Warren County AVTS

CTC Plan

07/01/2016 - 06/30/2019

CTC Profile

Demographics

347 East 5th Avenue
Warren, PA 16365
(814)726-1260

AYP Status: None
Executive Director: James Evers

Planning Process

The Warren County AVTS conducted its Comprehensive Planning in conjunction with the Warren County School District approved Comprehensive Planning Team. The team consisted of members from the Board of Directors, administrators, teachers, parents, community and business leaders. Members of the group met consistently to develop the core elements of the plan. Data was collected and the building level. Accomplishments and concerns were developed and serve as the foundation for the development of the Warren AVTS goal.

Mission Statement

The Warren County Career Center (WCCC) fully embraces the mission of the Warren County School District (WCSD) and supports the success and fulfilment of each student by providing relevant and diverse learning experiences that meet their needs and interests, while providing the skills necessary for gainful employment and/or higher education.

Vision Statement

The vision of the Warren County Career Center is to provide a learning environment where students:

- develop technical skills necessary for post-secondary success.

- are engaged and supported academically, socially and emotionally.

- attain career readiness skills to be productive citizens in a 21st Century global society.

Shared Values

All students can pursue their unique potential and achieve personal success by setting attainable goals, understanding financial responsibility, communicating effectively, and building 21st century skills.

All members of the professional learning community set high expectations by developing and delivering consistent, high quality, and engaging instruction. They analyze data to create meaningful assessments and seek out opportunities to grow professionally and stay current in their content areas through curriculum development.

Educational, business, parent/school and community partnerships are critical to the success of our students and our school. These partnerships enrich student opportunities and foster student achievement.

Educational Community

The Warren County School District (WCSD) is a rural district in Northwestern Pennsylvania spanning 774 square miles serving approximately 4,574 students, K-12, in four attendance area campuses. Because the population has declined approximately 9% since 2000, student enrollment has decreased approximately 19% over the past nine years, resulting in staffing reductions as well as consolidation from 21 to 11 school buildings. Of the overall student population, approximately 47% of students in the district are identified as Economically Disadvantaged and qualify for free and reduced lunch, 16.97% as needing Special Education services and 96.4% identified as White (non-hispanic).

While the WCSD is one of the largest employers in the county, the community is home to several large manufacturing facilities, such as National Forge, Betts Industries and United Refining. There are several small home-grown industries, such as Whirley-DrinkWorks!, as well as a number of locally-owned oil and gas producers. The local Chamber of Commerce is currently working to expand tourism in Warren County through the formation of the Warren County Council on Tourism.

Local employers have provided outstanding cooperative education placements for Warren County Career Center (WCCC) students using community resources, such as the local Chamber. The Chamber and local churches have assisted the district in raising funds for and distributing food to elementary students who receive free or reduced lunches through the Weekend BackPack Program. The Student Assistance Program coordinates with outside agencies, such as the Child and Adolescent Service System Program (CASSP), to provide student services and strong supports for students in need.

The Warren County Career Center enrolls students from each of the four attendance areas and students classified as Home-Schooled. The WCCC offers thirteen vocational clusters for the district's career and technical education students. The WCCC has experienced an increase in enrollment over the past two years.

Our district middle schools have received recognition as "Don Eichborn Schools to Watch," and one WCSD high school has received the Blue Ribbon award.

Thanks to the many community organizations and groups that exist within the four attendance areas, students can access a wide variety of athletic programs and club activities, regardless of their home zip

code. The Salvation Army Cobham Park Program, provides students with after school music lessons and assistance with their academics. The various communities have stepped up to support athletics and the arts through booster organizations. The Chamber provides funding in support of a dual enrollment program through St. Bonaventure University, which is open to all qualifying Warren County students. Pitt Bradford provides The College in the High School program, Jamestown Community College and Clarion University offer courses as well.

Planning Committee

Name	Role
Gary Bish	High School Teacher - Regular Education : Professional Education
John Bonavita	Ed Specialist - Other : Professional Education
Robert Clebaka	Business Representative : Professional Education
Joe Colosimo	Business Representative : Professional Education
Cathie Cummings	Elementary School Teacher - Regular Education : Professional Education
James Evers	Administrator : Professional Education
Rich Gignac	Middle School Teacher - Regular Education : Professional Education
Beth Hornick	High School Teacher - Regular Education : Professional Education
Steve Hughes	Community Representative : Professional Education
Ben Lobdell	High School Teacher - Regular Education : Professional Education
Matt Madigan	Elementary School Teacher - Regular Education : Professional Education
Nate McNett	High School Teacher - Regular Education : Professional Education
Steve O'Nuffer	Middle School Teacher - Regular Education : Professional Education
Clint Salapek	High School Teacher - Regular Education : Professional Education
Timothy Sampson	Parent : Professional Education
Robert Smith	High School Teacher - Regular Education : Professional Education
Diane Swartz	High School Teacher - Regular Education : Professional Education
Mark Sweet	Ed Specialist - Other : Professional Education

Jessica Tundel	High School Teacher - Regular Education : Professional Education
Greg Waterman	Parent : Professional Education
Gary Weber	Administrator : Professional Education
Michael Zamborik	Community Representative : Professional Education

Core Foundations

Standards

Mapping and Alignment

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

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

All WCCC utlize the PDE Program of Study which is aligned with both the academic and Career standards for the specific CIP area.

