

Mifflin County Academy of Science and
Technology

CTC Plan

07/01/2020 - 06/30/2023

CTC Profile

Demographics

700 Pitt Street
Lewistown, PA 17044
(717)248-3933

AYP Status: Not Provided
Administrative Director: Daniel Potutschnig

Planning Process

The Comprehensive Planning Steering Committee was formed to provide a broad range of input, support, and guidance into the entire planning process. The composition of the steering committee is made up of a spectrum of key stakeholders that ultimately provide direction and guidance to the yearly operations of the Mifflin County Academy of Science and Technology.

Representatives include:

Teachers

Guidance Counselors

Board members

Administrators

Parents

Business representatives

Community representatives

Method of Selection:

In October of 2018, an open invitation to participate in the Mifflin County Academy of Science and Technology comprehensive planning process was extended in the form of written invitation letters by the

Administrative Director using the Local Advisory Committee members as a base group of individuals.

The Comprehensive Planning Steering Committee participated in several meetings during the 2018-2019 school year to examine data and draft the District Mission, Beliefs, Goals and other responses to the comprehensive planning items. Those meeting dates, agendas, and minutes are on file in the main office of the Mifflin County Academy of Science and Technology.

Mission Statement

The mission of the Mifflin County Academy of Science and Technology is to prepare each student for success in tomorrow's careers.

Vision Statement

For all students to excel in a technical career pathway with the confidence to face all challenges and opportunities.

Shared Values

1. We believe that education provides the basis for life-long learning.
2. We believe that every student has a right to learn and succeed.
3. We believe that schools enhance the economic vitality of the community.
4. We believe that schools prepare students to be a positive participant in the community's growth.
5. We believe that technology is an essential part of the learning process.
6. We believe that effective communication skills are essential for success in a global society.
7. We believe that developing critical thinking and employability skills is essential.
8. We believe that each student's diverse backgrounds, abilities, interests and needs deserve respect.
9. We believe that students must be treated as unique individual learners.

10. We believe that it is essential for parents, schools and community partners to collaborate in order to provide educational opportunities for each student.

Educational Community

The Mifflin County Academy of Science and Technology (The Academy), a single district Career and Technical Center (CTC), is a public school which provides vocational education to secondary school students, out-of-school youth and adults residing in Mifflin, Juniata and the surrounding counties. The Academy offers challenging programs to prepare graduates for a variety of technical, medical, trade, and industrial careers. Utilizing a competency-based delivery system, The Academy provides students with a well-planned curriculum that includes classroom theory and hands-on applications in a laboratory and/or work-based environment.

The Academy provides eleven (11) Career and Technical Education programs for high school students who are residents of Mifflin and Juniata counties.

The ten (11) programs include:

01.0301 Agricultural Production Operations, General

12.0401 Cosmetology/Cosmetologist, General

12.0508 Institutional Food Worker

19.0708 Child Care and Support Services Management

46.0399 Electrical and Power Transmission Installers, Other

46.0401 Building/Property Maintenance

47.0603 Autobody/Collision and Repair Technology/Technician

47.0604 Automobile/Automotive Mechanics Technology Technician

48.0501 Machine Tool Technology/Machinist

51.9999 Health Professions and Related Clinical Sciences, Other

15.0403 Electromechanical Technology/Electromechanical Engineering Technology

The Academy is guided by a four (4) member Board of Directors, consisting of a subcommittee of The Mifflin County School District School Board or Directors. The Academy is led by an Administrative Director who oversees the administrative staff, faculty, and support staff.

Planning Committee

Name	Role
John Bilich	Administrator : Professional Education
James Estep	Administrator
Michael McMonigal	Administrator
Dan Potutschnig	Administrator : Professional Education
Nick Felice	Business Representative : Professional Education
Rick Smeltz	Business Representative : Professional Education
Steve Dunkle	Community Representative
Judy Fitzgerald	Community Representative
Becky Fultz	Community Representative
Kay Hamilton	Community Representative
Barbara Harer	Community Representative : Professional Education
Cher Harpster	Community Representative : Professional Education
Karen Knode	Community Representative
Kevin Kodish	Community Representative
Rhonda Moore	Community Representative
Robert Postal	Community Representative
Jim Zubler	Community Representative
Jane Foor	Ed Specialist - School Counselor : Professional Education
Brittany Smith	Ed Specialist - School Counselor : Professional Education
Lauro Faro	Elementary School Teacher - Regular Education : Professional Education
Karin Muir	Elementary School Teacher - Regular Education : Professional Education
Jon Aumiller	High School Teacher - Regular Education
Mark Baker	High School Teacher - Regular Education
Valerie Baker	High School Teacher - Regular Education : Professional Education
Bryan Boyd	High School Teacher - Regular Education
Lynn Fohringer	High School Teacher - Regular Education

