

*Central PA Institute of Science & Technology*

*CTC Plan*

*07/01/2019 - 06/30/2022*

# CTC Profile

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## Demographics

540 North Harrison Road  
Pleasant Gap, PA 16823  
(814)359-2793

*AYP Status: Not Provided*  
*Administrative Director: Richard Makin*

## Planning Process

*The comprehensive planning process at CPI is an ongoing and continuous effort that encompasses a tremendous effort by the staff, administration, business and industry, and community partners to ensure high student performance and achievement. The planning process will provide CPI with a comprehensive plan which will act as a guide throughout the next several years. The first step included informing the entire staff of the process and the commitment that it would take from all stakeholders to ensure the needs of the students, schools, and local business and community were being met. While all meetings were held at CPI, informal discussions occurred outside of the school in preparation for each of the meetings. The steps taken include:*

- 1. Inform staff of the comprehensive planning process*
- 2. Establish a Comprehensive Planning Core Group*
- 3. Conduct Core Group meetings and establish Focus Groups for each area*
- 4. Conduct Focus Group meetings to develop the Master Plan*
- 5. Solicit input from the CPI staff*
- 6. Conduct Core Group meetings to define/redefine beliefs, vision, and mission statement*
- 7. Develop all aspects of the Master Plan with the Core Group based on committee and staff recommendations*
- 8. Approval of the Joint Operating Committee of the developed Master Plan*
- 9. Further discussion of the Master Plan by the Core Group*
- 10. Review and discuss each section of the comprehensive plan*
- 11. Presentation of Master Plan to the Community*

*The administration of CPI is responsible for all aspects of the planning process and also all communication with the educational stakeholders. Agendas and notes were prepared for each meeting and provide to committee members.*

## Mission Statement

*CPI will produce highly competent individuals who are prepared and motivated to pursue the high skill careers of the 21st century.*

## Vision Statement

*Our vision at CPI is that every student will be provided with a high quality career and technical education in a safe environment. Students will leave CPI with the skills necessary for post-secondary training, the workforce, or the military. By combining academics with technical training, industry recognized certifications, concurrent dual enrollment opportunities, and articulated credits, CPI is uniquely poised to prepare students for post-secondary education and long-term career success.*

*While CPI will continue to serve the employment training needs of high school students, the management and leadership continue to look to significantly expand the business, industry, and adult student training opportunities available in Central Pennsylvania. Given our location off of the new I-99 corridor and over 35 years of technical training experience, CPI envisions the development of expanded secondary and post-secondary certificate/degree offerings that will directly serve the Central Pennsylvania job market. CPI now offers Associate in Specialized Technology (AST) Degrees to high school graduates in the following areas: Advanced Manufacturing Technology, Health Care Management, Heavy Diesel Construction - CASE Emphasis, and Natural Gas Compression - CAT/Aerial Emphasis.*

## Shared Values

*CPI believes if students are to be successful, then the organization must:*

- *Produce highly competitive individuals who are prepared and motivated to pursue high skill careers in the 21st century.*
- *Continue to build the best career and technical school in the Central Region.*
- *Possess integrity and class and strive for the highest level of student achievement and personal development.*
- *Communicate with community leaders, industry representatives, sending schools, and parents to ensure that students are receiving the services that they need for success in future endeavors.*
- *Maintain an "open-door" policy so that outside entities can see the value of career and technical education for today's youth.*
- *Coordinate home school and CPI programs so every CPI student receives the academic courses necessary for successful outcomes on the Keystone Exams and NOCTI tests.*
- *Encourage and assist the sending school districts in the implementation of career-oriented curriculum and programs.*
- *Provide CPI students with appropriate career counseling information in order to make informed decisions throughout their high school experience and upon graduation.*

- *Continue to expand and upgrade secondary program offerings based on labor market and workforce development needs. A strong emphasis should be placed on the medical field as well as the transportation and emerging energy industries.*
- *Create a school climate where all school employees work to develop respect and trust among themselves, the students, the parents, and the community.*

*CPI is a community asset that is affordable, accessible, and accredited for both secondary and adult education students. We believe that it is necessary to provide a quality technical education to students of all ages interested in advancing their current skill set.*

