

Warren County AVTS

CTC Plan

07/01/2020 - 06/30/2023

CTC Profile

Demographics

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

AYP Status: Not Provided
Administrative 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 mission of the Warren County Career Center, through the academic and hands-on skills provided, is to prepare our students for life and to be successful, whether that be post-secondary, military or industry.

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/industry 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 Career Center serves the students of the Warren County School District. The Warren County School District is a rural school district in Northwestern Pennsylvania spanning 788 square miles, which makes the district the second largest in the state in terms of geography. The district operates nine (9) buildings in four (4) attendance areas (North, Central, East and West) and the Warren County Career Center to support the educational needs of the students in each community.

The population in the district has declined approximately 18% since 2007-2008 while the special education enrollment has increased 2.4% of the total enrollment. Approximately 47% of students in the district's nine (9) buildings qualify for free or reduced lunch. From 2007-2008, the special education student-teacher ratio has remained consistent with enrollment. WCSD employs seven (7) school psychologists, one (1) assistive technology teacher, 1/2 Hearing-Impaired teacher and seven (7) Speech-Language Pathologists. The IU5 provides one (1) Physical Therapist, two (2) Occupational Therapists and vision support to provide related services.

The largest population of students (96.4%) identify as White (non-Hispanic). Of the overall student population, 46.63% of the students are identified as Economically Disadvantaged and another 19% as needing Special Education services. Over the past ten (10) years, the district has consolidated schools from twenty-one to nine (9) schools. Of the WCSD's four (4) attendance areas, two (2) have K-12 educational complexes; the others have a variety of educational campuses within close proximity of each other. Both formats allow for a greater coordination of services and programs for students within the district.

While the WCSD is one of the largest employers in the county, the community is home to several large manufacturing facilities, such as Ellwood Forge, Crankshaft and Steel, 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 Warren County Career Center provides career and technical training in thirteen (13) different vocational programs. All students in grades 10-12 are eligible for enrollment in a WCCC program - pending availability of seats. The WCCC provides counseling and special education services. With Carl D. Perkins funding, the WCCC also provides academic support for students in the areas of mathematics,

Language Arts. Approximately 34% of the enrolled students receive special education support and 49% are eligible for free or reduced lunch.

Local employers have provided outstanding cooperative education placements for the Warren County Career Center students by using community resources, such as the local Chamber of Commerce. The chamber and local churches have also assisted the district in raising funds for and distributing weekend backpacks of food for elementary students who receive free or reduced lunches. In 2015, a group of local philanthropists learned of the plight of homeless students in the district and started a fund to benefit them. The fund was named the Kids in Need (KIN) Fund. The KIN Fund at the Community Foundation of Warren County advocates a common vision - ensure vulnerable kids and families have access to daily living needs and resources necessary to promote the well-being of child.

Throughout the 2017-2018 school year, the district focused on developing a full continuum of effective behavioral interventions for all students by increasing district services and collaboration with community providers. The WCSD continues to provide students with access to AP courses, as well as, honors courses, a district virtual program with certified instructors, gifted, EL, Chapter 14 and MTSS. The WCCC, through Carl D. Perkins funding contracts with the IU Elect program to provide services to pregnant teens in the district. The WCCC also provides Dual Enrollment opportunities to the students at no cost.

Planning Committee

Name	Role
James Evers	Administrator : Professional Education
Eric Mineweaser	Administrator : Professional Education
Amy Stewart	Administrator : Professional Education
Gary Weber	Administrator : Professional Education
Ryan Betts	Business Representative : Professional Education
Robert Clebaka	Business Representative : Professional Education
Kristen Lopram	Business Representative : Professional Education
Jeff Daugherty	Community Representative : Professional Education
Jesse Delouf	Community Representative : Professional Education
Brandon Deppen	Community Representative : Professional Education
Steve Hughes	Community Representative : Professional Education
Joan Stitzinger	Community Representative : Professional Education
Michael Zamborik	Community Representative : Professional Education