Adaptations

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional	Accomplished

time to be devoted to achieving the academic standards are identified.	
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Each WCCC area utilizes the PDE Program of Study (POS). All instructional objectives are identified through the POS. Content, materials and instructional time need to achieve standards are identified. The relationshp between POS and academic standards are identifed. The WCCC utilizes NOCTI/NIMS testing to measure mastery of the objectives of the POS. The WCCC is involved in the program approval process through PDE and the PDE 339 audit.

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

This narrative is empty.

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.

Each teacher utilizes the specially designed instruction (SDI) that has been developed in the Individualized Educational Plan (IEP), the Gifted Individualized Educational Plan (GIEP) or Chapter 15 Service Agreement. These pages typically include a listing of adaptations and modifications that will work well for a particular student to improve their opportunity to succeed in accessing and mastering the curriculum.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review
- Administrators

Provide brief explanation of LEA's process for incorporating selected strategies.

The building administrator performs formal classroom observations and walkthroughs focusing on instruction. Charlotte Danielson's framework is integral to the district's evaluation process and focuses on instructional practices.

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

No plan currently exists to implement the peer evaluation process.

Responsiveness to Student Needs

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

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

This narrative is empty.

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.

The WCCC successfully attracts Highly Qualified Teachers (HQT). The WCCC's HQT percentage is excellent. The district provides teachers with professional development on collecting, analyzing and utilizing data to identify and guide instructional decisions. The WCCC utilizes HQT teachers as tutors to assist classroom teachers in meeting the learning needs of students who are below proficiency or at-risk of not graduating. All Vocational I teachers are actively involved in the permanent certification process through Indiana University of PA.

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

The WCCC successfully attracts HQT teachers based on industry experience. Each OAC committee provides teachers with updated industry standards to be incorporated within the POS. Teachers regularly attend and participate in industry-related professional development.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 16/17	SY 17/18	SY 18/19
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:*No graduation requirement specifics have been identified.*

Methods and Measures

Summative Assessments

- NOCTI Testing
- NIMS Testng
- Teacher Made Quizzes/Tests
- OSHA certficiation

Benchmark Assessments

- POS guides

Formative Assessments

- POD activities
- Teacher Observations
- Discussion
- Daily Time Sheets
- Summarizing/Retelling
- Hands-On demonstrations/Performance
- Rubrics

Diagnostic Assessments

- Teacher Developed Pre-Assessments for Prior Knowledge
- Performance Rubrics

Validation of Implemented Assessments

(Comprehensive CTC only)

No validation methods have been identified for this content area.

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

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

N/A

Collection and Dissemination

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

The data for the WCSD is collected and housed in Performance Plus. The software generates a number of reports containing student progress, strengths and weaknesses. WCCC teachers are provided with NOCTI/NIMs data for each of their students. Teachers are expected to use this information to analyze student progress and develop learning plans for specific weaknesses in student performance. The building level administrator meets with teachers and works through a process whereby they consider the needs of their building and set building goals for improvement of instruction or achievement of a particular set of skills. District leaders look at the data of the WCCC and use the data to focus professional development and instructional initiatives.

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.

Teachers identify specific skills that students need to develop based upon the assessment data that is provided to them. Teachers create actions plans for individual students or groups of students who are deficient in common areas. Teachers demonstrate through planning, instruction and assessment that remediation has been offered. Teachers adjust instructional strategies for continued remediation if students are unsuccessful in mastering the skills. Teachers regularly analyze student data to determine progress of skill mastery.

Assessment Data Uses
(Comprehensive CTC only)

No assessment data uses have been identified for this content area.

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

- 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.

Each year, the district publishes an assessment calendar listing the assessment windows on the District's website and in the student handbook. The District works with the local newspaper prior to test administration to emphasize the importance of the assessment to parents and students. As a follow-up, a call-blast system is utilized to communicate with families. Teachers use electronic and paper communication within their classroom to communicate with parents and students. Administrators offer informational sessions about assessments and provide resources for additional information about the assessment - such as Open House and Parent-Teacher Conference days. The WCCC also utilizes Facebook to share information with the public.

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

There is no specific plan at this time to include summative assessment information in the course description guides.