## **Educational Community**

*Located on 52 scenic acres in Pleasant Gap in the heart of Centre County, the Central PA Institute of Science and Technology (CPI) was founded in 1969 as the Centre County Vocational-Technical School. Originally, CPI was built to meet the career and technical needs of secondary students in the Bald Eagle, Bellefonte Area, Penns Valley Area and State College School Districts. Since its founding, CPI has added a number of adult programs to its curriculum and redesigned many of the 18 secondary program areas to meet the needs of today's learners and regional employment needs.*

*In 1998, the school's name was changed to CPI to reflect its competencies in scientific and technical education for high school students and the adult community. In 2005, an \$8 million modernization project enabled CPI to become one of the premier career and technical centers in the state. CPI has become a major source of technical training for business and industry in Centre County and surrounding areas. Well-equipped laboratories and classrooms, highly skilled instructors, and curriculum based on industry standards and certifications prepare students to pursue post-secondary education and/to enter the workforce/military.*

*CPI offers Cooperative Education, Job Shadow, and Internship opportunities to all high school and adult learners. Articulation agreements are available in all program areas and assist students with advanced college credit at colleges and universities throughout the commonwealth. CPI has partnered with the Pennsylvania College of Technology to offer transcriptable credits in almost every program area. Several student organizations exist at CPI to enhance the leadership and technical skills of our students. These organizations include: National Technical Honor Society, Student Ambassadors, FCCLA, FFA, and SkillsUSA.*

*In 2008, the JOC approved the purchase of an additional 20 acres of land contiguous to the southwest property line of CPI. The Hawbaker Transportation Training Center, Phase I of the campus expansion plan, has been built at the front of the campus and is currently the focus of a long range capital investment campaign. By 2020, CPI intends to build a 45,836 square foot Health Sciences facility using sustainable new construction. This 3-story building will house medical labs, classrooms, office space, a common area, large group instruction room, and an independent facility for a Healthcare Partner.*

*According to labor statistics, demand for jobs requiring a technical education (two years or less) is outpacing demand for jobs requiring a traditional four-year college degree. The need for certified, trained technical professionals in central Pennsylvania has never been greater. In an effort to meet local workforce demand, CPI offers certificate, diploma, associate degree, and/or industry certification programs in the following areas:*

CIP Code	Program Title
01.0601	<i>Applied Horticulture/Horticultural Operations, General</i>
11.0901	<i>Computer Systems Networking and Telecommunications</i>
12.0401	<i>Cosmetology/Cosmetologist, General</i>
12.0508	<i>Institutional Food Workers</i>
19.0708	<i>Child Care and Support Services Management</i>
43.9999	<i>Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other</i>
46.0101	<i>Mason/Masonry</i>
46.0201	<i>Carpentry/Carpenter</i>
47.0201	<i>Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician</i>
47.0603	<i>Autobody/Collision and Repair Technology/Technician</i>
47.0604	<i>Automobile/Automotive Mechanics Technology/Technician</i>
47.0613	<i>Medium/Heavy Vehicle and Truck Technology/Technician</i>
48.0508	<i>Welding Technology/Welder</i>
48.0599	<i>Precision Metal Working, Other</i>
49.0202	<i>Construction/Heavy Equipment/Earthmoving Equipment Operation</i>
50.0402	<i>Commercial and Advertising Art</i>
51.0601	<i>Dental Assisting/Assistant</i>
51.9999	<i>Health Professions and Related Clinical Sciences, Other</i>

*Today, CPI offers more than 18 secondary programs, over 60 in-house adult and continuing education programs, and more than 350 online courses. Annually, approximately 475 secondary students and 1,000 adult learners receive training to upgrade their current skills, learn new skills, or make a career change. 96.3% of students are white, 2.7% of students are African American, and 1.0% of the student population is hispanic. Further, CPI is now approved to offer Associate of Specialized Technology (AST) degrees in the following areas: Advanced Manufacturing Technology, Health Care Management, Heavy Diesel Construction - CASE Emphasis, and Natural Gas Compression - CAT/Aerial Emphasis.*

*In Centre County, the number of households in 2016 was 65,762, according to the US Census. In 2016, the median household income for our region was \$54,407. In 2016, the per capita income was \$27,584. The population of Centre County has grown at a steady pace since 2000. From 2000 to 2017, the population increased to 162,660. A five year projection from 2016 to 2021 anticipates a continued increase in population.*

