

Crawford County CTC

CTC Plan

07/01/2020 - 06/30/2023

CTC Profile

Demographics

860 Thurston Road
Meadville, PA 16335
(814)724-6024

AYP Status: Not Provided
Administrative Director: Kevin Sprong

Planning Process

Not Needed for this plan as per chapter 4 regs

Mission Statement

THE MISSION OF THE CRAWFORD COUNTY CAREER AND TECHNICAL CENTER IS TO PROVIDE CAREER AND TECHNICAL EDUCATION TO SECONDARY AND ADULT STUDENTS IN COLLABORATION WITH FAMILY, COMMUNITY, EMPLOYERS AND POST-SECONDARY PROVIDERS.

Vision Statement

THE STUDENTS OF THE CRAWFORD COUNTY CAREER AND TECHNICAL CENTER WILL BE PREPARED FOR POST-SECONDARY EDUCATION OR CAREER OPPORTUNITIES IN A GLOBAL WORKPLACE.

Shared Values

- Instruction must be rigorous and flexible to meet the needs of all learners, as well as the community.
- Instructors must be competent and current in their field of instruction.
- Parents, community and businesses must have an active role in the educational process.
- The racial, cultural and social differences of students and staff will be treated with respect.
- Students and staff must have access to new and emerging technology.
- Parents must be actively engaged in the educational process of their child and expect frequent communication with the school.
- The community will encourage and support career exploration.

- Career education is integral to the educational process.
- Students will be taught in a safe and clean environment.
- Communication is a key ingredient for all stakeholders.
- Instructors will treat all students with caring and respect.
- Students will be encouraged to become visionary life-long learners.
- Students, staff and administrators must all be accountable for high expectations.
- Appropriate state of the art equipment and technology should be the norm.

Educational Community

The Crawford County Career and Technical Center (Crawford County CTC) offers 17 approved career and technical education programs to approximately 500 students from the Crawford Central, Conneaut, and Penncrest School Districts. The County is a mix of urban and rural areas. There are a large number of tool and die shops in the area that employ many adults, as well as, many other skilled trades, including farming. Students enrolled in local parochial schools may also opt to attend. Crawford County Career and Technical Center is a public, shared-time, half-day about career center providing two or three year programs, determined by program curriculum. The school was opened in 1968 and is governed by a nine-member Joint Operating Committee comprised of three board members from each of the sending school districts. A budget of approximately \$6.5 million supports the 17 secondary programs, a variety of adult education classes, and a full-time, 13 month, adult Licensed Practical Nursing certificated program. The Crawford County Career and Technical Center is viewed in a positive way by the county. Many local businesses offer their time and energy to sit on multiple committees that promote career and technical education in order to enhance our skilled workforce. Crawford County Career and Technical Center is located in Meadville, Pennsylvania, just off of Interstate-79 near the geographic center of Crawford County.

Planning Committee

Name	Role
Michael Costa	Administrator : Professional Education
Kevin Sprong	Administrator : Professional Education
William Dithrich	Business Representative : Professional Education
Christa Lundy	Business Representative : Professional Education
Tami Adams	Community Representative : Professional Education
Eileen Mullen	Community Representative : Professional

	Education
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
John Brown	High School Teacher - Regular Education : Professional Education
Bill Chernicky	High School Teacher - Regular Education : Professional Education
Bradley Custead	High School Teacher - Regular Education : Professional Education
Rob Kightlinger	High School Teacher - Regular Education : Professional Education
Cynthia Saulsbery	High School Teacher - Regular Education : Professional Education
Julie Vavreck	High School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
John Brown	Parent : Professional Education
Cynthia Saulsbery	Parent : Professional Education
Gary Decker	Special Education Director/Specialist : Professional Education
Laura Peterson	Student Services Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Standards	Mapping	Alignment
Arts and Humanities	Non Applicable	Non Applicable
Career Education and Work	Non Applicable	Non Applicable
Civics and Government	Non Applicable	Non Applicable
PA Core Standards: English Language Arts	Non Applicable	Non Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Applicable	Non Applicable
PA Core Standards: Mathematics	Non Applicable	Non Applicable
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":

Not needed due to chapter 4 regs

Adaptations

Checked answers

None.