Steve Hogle	High School Teacher - Regular Education
Megan Keller	High School Teacher - Regular Education
Christine Matthews	High School Teacher - Regular Education
Frederick Nickel	High School Teacher - Regular Education
Mindy Phillips	High School Teacher - Regular Education
Doug Stimely	High School Teacher - Regular Education
Michelle Waters	High School Teacher - Regular Education
Terry Wilt	High School Teacher - Regular Education : Professional Education
Lori Mowery	Middle School Teacher - Regular Education : Professional Education
Samantha Himler	Middle School Teacher - Special Education : Professional Education
Shawn Caldwell	Parent : Professional Education
Jenaya Mellinger	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 Applicable
PA Core Standards: English Language Arts	Needs Improvement	Needs Improvement
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
PA Core Standards: Mathematics	Needs Improvement	Needs Improvement
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	Non Applicable	Non Applicable

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

Administration at The Academy has placed an emphasis on quality education through curriculum. The main priority is to ensure competencies that are being taught are mapped and aligned with state standards and standardized tests. This is an ongoing process that is anticipated to take several years to update and complete.

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

Unchecked answers

- Arts and Humanities
- Civics and Government
- Economics

- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

ACADEMIC AND COMMON CORE STANDARDS

The PA Academic Standards describe the knowledge and skills that students will be expected to demonstrate. The Mifflin County Academy of Science and Technology shall provide for the attainment of the academic standards as laid out in Chapter 4, Section 4.12 (Table 2). Standards which have been adopted include Career Education and Work, Common Core English Language Arts, Common Core Literacy in Technical Subjects, and Common Core Mathematics.

The Mifflin County Academy of Science and Technology is committed to student achievement consistent with the Pennsylvania academic standards.

The Academy recognizes that an effective curriculum is one that is continually being refined and enhanced to combine the technical education field with academic standards. Changes in the curriculum areas of each instructional program are anticipated as each of our instructional areas continually improves and aligns its curriculum with the Pennsylvania state standards and benchmarks.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Needs Improvement
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Throughout the implementation of the comprehensive plan, a checklist consisting of curriculum characteristics will be created and reviewed with each teacher individually. Areas of growth will be identified for each instructor, along with timelines to complete.

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

It is a priority of The Academy to improve the relationship between the objectives of a planned course of study and academic standards within our curriculum. Instructors will be provided professional development activities and explanation in each of the areas of improvement.

Following the professional development activities, each instructor will be asked to create curriculum characteristics for their program area.

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.

Planned instruction includes modifications and accommodations following individualized education plans for each identified student. Identified students have access to a standards aligned curriculum allowing for multiple opportunities to demonstrate mastery of task. Each program is supported with the help of one special education instructor for The Academy who facilitates communication with the sending schools.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- 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.

As part of Act 82, the Mifflin County Academy of Science and Technology evaluates its employees utilizing the Danielson Framework. Administration and instructors communicate through walkthroughs, observations and evaluations on an ongoing basis to improve instruction.

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

Due to financial concerns over the past several years, instructional coaches have not been an option. In the future, administration will revisit the idea of employing instructional coaches as funding becomes available.

In the future, administration will provide time for mentors to observe new teachers and provide feedback to them.

Responsiveness to Student Needs

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

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

Administration is working with sending school administrators to develop a delivery schedule to allow for more instructional opportunities for CTC students beginning in the 2015-2016 school year.

Recruitment

(Comprehensive CTC only)

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

This narrative is empty.

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

This narrative is empty.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

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

Local Assessments

(Comprehensive CTC who graduate students only)

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

Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

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

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

- NOCTI exam
- Industry credentials
- Assessments given by instructor

Benchmark Assessments

- Pre-NOCTI exam
- Text Book assessments

Formative Assessments

- Demonstration, performances, products and projects
- Written work by students
- Progress monitoring

Diagnostic Assessments

- Teacher Pretests

Validation of Implemented Assessments

(Comprehensive CTC only)*Checked answers*

None.