Robert Dilks	Ed Specialist - Other : Professional Education
Matt Jones	Ed Specialist - Other : Professional Education
Mark Sweet	Ed Specialist - Other : Professional Education
Cathie Cummings	Elementary School Teacher - Regular Education : Professional Education
Matt Madigan	Elementary School Teacher - Regular Education : Professional Education
Kylie Harris	High School Teacher - Regular Education : Professional Education
Beth Hornick	High School Teacher - Regular Education : Professional Education
Nate McNett	High School Teacher - Regular Education : Professional Education
Michael Noe	High School Teacher - Regular Education : Professional Education
Clint Salapek	High School Teacher - Regular Education : Professional Education
Robert Smith	High School Teacher - Regular Education : Professional Education
Michael Smith	High School Teacher - Regular Education : Professional Education
Diane Swartz	High School Teacher - Regular Education : Professional Education
Jessica Tundel	High School Teacher - Regular Education : Professional Education
John Winkelbauer	High School Teacher - Regular Education : Professional Education
Rich Gignac	Middle School Teacher - Regular Education : Professional Education
Steve O'Nuffer	Middle School Teacher - Regular Education : Professional Education
Dan Passmore	Parent : Professional Education
Timothy Sampson	Parent : Professional Education
Greg Waterman	Parent : 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 utilize the PDE Program of Study which is aligned with both the academic and Career standards for the specific CIP area.

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:

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

Processes used to ensure Accomplishment:

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 relationship between POS and academic standards are identified. 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

Checked Answers

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

Unchecked Answers

- Peer evaluation/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.

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 20/21	SY 21/22	SY 22/23
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences,			

Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

(Comprehensive CTC who graduate students only)

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

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

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

None.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone

Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score

established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

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

Methods and Measures

Summative Assessments

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

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)

Checked answers

None.

Unchecked answers

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

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

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

N/A

Collection and Dissemination

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

The data for the WCCSD 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)

Checked answers

None.

Unchecked answers

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

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

Checked answers

- 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

Unchecked answers

- Course Planning Guides

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

Checked answers

- 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

Unchecked answers

- Peer Helper Programs
- Placement of School Resource Officers

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.)

All awareness activities designed to inform the public of the gifted education services and programs offered are conducted annually by the Warren County School District. The Warren County Career Center is able to make the community aware of who to contact at Central Office to receive more information on Gifted Support Services.

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

The process for locating students who are thought to be gifted and may be in need of specially designed instruction is conducted by the Warren County School District.

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

All eligibility determinations for potentially mentally gifted students is conducted through the Warren County School District.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Gifted support services are provided within the sending school (regular education setting) by Gifted Support staff. All acceleration needs are addressed through the Warren County School District's District Acceleration Policy and Procedure 9750. Additional acceleration opportunities exist for students enrolled in designated Dual Enrollment programs (currently limited to Electronics/Digital Technology 15.0303).

Developmental Services

Checked answers

- 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 Program

Unchecked answers

- Coaching/Mentoring
- Guidance Curriculum
- Individual Student Planning
- RTII/MTSS

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Checked answers

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- 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

Unchecked answers

- Small Group Counseling-Personal and Social Development

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

Checked answers

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

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

Unchecked answers

None.

Explanation of consultation and coordination services:

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

Communication of Educational Opportunities

Checked answers

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

Unchecked answers

None.

Communication of Student Health Needs

(Comprehensive CTC only)

Checked answers

None.

Unchecked answers

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

Frequency of Communication

Frequency of communication: **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 utilized.

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.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	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	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	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	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,	X	X	X	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	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

All teachers are assigned to the mentoring program upon hire. Administrators 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 utilizing 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

Professional Development

Warren County AVTS Professional Development

Title:	Classroom and Behavior Management
Description	<p>Professional staff will investigate the various characteristics of effective classroom management, classroom management models and tools, challenging behaviors, how to build positive relationships with students that'll have an effect on their behavior, build a safe and productive learning environment, and how to prepare students to become sufficient 21st Century learners.</p> <p>Evidence that will indicate the professional development has been implemented include agendas, Act 48 hours, evaluation of sessions, School Wide Intervention Plans, and reduction of disciplinary referrals across buildings.</p>
Person Responsible	Director of Curriculum, Instruction and Assessment, Director of