Unchecked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography

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

Explanation for any standards checked:

Not needed as per chapter 4 regs

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.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

Not needed as per chapter 4 regs

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

Not needed as per chapter 4 regs

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.

Not needed as per chapter 4 regs

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.

Not needed as per chapter 4 regs

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

Not needed as per chapter 4 regs

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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

Not needed as per chapter 4 regs

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.

Not needed as per chapter 4 regs

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

Not needed as per chapter 4 regs

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 23/24	SY 24/25	SY 25/26
Total Courses	0.00	0.00	0.00
English	0.00	0.00	0.00
Mathematics	0.00	0.00	0.00
Social Studies	0.00	0.00	0.00
Science	0.00	0.00	0.00
Physical Education	0.00	0.00	0.00
Health	0.00	0.00	0.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	0.00	0.00	0.00
Minimum % Grade Required for Credit (Numerical Answer)	0.00	0.00	0.00

Local Assessments

(Comprehensive CTC who graduate students only)

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

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

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

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

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

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in? 16.32 (relating to GIEP).

- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Methods and Measures

Summative Assessments

- Not needed as per chapter 4 regs

Benchmark Assessments

- Not needed as per chapter 4 regs

Formative Assessments

- Not needed as per chapter 4 regs

Diagnostic Assessments

- Not needed as per chapter 4 regs

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.

Not needed as per chapter 4 regs

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.

Not needed as per chapter 4 regs

Collection and Dissemination

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

Not needed as per chapter 4 regs

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.

Not needed as per chapter 4 regs

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.

Not needed as per chapter 4 regs

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

Not needed as per chapter 4 regs

Distribution of Summative Assessment Results

Checked answers

- Not needed as per chapter 4 regs

Unchecked answers

- Course Planning Guides
- Directing Public to the PDE & other Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and School Board
- Mass Phone Calls/Emails/Letters
- Newsletters
- Press Releases
- School Calendar
- Student Handbook

Provide brief explanation of the process for incorporating selected strategies.

Not needed as per chapter 4 regs

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

Not needed as per chapter 4 regs

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

Unchecked answers

- School-wide Positive Behavioral Programs
- Conflict Resolution or Dispute Management
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Placement of School Resource Officers
- Student Assistance Program Teams and Training

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

PA State Police conducted a Risk and Vulnerability Assessment to identify areas of strengths and weaknesses, and to make suggestions for upgrading safety strategies within the school. Administration is present most times at the student entrance at the beginning and ending of the school sessions. Teachers have been instructed to keep doors locked and closed during sessions, evacuation drills have been instituted, purchased radios for communication for every teacher, and training for staff on suicide prevention and intervention.

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.)

Not needed as per chapter 4 regs

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

Not needed as per chapter 4 regs

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

Not needed as per chapter 4 regs

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.

Not needed as per chapter 4 regs

Developmental Services

Checked answers

- Academic Counseling
- Attendance Monitoring
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Individual Student Planning
- Orientation/Transition
- Coordination of Services with Sending School

Unchecked answers

- Behavior Management Programs
- Compliance with Health Requirements –i.e., Immunization
- Health and Wellness Curriculum
- Health Screenings
- Nutrition
- RTII/MTSS
- Wellness/Health Appraisal

Explanation of developmental services:

Not needed as per chapter 4 regs

Diagnostic, Intervention and Referral Services

Checked answers

- Accommodations and Modifications
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Crisis Response/Management/Intervention
- Individual Counseling
- Placement into Appropriate Programs
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Coordination of Services with Sending School
- Not needed as per chapter 4 regs

Unchecked answers

- Administration of Medication
- Casework
- Intervention for Actual or Potential Health Problems
- Small Group Counseling-Coping with life situations
- Special Education Evaluation
- Student Assistance Program

Explanation of diagnostic, intervention and referral services:

Not needed as per chapter 4 regs

Consultation and Coordination Services

Checked answers

- Community Liaison
- Community Services Coordination (Internal or External)
- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- Truancy Coordination
- Coordination of Services with Sending School
- Not needed as per chapter 4 regs

Unchecked answers

- Alternative Education
- Case and Care Management
- Coordinate Plans
- Managing Chronic Health Problems
- Managing IEP and 504 Plans
- System Support