Unchecked answers

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

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

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

This narrative is empty.

Collection and Dissemination

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

NOCTI assessment data are downloaded, organized, and provided to administration from the NOCTI test site coordinator. After administration reviews and analyzes the data, the information is disseminated to the faculty.

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.

Instructors review NOCTI task link report data to create improvement plans for each senior student who participated in the NOCTI pre-test. Student improvement plans are put in place to address areas of weakness and an attempt is made to align them with the new teacher evaluation SLO process.

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
- Individual Meetings
- Local Media Reports
- Meetings with Community, Families and School Board
- Press Releases
- Student Handbook

Unchecked answers

- Directing Public to the PDE & other Test-related Websites
- Letters to Parents/Guardians
- Website
- Mass Phone Calls/Emails/Letters
- Newsletters
- School Calendar

Provide brief explanation of the process for incorporating selected strategies.

Individual meetings are conducted by teachers with students.

Summative assessment data is shared at the Local Advisory Committee and Occupational Advisory Committee meetings bi-annually.

Information is also shared with the press, at school board meetings, as well as beginning of the year student/parent orientation night.

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

The Mifflin County Academy of Science and Technology's website will incorporate access to summative assessment (NOCTI) information, with links to testing institute and parent-friendly access sites.

Mass letters/emails/phone calls can be sent to parents/sudents with NOCTI results and explanations.

The school will add information about tentative testing dates to the school calendar.

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
- Student Codes of Conduct
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Placement of School Resource Officers
- Student Assistance Program Teams and Training
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

Unchecked answers

- Conflict Resolution or Dispute Management
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Comprehensive School Safety and Violence Prevention Plans

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

The Academy works cooperatively with the sending schools to ensure the safety and support of all students. We communicate regularly with administration, guidance, and teachers to share information regarding shared students.

In the future, the safety committee and administration will review avenues for implementing new student behavior strategies and programs.

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.)

This narrative is empty.

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

This narrative is empty.

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

This narrative is empty.

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.

This narrative is empty.

Developmental Services

Checked answers

- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Emergency and Disaster Preparedness
- Individual Student Planning
- Orientation/Transition
- Wellness/Health Appraisal
- Coordination of Services with Sending School
- Developmental services are put in place to promote a culture of student success within The Academy.

Unchecked answers

- Academic Counseling
- Coaching/Mentoring

- Compliance with Health Requirements –i.e., Immunization
- Guidance Curriculum
- Health and Wellness Curriculum
- Health Screenings
- Nutrition
- RTII/MTSS

Explanation of developmental services:

Developmental services are put in place to promote a culture of student success within The Academy.

Diagnostic, Intervention and Referral Services

Checked answers

- Accommodations and Modifications
- Administration of Medication
- Assessment/Progress Monitoring
- 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
- Casework
- 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:

Diagnostic, intervention and referral services are put in place to promote a culture of student success within The Academy.

Consultation and Coordination Services

Checked answers

- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- 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

- Alternative Education
- Case and Care Management
- Community Liaison
- Community Services Coordination (Internal or External)
- Coordinate Plans
- Managing Chronic Health Problems

Explanation of consultation and coordination services:

Consultation and coordination services are put in place to promote a culture of student success within The Academy.

Communication of Educational Opportunities

Checked answers

- Course Planning Guides
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- 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
- New and returning student orientations before school year begins.

Unchecked answers

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

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: **Yearly**

Collaboration for Interventions

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

Classroom teachers work closely with learning support to ensure implementation of accommodations and modifications as listed in student IEPs. Students with special needs receive the same accommodations/modifications that are offered at the sending schools, and additional adaptations may be made as necessary, to encourage student success. Services may be delivered in the general education classroom or the resource room, as deemed appropriate by the general education and learning support instructors.

Outside agency representatives meet with students at The Academy on an individual basis, as needed.

Classroom teachers and learning support work collaboratively with administration to ensure that student needs are being met. Student concerns are addressed immediately, and interventions put into place.

There is close communication between administration and faculty at The Academy and administration, faculty and guidance at the sending schools to ensure that individual student needs are being met.

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

CTSOs are offered to all students, and participation is voluntary.