Safe and Supportive Schools

Programs, Strategies and Actions

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- School-wide Positive Behavioral Programs
- Conflict Resolution or Dispute Management
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Student Assistance Program Teams and Training
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

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

Peer helper programs are in place where building principals and teachers have taken the initiative.   The WCCC is served by the state police and sheriff departments.

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

- Academic Counseling

- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Health and Wellness Curriculum
- Health Screenings
- Nutrition
- Orientation/Transition
- Wellness/Health Appraisal
- Coordination of Services with Sending School
- School Based Behavioral Health Progam

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Casework
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Special Education Evaluation
- Student Assistance Program
- Coordination of Services with Sending School

Explanation of diagnostic, intervention and referral services:

All listed services are provided in-house or in conjunction with the home school.

Consultation and Coordination Services

- Alternative Education
- Case and Care Management
- Community Liaison
- Community Services Coordination (Internal or External)
- Coordinate Plans
- Coordination with Families (Learning or Behavioral)
- Home/Family Communication

- Managing Chronic Health Problems
- Managing IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- System Support
- Truancy Coordination
- Coordination of Services with Sending School

Explanation of consultation and coordination services:

All services are provided in-house or in conjunction with home school

Communication of Educational Opportunities

- Course Planning Guides

- Directing Public to the PDE & Test-related Websites

- Individual Meetings

- Letters to Parents/Guardians

- Local Media Reports

- Website

- Meetings with Community, Families and Board of Directors

- Mass Phone Calls/Emails/Letters

- Newsletters

- Press Releases

- School Calendar

- Student Handbook

- Coordination of Services with Sending School

Communication of Student Health Needs

(Comprehensive CTC only)

No means of communication have been identified for this content area.

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 and individuals providing interventions meet to identify student needs, set goals, develop targeted intervention strategies, and communicate those strategies to appropriate personnel. Progress is monitored on goals at regular intervals, as appropriate for the interventions and as indicated by the team. These teams include (but are not limited to):

- Individualized Education Plan (IEP)

- Gifted Individual Education Plan (GIEP)

- Student Assistance Program (SAP)

- Truancy Elimination Plan (TEP)

- Outside agency initiated planning

- Transition Planning

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

Warren County is served by a Workforce Investment Board (WIB), and programs are provided in workforce development for middle-level students through the Industry Club. High school students are served through various cooperative educational experiences, job shadowing and externships.
The most recent 21st Century Community Learning Center cohorts, offered through September 2017, focus on STEM projects, character education and service learning.

Materials and Resources

Description of Materials and Resources

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

Provide explanation for processes used to ensure Accomplishment.

WCCC curriculum materials and resources are carefully selected by faculty, administration and OAC committees and recommended for approval by the Board of Education. The resources and materials are aligned to the PA Core Academic standards, Career standards, POS and anchors covered within the curriculum to help achieve student mastery.

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

N/A

SAS Incorporation

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

SAS materials and resources are not utilzed.

Professional Education

Characteristics

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

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

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

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

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

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

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

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

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

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

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

- Instructs the leader in managing resources for effective results.

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

All teachers are assigned to the mentoring program upon hire. Adminstrators and teachers are given extensive staff development training based on effective practices for struggling and gifted students (differentiated instructional strategies). Training is provided for analyzing and utelizing data. WCCC and WCSD activities are scheduled and conducted to promote parent and community partnerships (OAC meetings, GAC meetings, Open-House, Parent-Teacher conference days, WCCBI monthly meetings).

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

All strategies selected

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:
8/30/2013

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

Questions
The LEA plans to conduct the training on approximately:
2/25/2016 All staff members

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

- 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.

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

WCCC follows the Staff Development plan for the WCSD -

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

This narrative is empty.

Induction Program

- 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.

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

All new teachers participate in the WCSD approved mentoring programing. In addition, all new teachers are involved in the IUP teacher certification program

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

This narrative is empty.

Needs of Inductees

- 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).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

Observation schedule - Teachscape on-line teacher obsrvation/evlaution program
WCSD mentoring program

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

PSSA data is not used at WCCC - Keystone Data, NOCIT/NIMS data, PVAAS data, etc is utilized in process.

Mentor Characteristics

- 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.

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

WCSD Mentor Program

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

This narrative is empty.

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	X	X	X	X	X
Assessments	X	X	X	X	X	X
Best Instructional Practices	X					
Safe and Supportive Schools	X					
Standards	X					
Curriculum	X					
Instruction	X					
Accommodations and Adaptations for diverse learners		X				
Data informed decision making	X				X	
Materials and Resources for Instruction	X		X			

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Mid-Year and End of year evaluations

Recording Process

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

- 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.