Explanation of consultation and coordination services:

Not needed as per chapter 4 regs

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
- Not needed as per chapter 4 regs

Unchecked answers

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

Communication of Student Health Needs

(Comprehensive CTC only)

Checked answers

- Student Handbook
- Coordination of Services with Sending School
- Not needed as per chapter 4 regs

Unchecked answers

- Individual Meetings
- Individual Screening Results
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and Board of Directors
- Newsletters
- School Calendar

Frequency of Communication

Frequency of communication: **Not Applicable**

Collaboration for Interventions

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

Not needed as per chapter 4 regs

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

Not needed as per chapter 4 regs

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	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Not needed as per chapter 4 regs

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

Not needed as per chapter 4 regs

SAS Incorporation

Standards	Status
Arts and Humanities	Not Applicable

Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
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 "

Not needed as per chapter 4 regs

Professional Education

Characteristics

Ctc Avts's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.				
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				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	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,				X

instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.				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.

Our faculty and staff are encouraged to continuously improve their skills and knowledge to ensure they meet the needs of all students. We annually review our needs and the mandates from PDE and incorporate these into our professional development training. Administrative staff also looks at areas of deficiencies as a result of classroom observations, staff evaluations, and data recognition.

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

not applicable

Professional Development

**Crawford County CTC
Professional Development**

Title:	Office 365 Training
Description	<p>The Crawford County Career and Technical Center has transitioned to a new platform, going from Google to Office 365. The ongoing training includes access to emails, calendars, sharing groups, shared classrooms, observations, SLO's, Lesson planning and documentation for lesson planning, Flexible Instructional Day planning and preparations, document sharing, assignment completion, message boarding with students and faculty, etc...</p> <p>The first of many ongoing Office 365 trainings have occurred on in-service days, and will continue to be instituted on scheduled training days/hours after school and on in-service days. ACT 48 hours are submitted as appropriate by the office secretary. There will be file sharing and saved documents as they also pertain to documentation</p>

	needed for the 339 review that takes place every five (5) years. This endeavor should also assist with communication and collaboration between the CCCTC and sending schools for the collection of "artifacts" needed for the districts' guidance plans and 339 documentation for career exploration.
Person Responsible	Administration
Start Date:	8/23/2019
End Date:	6/4/2021
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology
Hours Per Session	2.5
# of Sessions:	8
# of Participants Per Session:	18
Provider:	Crawford County CTC
Provider Type:	School Entity
PDE Approved:	Yes
Knowledge Gain:	Technology in the areas listed above
Research & Best Practices Base:	Use of technology integration for lesson design and student tracking of assignments, communication with students and parents, shared classrooms, etc...
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

	<ul style="list-style-type: none"> • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Classified Personnel • New Staff • Related Service Personnel
Grade Levels:	<ul style="list-style-type: none"> • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • staff will share new ideas and strategies learned as it relates to the implementation of technology.
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

	<ul style="list-style-type: none"> • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity • Again, with the implementation of Flexible Instructional Days with the state, technology implementation is paramount in the teaching strategies used in long distance learning
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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:
8/30/2016 during in-service day
The LEA plans to conduct the required training on approximately:
8/24/2020 during 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:
8/25/2017 during in-service day
10/14/2019 during in-service day
The LEA plans to conduct the training on approximately:
10/11/2021 will be conducted on in-service day

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
Not Applicable for our school entity

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.

Annual review of the professional development plan and the results of the NOCTI tests by the Administration.

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

Not applicable since we meet the needs of the check marked areas above

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.
- Our goals are to welcome a new teacher into the Crawford County Career and Technical Center, help them understand they will be supported in their educational needs,
- and assist them in becoming a professional and functional part of our team.

Unchecked answers

None.

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

The Crawford County Career and Technology Center's induction program is designed to provide each beginning teacher, as well as, those new to the Crawford County Career and Technical Center, and long-term substitutes, with a positive support system which includes the help of experienced mentor teachers, Administrators and other personnel.

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

Not applicable due to all areas addressed being check marked.

Needs of Inductees

Checked answers

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

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Crawford County Career and Technical Center Induction Program Needs Self-Assessment Checklist.