The Academy works with representatives from PA Careerlink to serve students in the Bridges to the Future program and the TechBridge program.

The Academy offers additional Cosmetology instruction after school hours.

The Academy works with the ELECT program, a program that works with pregnant students and parents who are of school age.

After school tutoring is available on an as needed basis dependent upon the needs of the student and the schedule of the instructor.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Administration and instructors work collaboratively to ensure each program has access to high quality instructional materials and resources.

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	Implemented in less than 50% of district classrooms
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable

Further explanation for columns selected "

We do not currently teach courses marked NA above. Other areas of the Chapter 4 Standards are marked according to individual classroom implementation. In the future, professional development will address the areas of Career Education and Work, English, Literacy, Mathematics as funds and professional development (in-service) time permits.

Professional Education

Characteristics

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

Ctc Avts's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students				X

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

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

Professional development is ensured through the Technical Assistance Program (TAP). The Academy utilizes the following to ensure professional development: team building exercises, NOCTI score analysis and task alignment, lesson planning, MAX teaching strategies. Through the TAP program, the Mifflin County Academy of Science and Technology receives access to the most current research-based professional development and teaching methods. TIU #11 works cooperatively with the Mifflin County Academy of Science and Technology. The following trainings are available based on identified needs; such as SAS use, instructional strategies, common core standards, crisis prevention intervention and mandated reporting. PATTAN Workshops are available to administrators and faculty including teacher effectiveness evaluation training, special education, common core standards, and cyber-bullying. PDE sponsored activities are offered to administration and faculty including program of study development workshops, NOCTI development/data analysis workshops, PIL courses for administrators, and PA-CTEC.

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

All strategies were selected.

Professional Development

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
1/26/2018 Online Training

The LEA plans to conduct the required training on approximately:
--

1/26/2022 In-Service Day

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

Questions

The LEA has conducted the training on:
--

2/16/2018

The LEA plans to conduct the training on approximately:

8/24/2022 Beginning of the year In-Service Activity

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:

8/24/2022 Beginning of the year In-Service Activity

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 is focused and implemented as demonstrated through planned professional development activities. Activities are based on identified need, analysis of student data, and teacher observations. The teacher effectiveness model (Danielson Framework) is used to engage conversation and plans to improve teacher effectiveness.

Professional development is focused on changes to the Career and Technical Education curriculum as well as PDE initiatives to ensure effective instruction of each Program of Study.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers**None.*

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

As part of the teacher induction program, an assigned mentor meets regularly with the inductee to address issues and assist with professional development. Administrators will have regular meetings with inductees to address instructional practices to improve student achievement, developing expectations of students, inductee expectations related to schoolwide initiatives, practices and procedures.

Administration and mentors are available to inductees to answer questions and encourage collaboration among members of faculty and staff.

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

*This narrative is empty.****Needs of Inductees****Checked answers*

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

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

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

Administration and mentors meet with inductees on a weekly basis and communicate daily to acknowledge inductee successes and discuss areas for growth.

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

Administration plans to develop a new teacher induction program that will address the following:

- Make time for mentors to observe inductees
- Implement a new student management system that provides teachers access to PSSA data
- Implement an inductee portfolio for the 2020-2021 school year
- Create and administer follow-up surveys to completers of the program

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 and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

- 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).

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

Chosen mentors have a thorough understanding of Academy curriculum, policies and procedures. Experienced vocational instructors are used as mentor teachers for a one-year term.

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

Administration plans to develop a mentor training program that encompasses the following areas:

- Purpose of induction program and role of the mentor
- Communication and listening skills
- Coaching and conferencing skills
- Problem-solving skills
- Knowledge of adult learning and development

Induction Program Timeline

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

If necessary, provide further explanation.

Ideally, we like new teachers to acquire knowledge in all of these areas prior to starting the school year. The new teacher workshop that Penn State University runs is able to accomplish that task. The Academy's administration and mentor teachers go more in-depth on these topics as the year progresses. Though we have a schedule for assuring all topics are covered in our induction program, the timeline can be adjusted when needs arise.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Academy's administration continues to review its professional development plan and has implemented improvements throughout the last several years. One area of growth moving forward will be to improve documentation.

Recording Process

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

- 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.

Unchecked answers

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

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:

Significantly increased NOCTI scores. The latest NOCTI scores for 2014-2015 have The Academy at 93% competent or advanced.