	Pupil Services and WCCC Director.								
Start Date:	8/24/2020								
End Date:	6/8/2023								
Proposed Cost/Funding:	<table border="1"> <thead> <tr> <th>Start Year</th><th>End Year</th><th>Cost</th><th>Funding Source</th></tr> </thead> <tbody> <tr> <td>2021</td><td>2022</td><td>20885.00</td><td>020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES</td></tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source	2021	2022	20885.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Start Year	End Year	Cost	Funding Source						
2021	2022	20885.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES						
Program Area(s):	Professional Education, Special Education, Student Services								
Hours Per Session	6.0								
# of Sessions:	15								
# of Participants Per Session:	25								
Provider:	Intermediate Unit #5; instructional coaching team								
Provider Type:	IU								
PDE Approved:	No								
Knowledge Gain:	<p>Participants will learn skills-based interventions to address the most common problem behaviors encountered in the classroom.</p> <p>Participants will learn how to uncover causes for behavioral issues, learn about their students, and set expectations for learning and behavior.</p> <p>Participants will identify appropriate external resources for responding to student misbehavior.</p> <p>Participants will develop strategies and tools for behavior intervention and family involvement in interventions.</p> <p>Participants will develop responses to misbehavior that are sensitive to student's individual needs.</p> <p>Participants will implement preventative strategies that promote appropriate classroom behavior.</p>								
Research & Best Practices Base:	<p>Educational Leadership</p> <ul style="list-style-type: none"> • "Confronting Inequity/Development Over Punishment" (March 2018) • "Seven C's for Effective Teaching" (September 2016) • "How Poverty Affects Classroom Engagement" (May 2013) • "Art and Science of Teaching/Classroom Management: Whose Job Is it?" (October 2011) 								

	<ul style="list-style-type: none"> • "The Positive Classroom" (september 2008 theme issue) <p>ACSD Express</p> <ul style="list-style-type: none"> • "Fix Your Broken Routines: Three Rules to Live By." (July 12, 2018) • "Setting Routines for the First Days of School" (August 25, 2016 theme issue) • "Building Positive Classrooms" (December 11, 2008 theme issue) • "Success with Classroom Management" (November 17, 2005 theme issue)
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. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Online-Asynchronous • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals

	<ul style="list-style-type: none"> • School counselors • Paraprofessional • New Staff • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Joint planning period activities
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.

Warren County AVTS Professional Development

Title:	Technology Integration in the Classroom			
Description	Professional staff will discover ways to integrate technology to enhance subject material and meet curricular standards across the curriculum. Evidence that will indicate the professional development has been implemented include: agendas, Act 48 hours, evaluation of professional development.			
Person Responsible	Director of Curriculum, Instruction and Assessment and WCCC Director			
Start Date:	8/24/2020			
End Date:	6/8/2023			
Proposed Cost/Funding:	Start Year	End Year	Cost	Funding Source
	2022	2023	20885.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Program Area(s):	Professional Education, Educational Technology			
Hours Per Session	2.0			
# of Sessions:	15			
# of Participants Per Session:	25			
Provider:	Intermediate Unit #5; instructional coaching team			
Provider Type:	IU			
PDE Approved:	No			
Knowledge Gain:	How to actively engage students and create active learners. Encourages individual learning and growth Facilitates peer collaboration Prepares students for the real world			
Research & Best Practices Base:	Journal of Research on Technology in Education http://www2.gsu.edu/~wwwche/Milken%20report.pdf https://opencommons.uconn.edu/cgi/viewcontent.cgi?article=1016&context=nera_2012			

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.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Online-Asynchronous • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • 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 • Lesson modeling with mentoring
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. • Review of participant lesson plans
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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:
8/30/2013
4/9/2015
8/27/2018 Training is now available on-line
The LEA plans to conduct the required training on approximately:
8/26/2019 Training is now available on-line
8/24/2020 Training is now available on-line
8/23/2021 Training is now available on-line

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

Questions
The LEA has conducted the training on:
2/13/2018 All professional staff, paraprofessionals, van and bus drivers, substitute teachers and after school staff were trained throughout the 2017-2018 school year.
2/15/2018 All professional staff, paraprofessionals, van and bus drivers, substitute teachers and after school staff were trained throughout the 2017-2018 school year.
8/28/2018 All professional staff received a one hour refresher training
The LEA plans to conduct the training on approximately:
9/16/2020 Each year all professional staff will receive at a minimum of one hour training on Act 71
9/16/2021 Each year all professional staff will receive at a minimum of one hour training on Act 71
9/16/2022 Each year all professional staff will receive at a minimum of one hour training on Act 71.

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.

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

Checked answers

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

Unchecked answers

None.