*The expected Gross Budget for the 2018-2019 school year at CPI is \$4,254,376. This represents a 5.02% increase from the 2017-2018 school year. Per student tuition for high school students to attend CPI for the 2018-2019 school year is \$7,324 which is an increase from \$6,270 from the year before. This increase in tuition is a result of the 5.02% increase and fewer enrolled high school students.*

*The Centre County Industry Cluster Profile includes: Advanced Manufacturing, 5.2%; Agriculture and Food Production, 1.4%; Bio-Medical, .7%; Building and and Construction, 5.4%; Business Services, 7.5%; Education, 34.7%; Energy, .7%; Health Care, 27.3%; Hospitality, Leisure, & Entertainment, 10.0%; Logistics and Transportation, 1.6%; Real Estate, Finance, and Insurance, 2.8%; and Wood, Wood Products, and Publishing 1.0%,*

*An important aspect of today's educational environment focuses on preparing students for post-secondary success. Therefore, the CPI faculty and staff do not consider core academics solely the responsibility of the sending schools. More than ever before, success in CTE programs is directly correlated to proficiency in mathematics, reading, and science. Therefore, the CPI faculty make every effort to reinforce academics in their programs of study. These efforts include faculty-led professional development seminars addressing academic integration into CTE programs, required writing assignments, and ongoing work with sending school teachers who emphasize the academic component associated with career and technical education. Integrating each of these focus areas into career and technical education provides CPI students with the tools necessary for post-secondary or workforce success.*

## Planning Committee

<b>Name</b>	<b>Role</b>
Richard C. Makin	<i>Administrator : Professional Education</i>
Todd Taylor	<i>Administrator : Professional Education</i>
MaryAnn E. Volders	<i>Administrator : Professional Education</i>
Randy Fetterolf	<i>Business Representative : Professional Education</i>
Abbie Jensen	<i>Business Representative : Professional Education</i>
Scott Good	<i>Community Representative : Professional Education</i>
Mark Threeton	<i>Community Representative : Professional Education</i>
Alan Capparelle	<i>Ed Specialist - Instructional Technology : Professional Education</i>
Gary Heverly	<i>Ed Specialist - School Counselor : Professional Education</i>
Yana Boyd	<i>Elementary School Teacher - Regular Education : Professional Education</i>
Mindi Tobias	<i>Elementary School Teacher - Regular Education : Professional Education</i>
Brian Hummel	<i>High School Teacher - Regular Education : Professional Education</i>
Joe Luther	<i>High School Teacher - Regular Education : Professional Education</i>
John Fike	<i>Middle School Teacher - Regular Education : Professional Education</i>
Alicia Kitchen	<i>Middle School Teacher - Regular Education : Professional Education</i>
Renee Owens	<i>Parent : Professional Education</i>
Michael Shadow	<i>Parent : Professional Education</i>

# Core Foundations

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## Standards

### *Mapping and Alignment*

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

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

*This narrative is empty.*

### *Adaptations*

#### *Checked answers*

- *Career Education and Work*
- *PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects*
- *PA Core Standards: Mathematics*
- *Science and Technology and Engineering Education*

#### *Unchecked answers*

- *Arts and Humanities*



- Civics and Government
- PA Core Standards: English Language Arts
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History