Unchecked answers

- Student PSSA data.

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

The Crawford County Career and Technical Center Induction Program uses the Needs Self-Assessment Checklist, as well as, several other forms of input to ensure the program contains the essential competencies.

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

All of the strategies above were marked.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.
- We like to select Mentors who are seasoned and veteran teachers who can share their wealth of experiences with the new teachers.

Unchecked answers

None.

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

The Administration meets with interested applicants to ensure a compatible relationship between the inductee and the mentor. Consideration is given based up on years of experience, similarity of content areas and interests.

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

Not applicable since all characteristics were marked.

Induction Program Timeline

Topics	A	C	D	F	A	Jun-Jul															
	ug	gt	tc	br	-	S	N	J	M	M	a	a	a	a	a	a	a	a	a	a	
Code of Professional Practice and Conduct for Educators	X		X																		
Assessments	X		X																		
Best Instructional Practices	X	X	X	X	X																X
Safe and Supportive Schools	X	X			X																
Standards			X								X										
Curriculum									X		X	X	X	X							X
Instruction										X		X	X	X	X						X
Accommodations and Adaptations for diverse learners											X			X							
Data informed decision making																X		X			X
Materials and Resources for Instruction																X			X		X

If necessary, provide further explanation.

Many of these topics are introduced and visited monthly to ensure understanding and practice.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The inductee and mentor teacher will review a checklist of all activities completed.

The inductee will record date completed and acquire verification initials. Checklists are to be submitted to the chairperson by the end of the third week in April.

The inductee will meet with mentor teacher in April of the school year to evaluate the induction process.

The evaluation forms are to be completed by the inductee and the mentor teacher.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Safe and Supportive Schools

No policies or procedures have been identified.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

Our student population continues to increase in the Cooperative Education program due to the efforts of our instructor and Administration. The instructor and Administration have worked diligently to incorporate two new pre-apprenticeship programs and are working on the third. The State approved pre-apprenticeships in Precision Machining and Electrical Occupations. We hope to have Carpentry approved in the near future. These pre-apprenticeships not only serve the Cooperative Education students, but all CCCTC students. The CCCTC has presented at the State level as we are considered a "Champion" dealing with pre-apprenticeship programs and had some of the first programs approved in the State.

Accomplishment #2:

We continue to improve and achieve in the high 80th to low 90th percentile for competent and advanced on the NOCTI.

Accomplishment #3:

We continue to improve upon our building-wide technology infrastructure. We will be adding 75" monitors to each program, conference rooms, and our Multi-Purpose room. We have transitioned from Google to Office 365 and plan to add Canvas to be utilized starting in the fall of 2020. We have transitioned all teachers to laptops and mobile devices to be utilized in their classrooms and shops, as well as, from home.

Accomplishment #4:

The CCCTC continues to increase the number of opportunities for our Adult Evening programs through partnering with local universities. We are currently working with Keystone Community Education Council, Community College of Allegheny County, Northern Pennsylvania Regional College, Edinboro University and now Clarion University for a possible Registered Nursing program. We have revised our Licensed Practical Nursing program to a hybrid model utilizing online instruction to help meet the needs of the students.

Accomplishment #5:

Improved success in placing SkillsUSA competitors in the State and National competitions.

CTC Concerns

Concern #1:

Overall student attendance at the Crawford County Career and Technical Center-

There has been a significant decrease in the County population. Sending school districts have had a sharp decrease in overall student populations over the past decade. Quite simply families are moving from the county due to occupational opportunities decreasing and finding work in other counties south or other states.

Concern #2:

A larger percentage of Diesel Technology students taking NOCTI are scoring lower on the exam.

Quite simply, student scores need to increase. Students who do not fare well on the Pre-NOCTI assessments struggle to score higher on Post-NOCTI assessments. We need to implement a strategy to recognize struggling students before the Pre-NOCTI assessments. We need to implement a strategy to analyze where the student is struggling and address those student needs. We need to implement formal and informal assessments to see if the student's needs are being addressed. Informal and Formal assessments derived should be narrative in nature to address language and literacy skills needed.

Instruction will need to be geared towards student success and reaching all diverse learners in the inclusive classroom.

Several local CTC's have been working collaboratively to address these issues.

