curriculum.

Concern #3:

Add staff and provide programming to meet the needs of the workforce , increased enrollment, and higher expectations.

Concern #4:

Increase cooperative education student enrollment.

Concern #5:

Increase number of non traditional students.

Increase number of students who complete entire program of study.

Develop programs for higher level learners to recruit those students who don't typically consider the technology center.

Improve the percentage of students who transition to post secondary training or education

Improve communication with graduates.

Develop and expand adult education opportunities.

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:

Increase the number of students who earn an industry recognized credential.

Develop curriculum mapping procedures to provide linear and systematic delivery of curriculum.

Add staff and provide programming to meet the needs of the workforce , increased enrollment, and higher expectations.

Increase number of non traditional students.

Increase number of students who complete entire program of study.

Increase cooperative education student enrollment.

Develop and expand adult education opportunities.

Develop programs for higher level learners to recruit those students who don't typically consider the technology center.

Improve communication with graduates.

Improve the percentage of students who transition to post secondary training or education

Systemic Challenge #2 *(Guiding Question #9)* Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures 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: Enrollment and retention of Students in cooperative education agreements with local employers.
>>
>>Specific Targets: Student performance in cooperative education experiences as measured by their employers and cooperative education teacher.
>
>### *Strategies:*
>
>### *Cooperative Education*
>
>>**Description:**
>>
>>Teachers will continue to be provided training in the connections between their programs and local industry. Moreover, a rigorous evaluation of OAC committees and specific student professional development lessons will be delivered that outline and make connections for students to explore cooperative education. Success stories for cooperative education students will be celebrated both in the newsletter and on the website. The cooperative education teacher will be given materials to present to local employers opportunities to understand Mon Valley CTC curriculum and how students with varying skill sets can help their business through cooperative education arrangements.
>>
>>**SAS Alignment:** Instruction, Materials & Resources
>
>### *Career and Technical Education Programs*
>
>>**Description:**

Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. CTE transition pathway programs seek to help students transition from high school to college and into family-sustaining wage careers. (Source: Research from the Center for Education and the Workforce at Georgetown University debunks the oft-cited myth that the economy lacks jobs for young people to fill, finding instead that industries across the economy have created a wealth of new jobs that require workers with appropriate education and training and Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career Resource: http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources)

SAS Alignment: Standards, Curriculum Framework, Instruction

Implementation Steps:

Professional Development

Description:

Workshops are scheduled throughout the school year to provide professional development for workforce connections, OAC development, and Cooperative Education.

Start Date: 8/17/2017 **End Date:** 6/30/2021

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

Supported Strategies:

- Cooperative Education
- Career and Technical Education Programs

Monitor Students' Progress

Description:

The identified students' progress will be monitored using data from cooperative education enrollment and assessment from employers

Start Date: 8/17/2017 **End Date:** 6/30/2021

Program Area(s): Special Education, Student Services

Supported Strategies:

- Cooperative Education
- Career and Technical Education Programs

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	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.	Strategy #1: Cooperative Education Strategy #2: Career and Technical Education Programs

Start	End	Title	Description
8/17/2017	6/30/2021	Professional Development	Workshops are scheduled throughout the school year to provide professional development for workforce connections, OAC development, and Cooperative Education.

Person Responsible	SH	S	EP	Provider	Type	App.
Neil Henehan	3.0	4	16	IU 1, PDE and local technology coordinator	School Entity	Yes

Knowledge

Professional development instruction and local workforce connections.

Supportive Research

Workforce Development and Connections Training

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
School Whole Group Presentation
Online-Asynchronous
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**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,	**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

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

data other than the PSSA
       Classroom student assessment data
       Review of participant lesson plans
       Review of written reports summarizing instructional activity

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