Accomplishment #2:

Secured funding to purchase new equipment and tooling which provided new opportunities for student achievement.

Accomplishment #3:

Aligned curriculum to Program of Study standards where applicable.

CTC Concerns

Concern #1:

Increase non-traditional student enrollment in an effort to meet and exceed Perkins indicators.

Concern #2:

Increase cooperative education opportunities for students through hiring a full-time cooperative education coordinator.

Concern #3:

Increase workplace readiness, technical reading, coherent writing, and technical math related skills in an effort to help ensure students are college and career ready upon graduation.

Concern #4:

Increase quantity and quality of the credentials earned by students graduating from The Academy.

Concern #5:

Increase the number of articulation agreements in each program area.

Concern #6:

Increase the dual enrollment opportunities available to The Academy students.

Concern #7:

Continue to increase the quantity and quality of the educational opportunities available to Mifflin County and the surrounding areas to ensure we are recognized as THE training provider.

Concern #8:

Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Aligned Concerns:

Increase cooperative education opportunities for students through hiring a full-time cooperative education coordinator.

Increase workplace readiness, technical reading, coherent writing, and technical math related skills in an effort to help ensure students are college and career ready upon graduation.

Increase quantity and quality of the credentials earned by students graduating from The Academy.

Increase the number of articulation agreements in each program area.

Increase the dual enrollment opportunities available to The Academy students.

Continue to increase the quantity and quality of the educational opportunities available to Mifflin County and the surrounding areas to ensure we are recognized as THE training provider.

Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Systemic Challenge #2 (*Guiding Question #1*) Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Aligned Concerns:

Increase cooperative education opportunities for students through hiring a full-time cooperative education coordinator.



Increase workplace readiness, technical reading, coherent writing, and technical math related skills in an effort to help ensure students are college and career ready upon graduation.



Increase quantity and quality of the credentials earned by students graduating from The Academy.



Increase the number of articulation agreements in each program area.



Increase the dual enrollment opportunities available to The Academy students.



Continue to increase the quantity and quality of the educational opportunities available to Mifflin County and the surrounding areas to ensure we are recognized as THE training provider.



Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Systemic Challenge #3 (*Guiding Question #0*) There are a limited number of course offerings available to adults and secondary students at The Academy.

Aligned Concerns:

Increase quantity and quality of the credentials earned by students graduating from The Academy.

Increase the number of articulation agreements in each program area.

Increase the dual enrollment opportunities available to The Academy students.

Continue to increase the quantity and quality of the educational opportunities available to Mifflin County and the surrounding areas to ensure we are recognized as THE training provider.

Systemic Challenge #4 (*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 non-traditional student enrollment in an effort to meet and exceed Perkins indicators.

Increase cooperative education opportunities for students through hiring a full-time cooperative education coordinator.

Increase workplace readiness, technical reading, coherent writing, and technical math related skills in an effort to help ensure students are college and career ready upon graduation.

Increase quantity and quality of the credentials earned by students graduating from The Academy.

Increase the number of articulation agreements in each program area.

Increase the dual enrollment opportunities available to The Academy students.

Continue to increase the quantity and quality of the educational opportunities available to Mifflin County and the surrounding areas to ensure we are recognized as THE training provider.

Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Systemic Challenge #5 (*Guiding Question #10*) Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

Aligned Concerns:

Increase workplace readiness, technical reading, coherent writing, and technical math related skills in an effort to help ensure students are college and career ready upon graduation.

Increase quantity and quality of the credentials earned by students graduating from The Academy.

Increase the number of articulation agreements in each program area.

Increase the dual enrollment opportunities available to The Academy students.

Continue to increase the quantity and quality of the educational opportunities available to Mifflin County and the surrounding areas to ensure we are recognized as THE training provider.

Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Systemic Challenge #6 (*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:

Increase workplace readiness, technical reading, coherent writing, and technical math related skills in an effort to help ensure students are college and career ready upon graduation.

Increase quantity and quality of the credentials earned by students graduating from The Academy.

Continue to increase the quantity and quality of the educational opportunities available to Mifflin County and the surrounding areas to ensure we are recognized as THE training provider.

Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Related Challenges:

- Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.
- 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.
- 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.
- Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

Indicators of Effectiveness:

Type: Annual

Data Source: NOCTI Tests

Specific Targets: Increase of 2 percentage points yearly in advanced NOCTI scores above the 2015 baseline data. (2015 baseline = 72%)

Type: Annual

Data Source: PDE Recognized Industry Certifications

Specific Targets: Increase of 3 percentage points yearly in the number of students who earn PDE recognized Industry Certifications above the 2015 baseline data. (2015 baseline data = 34%)

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

Fully Integrate Academic Standards into Daily Lesson Plans

Description:

Training will be provided to instructors to help them better understand the relationship between academic standards and their specific trade area.

Start Date: 7/1/2015 **End Date:** 6/29/2018

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

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

Related Challenges:

- 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.
- Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

Indicators of Effectiveness:

Type: Annual

Data Source: Percentage of Senior students participating in a cooperative education experience at The Academy.

Specific Targets: By the end of their third year, a minimum of 95% of The Academy's student population will participate in a cooperative education experience. (job shadow, internship, capstone co-op) (2015 baseline = 16%)

Strategies:

Career Pathways

Description: One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways.

(Source:

http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) Career Pathways: education with a purpose provides strong support

for Career Pathways but the support is inferential and not empirical. (Source: <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf>)

SAS Alignment: Standards

Universal Design for Learning (UDL)

Description:

Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful. It originated from the concept of Universal Design found in architecture. Universally-designed environments have features that minimize or remove barriers and allow access for all possible users. Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Curriculum Framework, Instruction

Implementation Steps:

Educator in the Workplace

Description:

Financial resources permitting, The Academy will pay a stipend to 33% of their educators to enter the workplace to update skills, utilize new technology, and see how they can more closely align their curriculum to meet current industry demands.

Start Date: 7/1/2016 **End Date:** 6/29/2018

Program Area(s): Student Services

Supported Strategies:

- Career Pathways
- Universal Design for Learning (UDL)

Goal #3: Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Percentage of participation by The Academy faculty.

Specific Targets: Beginning in the summer of 2016, have at least 33% of The Academy's faculty participate in 5 days of Educator in the Workplace training each year. (2015 = N/A)

Strategies:

Educator in the Workplace

Description:

As per the Pennsylvania Department of Education's Career Education and Work Standards toolkit, the Educator in the Workplace Programs were created by the Regional Career Education Partnerships for Youth (RCEPs). RCEPs serve as intermediaries by creating connections between schools, employers, students and through the promotion of enhanced opportunities for all Pennsylvania young people.

Working toward achieving the goal of the Pennsylvania Workforce Investment Board's Council for the Workforce of Tomorrow and recommendations emanating directly from its subcommittee tasked with providing High-Level Professional Development and Support for Teachers and Counselors, the collection of these models are a direct result of those efforts to bring a workforce/career development perspective and to enhance academic relevance.

The implementation of this work was a collaborative effort between the Pennsylvania Department of Labor and Industry and the Pennsylvania Department of Education.

SAS Alignment: Standards, Instruction

Implementation Steps:

Educator in the Workplace

Description:

Financial resources permitting, The Academy will pay a stipend to 33% of their educators to enter the workplace to update skills, utilize new technology, and see how they can more closely align their curriculum to meet current industry demands.

Start Date: 7/1/2016 **End Date:** 6/29/2018

Program Area(s): Student Services

Supported Strategies:

- Educator in the Workplace

Goal #4: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Student attendance percentage.

Specific Targets: 1 percentage point increase in student attendance each year of the plan using 2015 baseline data. (2015 baseline = 90.2%)

Strategies:

Positive Behavioral Interventions and Supports

Description: Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities. (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Schoolwide Positive Behavior Support Plan

Description:

The Academy will implement a schoolwide positive behavior support plan to all stakeholders (i.e. faculty, students, parents). The plan will address the areas of Safety, Responsibility, Respect, Kindness, and Integrity.

Start Date: 7/1/2016 **End Date:** 6/29/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Positive Behavioral Interventions and Supports

Goal #5: There are a limited number of course offerings available to adults and secondary students at The Academy.

Related Challenges:

- Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Number of program offerings available to adult and secondary students at The Academy.

Specific Targets: Add at least one adult education program and a total of one secondary program to the course offerings list at The Academy.