Concern #3:

Student enrollment in identified programs.

We currently have two under enrolled programs that may transition to half time status. The goal in the past has been to increase participation/enrollment in those particular programs and maintain full time status. Administration is now considering other high priority occupation program areas to replace these under enrolled programs as students are generally not receiving employment or further education upon graduation. The strategy to implement new programs would be to survey the sending school students, businesses and community stakeholders to determine interest level in potential new programs and then to showcase those programs to visiting students and community stakeholders.

Concern #4:

We need to continue to increase the number of articulation agreements and State approved pre-apprenticeship opportunities for students wanting to pursue post secondary education or enter apprenticeships upon graduation.

We are witnessing more students who want to further their education after high school graduation in the career areas they were enrolled in at the Crawford County Career and Technical Center. Our goal is to

increase the number of articulation agreements and pre-apprenticeships with post-secondary institutions and our industry partners. The first strategy is to identify institutions and update articulation agreements that already exist. Our next strategy is to identify the post-secondary institutions our students are interested in and create articulation agreements with them. The third strategy will be to have instructors compare their program of study to the school's curriculum to identify which credited courses or training(s) our students would be awarded through articulation agreements. The fourth strategy will be to work with the State and our industry partners to create new pre-apprenticeship opportunities for our students.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #6*) Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Aligned Concerns:

A larger percentage of Diesel Technology students taking NOCTI are scoring lower on the exam.

Quite simply, student scores need to increase. Students who do not fare well on the Pre-NOCTI assessments struggle to score higher on Post-NOCTI assessments. We need to implement a strategy to recognize struggling students before the Pre-NOCTI assessments. We need to implement a strategy to analyze where the student is struggling and address those student needs. We need to implement formal and informal assessments to see if the student's needs are being addressed. Informal and Formal assessments derived should be narrative in nature to address language and literacy skills needed. Instruction will need to be geared towards student success and reaching all diverse learners in the inclusive classroom.

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We need to continue to increase the number of articulation agreements and State approved pre-apprenticeship opportunities for students wanting to pursue post secondary education or enter apprenticeships upon graduation.

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Systemic Challenge #2 (*Guiding Question #5*) Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Aligned Concerns:

Overall student attendance at the Crawford County Career and Technical Center-

There has been a significant decrease in the County population. Sending school districts have had a sharp decrease in overall student populations over the past decade. Quite simply families are moving from the county due to occupational opportunities decreasing and finding work in other counties south or other states.

Systemic Challenge #3 (*Guiding Question #9*) Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

CTC Level Plan

Action Plans

Goal #1: Increase the number of Articulation agreements with post secondary institutions and State approved pre-apprenticeships with industry partners.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Articulation agreements in place with post secondary schools and State approved pre-apprenticeships with industry partners.

Specific Targets: Increase the number of contacts with post secondary schools that students trend/tend to apply to, then collaborate with post secondary schools and CCCTC to define agreements. Increase the number of contacts with industry partners to create more State approved pre-apprenticeship programs.

Strategies:

Articulation Agreements and State Approved Pre-apprenticeships

Description:

We need to continue to increase the number of articulation agreements and State approved pre-apprenticeship opportunities for students wanting to pursue post secondary education or enter apprenticeships upon graduation.

We are witnessing more students who want to further their education after high school graduation in the career areas they were enrolled in at the Crawford County Career and Technical Center. Our goal is to increase the number of articulation agreements and pre-apprenticeships with post-secondary institutions and our industry partners. The first strategy is to identify institutions and update articulation agreements that already exist. Our next strategy is to identify the post-secondary institutions our

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SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Articulation Agreements and State Approved Pre-apprenticeships

Description:

Planning: Analyze articulation agreements and State approved pre-apprenticeships already in place. Update any agreements that are out of date. Review the needs for new agreements, which institutions students are vying for, and make connections with those institutions. Meet with other industry partners to collaborate and create new pre-apprenticeship opportunities and have them approved by the State.

Professional Development: Instructors, Administration, and Guidance will evaluate our current programs of study, contact department chairs at student interest post-secondary institutions, and meet with pertinent staff at those post-secondary institutions to evaluate like content. Create new agreements with participating new institutions. Meet with industry partners and educate them on the value of pre-apprenticeship programs.

