MON VALLEY CTC
Five Guttman Avenue

Comprehensive Plan | 2021 - 2024

Steering Committee

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LEA Profile

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 13 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.

Mission and Vision

Mission

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

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.

Educational Value Statements

Students

Students are expected to will maximize their instructional time in programs to to develop industry relevant skills in addition to development of professional decision making and mannerisms expected in the workplace.

Staff

Highly qualified and well trained staff are needed in order to maintain premier Career and Technical Education programs. Staff must be dedicated, supportive, and flexible in responding the needs of diverse learners. Staff members must be committed to high standards of professionalism in fulfilling their duties for MVCTC students. Teachers are expected to model professionalism and passion for their respective fields, be creative and steadfast in their instruction. and are expected to ensure their programming meets the needs of the workforce with meaningful outcomes.

Administration

Administrators are expected to lead and guide staff in their creation and continuous improvement of programming. Administration must support the staff and provide them with cutting edge technology and appropriate resources in order to deliver high quality learning for students. Administration must work collaboratively with the leaders from our member school districts, community organizations, and businesses. MVCTC administration must demonstrate effective communication practices with all stakeholders and maintain strong partnerships with post-secondary educational institutions and workforce leaders to ensure student success.

Parents

All students learn best when their parents and families are invested, dedicated, and take responsibility for their education. All student achieve at a higher level when their parents and families play an active role in supporting their career goals. Parents and families can positively impact the success of students by ensuring high standards for attendance. Parents and families of our students must work collaboratively with MVCTC teachers, administrators and other staff to ensure student success.

Community

To provide highly effective CTE programs, MVCTC relies on support from Business, Community, and Educational partners. Our Business, Community , and Educational partners impact the success of MVCTC's students through providing employment, participating in committees, and sharing needed resources. MVCTC ensures relevance and effective practices through the active involvement of our Business, Community, and Educational partners. In order to fulfill our Mission and realize our Vision, MVCTC depends on the resources that our communities provide through their member school districts. The communities that MVCTC serves should expect high quality and measurable outcomes resulting from their investment.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
MVCTC Promotes and sustains a positive school culture that supports and challenges students simultaneously.	Yes
Aligned curricular materials and lesson plans to the PA Standards: The Curriculum and Instruction design effectively links CTE tasks to PA standards and is communicated in a transparent manner of each program page on the website.	Yes
The percent of students earning industry credentials is above average for the state.	No
Students are provided technical reading and writing to further their processing of written information	No
Students are provided technical mathematics and high order problem solving to further their processing of mathematical concepts	No
CTE provides much opportunity within the organic nature of CTE tasks to explore technical and engineering concepts	No
Ability to create several career pathways through programs	Yes
Staff is trained in IEP and 504 adaptations	Yes
Staff is trained in diversity needs	No
Staff is trained in supporting students with economic needs	No
CTE teachers are the most important part of the special education delivery of services. CTE teachers will be at the forefront of the Special Education Plan.	Yes
Student services is involved in the career objectives and student portfolio	Yes
Positive behavior supports are a large part of MVCTCs daily operation	No
Students are aware of the support systems provided to them	No

Challenges

Challenge	Consideration In Plan

Improve Percent Scoring Competent or Advanced on NOCTI	No
Percent of regular attendance is below State Average	No
Increase work-based learning and cooperative education.	Yes
Consistency across the instructional methods and assessments are a challenge to keep calibrated	No
Consistency across the instructional methods and assessments are a challenge to keep calibrated	Yes
Ensuring teachers are exploring all avenues to maximize opportunities for students to explore concepts is a challenge	No
procedures for research based career objectives across all programs are to be implemented	No
procedures for evidence based student portfolios across all programs are to be implemented	No
language barriers may be difficult to overcome	No
ever changing special education law is a challenge to keep up with	Yes
continually meeting with staff to discuss special Ed issues as they evolve	Yes
Calibrating instruction is a challenge	No
Providing consistent feedback to keep teaching practices fresh and research based is a challenge	Yes