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

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*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).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

Unchecked answers

- Student PSSA data.
- Inductee survey (local, intermediate units and national level).
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

Observation schedule - Teachscape on-line teacher observation/evaluation program
WCSD mentoring program

Provide a brief explanation for strategies not selected and your 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

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

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

Unchecked answers

None.

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

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	A u g - S e p	O c t - N o v	D e c - J a n	F e b - M a r	A p r - M a y	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	
Materials and Resources for Instruction						X

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the 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)*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:

Expansion of course offerings - Health/Medical Assistance enrollment increased to require an additional instructor.

Accomplishment #2:

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

Accomplishment #3:

Increase in Co-Operative Educational opportunities

Accomplishment #4:

A SkillsUSA competitor earned a National Championship in the area of Automotive Repair.

Accomplishment #5:

The WCCC has undergone extensive renovations including the addition of a front office complex including the addition of the WCCSD cyber school program and STEM classroom. The office complex includes a large group conference center and Special Education Transition Skill development center.

Accomplishment #6:

100% of all students enrolled earn at least one recongized PDE approved Industry certification.

CTC Concerns

Concern #1:

Machine Technology enrollment figures are low

Concern #2:

Autobody Collision and Repair enrollment figures are low

Concern #3:

The WCCC Future Pa Ready Index attendance rate (69%) is well below state average 85%.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

The WCCC Future Pa Ready Index attendance rate (69%) is well below state average 85%.

Systemic Challenge #2 (*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:

Machine Technology enrollment figures are low

.....

Autobody Collision and Repair 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 2 areas

13% 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

High Quality Professional Development for Teachers

Description:

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction, 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 individual 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.

Improving Language and Literacy acquisition for all students.

Description:

Teachers will participate in a Max Teaching workshop.

Max Teaching will

- show teachers how to increase student engagement in any academic or vocational classroom
- create opportunities for all students to practice higher order thinking on a routine basis in every class
- involve content area teachers in classroom strategies that can lead to higher reading scores in your school

Start Date: 2/22/2017 **End Date:** 2/22/2017

Program Area(s): Professional Education

Supported Strategies:

- High Quality Professional Development for Teachers

Teaching Diverse Learners in an Inclusive Setting

Description:

Staff will be trained in "Handle with Care," a crisis intervention and behavioral management system.

Start Date: 9/2/2016 **End Date:** 2/20/2017

Program Area(s): Professional Education

Supported Strategies:

- High Quality Professional Development for Teachers

Goal #2: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Daily attendance

Specific Targets: Increase Future PA ready index attendance rate to 85%.

Strategies:

WCCC will improve Future PA Ready Index Attendance rate to 85%.

Description:

Using Policy 10110, the WCSD/WCCC developed a administrative procedure to improve students' overall attendance rates at the WCCC. The WCCC will now utilize an Attendance Improvement Plan when students are unexcused absent three (3) and six (6) times. A parent-teacher conference will be conducted

when a student accrues 15 days absent. Any student accruing 18 days of absences will be removed from the WCCC are provided an opportunity to earn credit at his/her home school.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

WCCC Attendance Procedure

Description:

An Attendance Improvement Plan (AIP) will be developed when a student has three (3) unexcused absences.

Start Date: 8/1/2020 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies: None selected

WCCC Attendance Procedure

Description:

A second Attendance Improvement Plan will be developed/modified what a student is unexcused absent six (6) times.

Start Date: 8/1/2020 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies: None selected

WCCC Attendance Procedure

Description:

Any student who has accrued 10 absences will be placed on Medical Excuse required via certified mail

Start Date: 8/1/2020 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies: None selected

WCCC Attendance Procedure

Description:

Any student who accrues ten (10) Unexcused Absences will be removed from the WCCC and required to return to his/her home school in order to continue to earn credit. Any credits earned at the time of removal will be based on current classroom grades.

Start Date: 8/1/2020 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies: None selected

WCCC Attendance Procedure

Description:

A parent-teacher conference will be held with the parent(s) of a student who has missed 15 days of school. A plan will be developed to address the issue and inform parents and student of consequences for continued absences.

Start Date: 8/1/2020 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies: None selected

WCCC Attendance Procedure

Description:

Any student who misses 18 days of school will be removed from the WCCC and required to return to his/her home school to earn credits. Any credits earned from the WCCC will be based on the student's grade at the time of removal.

Start Date: 8/1/2020 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies: None selected

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.

No signature has been provided

Board President

No signature has been provided

Executive Director