*Explanation for any standards checked:*

*As a half-time career and technical center, the Central PA Institute of Science and Technology is responsible for providing quality career and technical education. Many of its programs fall under Science, Technology, and Engineering education to all stakeholders. In each of the secondary program areas taught at CPI, academic standards are integrated into the career and technical education courses in several ways. Literacy, math, and science standards are an integral party of daily lesson plans. Teachers introduce both the program area competencies and the academic standards at the beginning of every lesson. Students receive math, science, and literacy instruction as part of every lesson. CPI instructors utilize MAX Teaching strategies to ensure that many of the literacy standards are being met. Teachers are expected to participate in yearly professional development activities that promote the further incorporation of academic standards in their individual program areas. Annual in-service time is allocated to review instructional techniques that ensure proper integration of academic standards in the CTC curriculum. Additional in-service time is allotted for instructors to collaborate on best practices for including the appropriate academic standards into the curriculum and to update specific areas of that curriculum that need improvement based on state standard assessment exams. Each of the three sending schools requires all students to meet or exceed proficiency on the Keystone exams in order to meet graduation requirements. To maintain enrollment, CPI firmly believes that it is necessary to include as many of the Common Core standards in Literacy, Science, Technical Subjects, and Math into the CTE curriculum to ensure that students meet the mandated PA Academic Standards performance levels. The faculty and staff at CPI are working diligently to understand the requirements of the Common Core Standards and the associated testing. Further, the instructors at CPI are developing strategies that enable them to best apply academic content and terminology to their program area course of study. Many students understand best when they are able to apply what they have learned. At CPI, we are well positioned to enable students to apply their academic knowledge and standards to real-world situations. Many of the instructors utilize the resources and materials available through the Standards Aligned System (SAS) to include the appropriate standards into their curriculum in a meaningful way for career and technical education.*

*The administration, faculty, and staff at CPI understand the importance of providing students with career development activities during their high school experience so that they can achieve immediate and future success. Students have many opportunities throughout their enrollment at CPI to learn about career education and work standards as well as jobs where they have an interest. Each instructor includes career education and work standards as part of their PDE Program of Study. Students have the opportunity to attend Career Days so they can learn about employment opportunities, post-secondary institutions, and military options upon graduation. The Centre County Career Link has an office at CPI that provides additional career counseling information to qualified students. Further, all students have the chance to participate in an internship/job shadowing and Cooperative Education if they meet the necessary eligibility requirements. Providing such opportunities to high school students introduces them to the*

workforce and provides a better understanding of the technical and academic skills needed for success.

## 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 CTE program uses a planned course of study that was developed through the Pennsylvania Department of Education, Bureau of Career and Technical Education, called a Program of Study. These are followed consistently in every CTE program at CPI. Course syllabi are continually updated and revised as Programs of Study change at the state level. Further, CPI instructors utilize additional information from their Occupational Advisory Committee to enhance and supplement that material that is part of the designated Program of Study.*

*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.*

*IEPs are submitted to CPI at the start of each new school year by the sending districts. The Instructional Support Staff review IEPs and then document modifications and accommodations for each student, which are then shared with the appropriate instructor. CTE instructors receive a copy of the IEP present levels, goals, and specifically designed instruction (SDI) once the student is accepted into their program. CTE instructors may recommend adaptations and accommodations for the student based on their needs and the program. Instructional support assistants are available to work with students in their individual programs. Students may also go to the Instructional Support Room for help. Support services provided to CPI students include:*

*CTE instructors provide adaptations and accommodations daily to students with IEPs, CTE instructors report student progress to the sending schools and parents at least two times each 9-weeks (but often on a weekly basis), CTE instructors then provide written input for the students IEP when it needs to be revised yearly, and a CTE representative(s) attends the IEP meeting. The Vice President of Secondary Education is our professional who is consulted for additional information and refinements for meeting the IEP.*

## **Instruction**

### *Instructional Strategies*

#### *Checked Answers*

- *Formal classroom observations focused on instruction*
- *Walkthroughs targeted on instruction*
- *Annual Instructional evaluations*
- *Peer evaluation/coaching*
- *Instructional Coaching*

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- *Administrators*

##### *Unchecked Answers*

- *Career Cluster Chairs*
- *Instructional Coaches*
- *Not Reviewed*

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

*The administration at the Central PA Institute of Science and Technology completes annual observations using the PDE Educator Effectiveness framework as an evaluation tool. In addition, the administration conducts informal walkthroughs of each program several times each nine-weeks. Peer coaching is done at faculty meetings and inservice training as part of the professional development process that is in place at CPI. Release time is provided to instructors for the peer coaching process so that peer observations and follow-up conversations can take place. Instructors are encouraged to visit teachers at other career and technical centers that teach the same subject matter. Each instructor at CPI meets with the Vice President of Secondary Education for an annual instructional evaluation in the spring of each school year. Areas in need of improvement as identified by the instructor as well as areas of accomplishment are discussed at these meetings. Finally, CPI instructors work with a colleague of their choice throughout each school year as an Instructional Coach. Veteran teachers are paired with newer instructors. In addition to the peer coaching process previously mentioned, the colleague provides ongoing feedback regarding instruction and assessment; the teachers develop a comfortable relationship that allows them to share challenges and successes in order to improve instruction. Lesson plans are reviewed by administration as appropriate and necessary.*