Monitoring: Meeting notes, staff sign-in sheets at meetings, school contact sheets, school binder of collection of articulation agreements with identified post-secondary schools. Copies of State approved pre-apprenticeship certificates and agreements with industry partners and the State.

Evaluation: Yearly meeting to review articulation agreements and State approved pre-apprenticeships.

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

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

Supported Strategies:

- Articulation Agreements and State Approved Pre-apprenticeships

Goal #2: A larger percentage of Precision Machining students taking NIMS score lower on the exam.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: NIMS Exam scores

Specific Targets: Need to implement a strategy to recognize struggling students before the first NIMS assessment.

Type: Annual

Data Source: NIMS Exam scores

Specific Targets: Need to implement a strategy to analyze where the student is struggling and address those student needs.

Type: Annual

Data Source: NIMS Exam scores

Specific Targets: We need to implement formal and informal assessments to see if the student's needs are being addressed. Basically a teach and reteach approach until the students master the concepts.

Strategies:

Diesel Technology Post NOCTI Scores

Description:

A larger percentage of Diesel Technology students taking NOCTI are scoring lower on the exam.

Quite simply, student scores need to increase. Students who do not fare well on the Pre-NOCTI assessments struggle to score higher on Post-NOCTI assessments. We need to implement a strategy to recognize struggling students before the Pre-NOCTI assessments. We need to implement a strategy to analyze where the student is struggling and address those student needs. We need to implement formal and informal assessments to see if the student's needs are being addressed. Informal and Formal assessments derived should be narrative in nature to address language and literacy skills needed. Instruction will need to be geared towards student success and reaching all diverse learners in the inclusive classroom.

Several local CTC's have been working collaboratively to address these issues.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Diesel Technology Post NOCTI Exam Scores

Description:

Planning: Instructors will meet with the Building Administrators to evaluate if in class assignments and assessments are aligned with the NOCTI exam. *A professional discussion will be held about how we align our instruction to teach diverse learners in an inclusive setting. A student self evaluation/narrative worksheet will be developed to assist students in their language and literacy acquisition, in order to improve those communicative skills.*

Professional Development: If the instructor is uncertain or does not contain the appropriate education to align classroom informal and formal assessments, classroom work, performance task oriented assignments to the NOCTI exam, instruction will be given to the teacher by the building Administration and CTDSL. *A professional discussion will be held about how we align our instruction to teach diverse learners in an inclusive setting. The instructor will be taught how to align language and literacy acquisition into their curriculum. (The teacher will be taught to use a student self evaluation/narration sheet where the students will have to correctly identify*

their own weaknesses in writing, narrate where they are confused on which topics, and also narrate appropriately what they "need" from the instructor to assist them in their learning and understanding. They will have to use correct vocabulary and spelling of terms, and narrations will have to be grammatically correct. We believe this will assist the students in being able to effectively communicate through written expression with employers or customers they will be serving in the near future. We want our students to communicate through written and spoken language correctly, and succinctly. The teacher will use these frequent student written narrations to conduct individual meetings with the students to address needs and understand how to modify their instruction to assist the students in their learning.)

Monitoring: The instructor will share worksheets, in class assignments, formal and informal assessments, NOCTI exam scores, and lesson planning, meeting notes will be taken, students in need of assistance will be started on a standards aligned task list to help them with their one on one instruction with the teacher, more frequent progress reports will be given on those identified students. *A professional discussion will be held with the teacher about how effective their instruction is to teach diverse learners in an inclusive setting. We will analyze data to see if they are gaining the desired results they anticipated. Student evaluation/narration sheets will be utilized to see if the students written and spoken language improve language and literacy acquisition.)*

Evaluation: The instructor and building Administration will analyze the data delivered from the results of the NOCTI exams. They will decide on what direction to take from there, for instance if more assistance is needed, differentiation of curriculum needs to be more involved, etc...

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

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

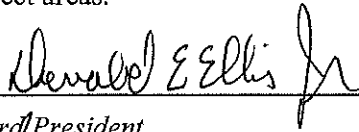
Supported Strategies:

- Diesel Technology Post NOCTI Scores

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 for a minimum of 28 days.

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.



Board President



Executive Director