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:

100% success on NOCTI

No Students failed NOCTI

Accomplishment #2:

Increase in student enrollment

Accomplishment #3:

Expansion of course offerings - Health/Medical Assistance

Accomplishment #4:

Student organizations (SKILLS USA, FBLA, DECA, etc) compete at the State and National levels.

Accomplishment #5:

100% post-secondary success rate (education, employment, military service) based on student exit surveys

Accomplishment #6:

Increase in Co-Operative Educational opportunities

CTC Concerns

Concern #1:

Lack of physical space

Concern #2:

Protective Services enrollment figures are low

Concern #3:

Machining (pm only) enrollment figures are low

Concern #4:

Administrative Assistance and Accounting enrollment figures are low

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #8)* Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Protective Services enrollment figures are low

Machining (pm only) enrollment figures are low

Administrative Assistance and Accounting enrollment figures are low

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Enrollment figures for all specific CIP area

Specific Targets: 10% or better growth in each of the 3 areas

14% or better non-traditional enrollment

Strategies:

The Warren County Career Center will increase the total enrollment of students attending the WCCC and Increase the non-traditional enrollment figures in all CIP areas.

Description:

Elementary-age program exposure

5th grade career exploration

8th grade career day activities

9th grade tours

9th grade WCCC guidance presentations

Community-wide Open House

School to Work liaison

WCCC Marketing:

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

8th grade Career Day

Description:

Local employers provide presentations to 8th grade students describing the nature of their business/activity. Demonstrate various tools from business. Provide hands-on activities to demonstrate skills.

Start Date: 10/5/2015   **End Date:** 10/9/2015

Program Area(s): Student Services

Supported Strategies:

- The Warren County Career Center will increase the total enrollment of students attending the WCCC and Increase the non-traditional enrollment figures in all CIP areas.

9th Grade presentation

Description:

Guidance meets with all 9th grade students to provide an overview of WCCC programming opportunities.

Start Date: 12/1/2015   **End Date:** 12/18/2015

Program Area(s): Student Services

Supported Strategies:

- The Warren County Career Center will increase the total enrollment of students attending the WCCC and Increase the non-traditional enrollment figures in all CIP areas.

9th Grade Tours

Description:

All 9th grade students tour the WCCC facility to observe each invidual CIP area. Questions are answered by instructors and students.

Start Date: 1/4/2016   **End Date:** 1/8/2016

Program Area(s): Student Services

Supported Strategies:

- The Warren County Career Center will increase the total enrollment of students attending the WCCC and Increase the non-traditional enrollment figures in all CIP areas.

Community-Wide Open House

Description:

WCCC is open to all community members to tour the facility and ask question about each individual CIP.

Start Date: 1/18/2016   **End Date:** 1/22/2016

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- The Warren County Career Center will increase the total enrollment of students attending the WCCC and Increase the non-traditional enrollment figures in all CIP areas.

5th Grade Career Exploration

Description:

All 5th grade students tour the facility via occupational clusters. Each student cluster will spend about 15 minutes in one of three specific areas.

Start Date: 4/1/2016   **End Date:** 4/29/2016

Program Area(s): Student Services

Supported Strategies:

- The Warren County Career Center will increase the total enrollment of students attending the WCCC and Increase the non-traditional enrollment figures in all CIP areas.

School to Work Liason

Description:

Through the HiEd office, the School to Work liaison (STW) provides job shadowing activities.

STW provides non-traditional summer camps.

STW provides manufacturing tours for guidance counselors.

Start Date: 7/1/2015   **End Date:** 6/30/2016

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

Supported Strategies:

- The Warren County Career Center will increase the total enrollment of students attending the WCCC and Increase the non-traditional enrollment figures in all CIP areas.

WCCC Marketing

Description:

Teachers will be trained/involved in marketing strategies to increase student and non-traditional student enrollment numbers.

Start Date: 9/1/2015   **End Date:** 6/10/2016

Program Area(s):

Supported Strategies:

- The Warren County Career Center will increase the total enrollment of students attending the WCCC and Increase the non-traditional enrollment figures in all CIP areas.

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.	Strategy #1: The Warren County Career Center will increase the total enrollment of students attending the WCCC and Increase the non-traditional enrollment figures in all CIP areas.

Start	End	Title	Description
9/1/2015	6/10/2016	WCCC Marketing	Teachers will be trained/involved in marketing strategies to increase student and non-traditional student enrollment numbers.

Person Responsible	SH	S	EP	Provider	Type	App.
James Evers	1.0	10	15	James Evers	Building	No

Knowledge	Marketing strategies
Supportive Research	PACTA recommendations

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

Training Format	For school and district administrators, and other educators seeking leadership roles: School Whole Group Presentation		Instructs the leader in managing resources for effective results.

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**Grade Levels**	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	**Evaluation Methods**	Enrollment figures

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