Most Notable Observations/Patterns

CTE teachers need to be at the forefront for Special Education supports. Instruction and assessment need to be uniform and aligned with standards.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
MVCTC Promotes and sustains a positive school culture that supports and challenges students simultaneously.	Positive supports promote a supportive environment for learning for disabled students
Aligned curricular materials and lesson plans to the PA Standards: The Curriculum and Instruction design effectively links CTE tasks to PA standards and is communicated in a transparent manner of each program page on the website.	family and employer understanding of curriculum will help students progress in programs and promote hiring.
Ability to create several career pathways through programs	more offerings means more employment opportunities.
Staff is trained in IEP and 504 adaptations	better understanding of disabilities will promote attainment of job skills
CTE teachers are the most important part of the special education delivery of services. CTE teachers will be at the forefront of the Special Education Plan.	CTE teacher understanding of IEPs and adaptations will promote task development and hiring
Student services is involved in the career objectives and student portfolio	a more focused objective will promote streamlined student goals and lead to success.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Increase work-based learning and cooperative education.	lack of streamlined communication between employer and businesses	Yes	Streamlining connections between students and employers will promote work based learning employment and experiences.
Consistency across the instructional methods and assessments are a challenge to keep calibrated	calibration of formal and informal observations	Yes	Ensuring a consistent delivery of best instructional practices across all curriculum will promote task, skill, and academic development.
ever changing special education law is a		No	

challenge to keep up with			
continually meeting with staff to discuss special Ed issues as they evolve	meeting time to keep up with changes and research based practices	Yes	Focusing efforts on CTE teachers as the primary resource for students with special needs will promote efficient success for disabled students.
Providing consistent feedback to keep teaching practices fresh and research based is a challenge		No	

Goal Setting

Priority: Streamlining connections between students and employers will promote work based learning employment and experiences.					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Industry-Based Learning	Cooperative education enrolment will increase 25% annually over the duration of this plan.	Get to Work	30 students	38 students	Cooperative education enrolment will increase 25% annually over the duration of this plan.

Priority: Ensuring a consistent delivery of best instructional practices across all curriculum will promote task, skill, and academic development.					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Essential Practices 1: Focus on Continuous Improvement of Instruction	All teachers will submit all assessments and unit plans for review prior to instructional delivery	Measure what you treasure	50% of unit plans will be completed all assessments will be submitted be submitted	70% of unit plans will be completed all assessments will be submitted	All teachers will submit all assessments and unit plans for review prior to instructional delivery

Priority: Focusing efforts on CTE teachers as the primary resource for students with special needs will promote efficient success for disabled students.					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Essential Practices 3: Provide Student-Centered Support Systems	Through training, CTE teachers will attend all IEP meetings and discuss student progress professionally offering solutions and support.	We're all in!	50% of IEP Meetings attended by CTE teacher	75% of meetings attended by CTE teacher	Through training, CTE teachers will attend all IEP meetings and discuss student progress professionally offering solutions and support.

Action Plan

Action Plan for: Wolfpack to Work!							
Measurable Goals			**Anticipated Output**		**Monitoring/Evaluation**		
• Get to Work			Student job attainment		ongoing monitoring of student hiring, job availability		
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
Increase work based learning opportunities for students thorough professional development and streamlining communication between staff, students and industry	08/23/2022	08/28/2024	Neil Henehan	website development		No	No

Action Plan for: Adaptations for all!

Measurable Goals			Anticipated Output		Monitoring/Evaluation		
• We're all in!			CTE teachers will participate in 100% of IEP meetings		ongoing tracking of meetings		

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Professionally develop staff to engage families and sending school staff in IEP communication	08/23/2022	08/28/2024	Neil Henehan/Adam Wilkinson	Instructional videos/Professional meetings/Scenario engagement	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Adaptations for all!	• Professionally develop staff to engage families and sending school staff in IEP communication

Professional Development Activities

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Professionally develop staff to engage families and sending school staff in IEP communication	CTE Teachers	Understanding adaptations and why, getting to know students, engaging families in spirit of support, dealing with difficult situations, theres always a solution, positive behavior supports.	Teachers complete reflection papers and engage in scenarios together.	Neil Henehan/Adam Wilkinson	08/23/2022	08/28/2024

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly		Teaching Diverse Learners in an Inclusive Setting

Communications Action Steps

Evidence-based Strategy	Action Steps
Adaptations for all!	• Professionally develop staff to engage families and sending school staff in IEP communication

Communications Activities

Working with Families					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Professionally develop staff to engage families and sending school staff in IEP communication	CTE Teachers	Understanding the families of students with disabilities to gain support.	Neil Henehan/Adam Wilkinson	08/23/2022	08/28/2024
Communications					
Type of Communication				**Frequency**	
Presentation				twice per year	