Strategies:***Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing***

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

SAS Alignment: Assessment, Instruction

Implementation Steps:***Adult Education Coordinator***

Description:

Funds permitting, The Academy will employ a full-time adult education coordinator responsible for expanding the course offerings available to meet the educational needs of business and industry.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s):

Supported Strategies:

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

New Secondary Programs

Description:

As funding allows, The Academy will study local business trends to determine which additional programs would best meet the needs of business and industry.

Start Date: 7/1/2016 **End Date:** 6/29/2018

Program Area(s): Student Services

Supported Strategies:

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

Goal #6: Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: NOCTI Tests

Specific Targets: Increase of 2 percentage points yearly, in advanced NOCTI scores above the 2015 baseline data. (2015 baseline = 72%)

Type: Annual

Data Source: PDE Recognized Industry Certifications

Specific Targets: Increase of 3 percentage points yearly, in the number of students who earn PDE recognized Industry Certifications above the 2015 baseline data. (2015 baseline = 34%)

Strategies:

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Career Pathways

Description: One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways.

(Source:

http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) Career Pathways: education with a purpose provides strong support

for Career Pathways but the support is inferential and not empirical. (Source:

<https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf>)

SAS Alignment: Standards

Implementation Steps:

Fully Integrate Academic Standards into Daily Lesson Plans

Description:

Training will be provided to instructors to help them better understand the relationship between academic standards and their specific trade area.

Start Date: 7/1/2015 **End Date:** 6/29/2018

Program Area(s): Professional Education

Supported Strategies:

- Career Pathways
- Curriculum Mapping
- Differentiating Instruction

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	<p>Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.</p> <p>Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.</p>	Strategy #1: Curriculum Mapping
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2015	6/29/2018	Fully Integrate Academic Standards into Daily Lesson Plans	Training will be provided to instructors to help them better understand the relationship between academic standards and their specific trade area.	Administration	3.0	2	11	Tuscarora Intermediate Unit 11	IU	Yes

Knowledge

Teachers will develop skills on improving language and literacy acquisition for all students.

Teachers will be able to understand the relationship between their program competencies and academic standards.

Supportive Research

Curriculum Mapping

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student

achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research>; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

[Show Details](#)

Recognized

Differentiating Instruction

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf>; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

[Show Details](#)

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.

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

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

LEA Whole Group Presentation

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex
 Dir
 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
 Peer-to-peer lesson discussion

Evaluation Methods

Participant survey

LEA Goals Addressed:

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

Strategy #1: Positive Behavioral Interventions and Supports

Start	End	Title	Description				Type	App.
7/1/2016	6/29/2018	Schoolwide Positive Behavior Support Plan	The Academy will implement a schoolwide positive behavior support plan to all stakeholders (i.e. faculty, students, parents). The plan will address the areas of Safety, Responsibility, Respect, Kindness, and Integrity.				IU	Yes
	Person Responsible	SH	S	EP	Provider			
	Administration	3	2	11	Tuscarora Intermediate Unit			

Knowledge Teachers will be developed in the area of teaching diverse learners in an inclusive setting.

Supportive Research Universal Design

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.
- For school and district administrators, and other educators seeking leadership roles:
 - 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 LEA Whole Group Presentation

Participant Roles	Dir	Classroom teachers	Grade Levels	High (grades 9-12)
		Principals / Asst. Principals Supt / Ast Supts / CEO / Ex		
		New Staff		
		Other educational		

specialists

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Participant survey
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LEA Goals Addressed:	<p>Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.</p> <p>Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.</p>	<p>Strategy #1: Career Pathways</p> <p>Strategy #2: Curriculum Mapping</p> <p>Strategy #3: Differentiating Instruction</p>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2015	6/29/2018	Fully Integrate Academic Standards into Daily Lesson Plans	Training will be provided to instructors to help them better understand the relationship between academic standards and their specific trade area.	Administration	3.0	2	11	Tuscarora Intermediate Unit 11	IU	Yes

Teachers will develop skills on improving language and literacy acquisition for all students.

Knowledge

Teachers will be able to understand the relationship between their program competencies and academic standards.

Curriculum Mapping

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research>; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

[Show Details](#)

Recognized

Differentiating Instruction

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf>; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

[Show Details](#)

Supportive Research

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.
For school and district administrators, and other educators seeking leadership roles:	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 LEA Whole Group Presentation

Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex 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 Peer-to-peer lesson discussion	Evaluation Methods	Participant survey

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