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

Not applicable

### *Responsiveness to Student Needs*

<b>Instructional Practices</b>	<b>Status</b>
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*

*Since career and technical education is competency based, grouping is not always necessary to meet student needs. Generally, students work at their own pace based on their individual learning needs. Teaching objectives are aligned to the Programs of Study developed by PDE and the Bureau of Career and Technical Education. Scaffolding is done on a regular basis. Students learn basic skills and build on them as their training progresses. CPI recognizes that students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, personal interests, and more. Instruction must accommodate the needs and differences in the students. All students have the potential to be successful in the CTE setting.*

### *Recruitment*

*(Comprehensive CTC only)*

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

*Not Applicable*

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

*CPI follows the PDE regulations regarding hiring and certificating of program instructors. At a minimum, a potential hire must have at least two years of industry experience within the last 10 years. In addition, the administration prefers an instructor with more than minimum industry experience and one who has some post-secondary education, if possible. CPI looks for qualified candidates that understand the nuisances of working with today's students. Before hire, teachers demonstrate at an interview their ability to teach by providing a sample lesson to*

administration and students. Further, CPI utilizes the PSBA, PennLink, and PACTA websites to recruit talent,

## Assessments

### *Local Graduation Requirements*

*(Comprehensive CTC who graduate students only)*

<b>Course Completion</b>	<b>SY 19/20</b>	<b>SY 20/21</b>	<b>SY 21/22</b>
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)*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
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 - End of Program Assessment*
- *NIMS - Precision Machining Program Assessment*
- *Teacher developed tests*
- *Certification Testing*

### **Benchmark Assessments**

- *Benchmark assessments are administered throughout the school year in the form of short quizzes, projects, etc. that give teachers immediate feedback on how students are meeting their objectives.*

### **Formative Assessments**

- *Classroom Observations*
- *In-class Activities*

- *"Do Now" Teacher Prompts*
- *Writing Prompts - At least 4 times each year*
- *Walk Through Observations*
- *Lab Activities*
- *CTC Projects*
- *Cooperative Learning*
- *Graphic Organizers*
- *Questioning and Discussion*
- *Student Presentations*
- *Tasks Lists*
- *Think-Pair-Share*
- *White boards*
- *Exit Slips*

#### **Diagnostic Assessments**

- *Pre-NOCTI Tests - October of Senior Year*

#### ***Validation of Implemented Assessments***

*(Comprehensive CTC only)*

*Checked answers*

*None.*

*Unchecked answers*

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

*Provide brief explanation of your process for reviewing assessments.*

*Not Applicable - CPI is a half-time CTC.*

#### ***Development and Validation of Local Assessments***



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

*Not applicable*

### ***Collection and Dissemination***

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

*As a half-time CTC, the Pre-NOCTI is administered in October. Students receive their score immediately upon completion of the diagnostic exam. Scores are sent to the Vice President of Secondary Education and the NOCTI Coordinator. Data is then shared with the instructors. Once the data is broken down by the instructors, NOCTI coordinator, and/or Vice President of Secondary Education, the instructors can see where they should spend the needed instructional time. A continuous review of the past three years of scores is available and reviewed with CPI instructors in order to make informed decisions regarding the need for a change in instruction or additional focus on specific competencies and tasks.*

### ***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.*

*As a half-time CTC, our main data source is the Pre-NOCTI test that is given to students at the beginning of their final year in the program. The Pre-NOCTI information is then used to fill in the gaps of students learning regarding the career and technical education curriculum. At the end of the program, students then take the NOCTI exam. 2018 CPI data shows a 93.50% pass rate which is a 5.5% increase from 2017. Further, the sending schools provide assessment data to CPI administration and additional math instruction is included as appropriate and effective in order to help increase assessment scores at the sending schools.*

### ***Assessment Data Uses***

*(Comprehensive CTC only)*

*Checked answers*

*None.*

*Unchecked answers*

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

*Provide brief explanation of the process for incorporating selected strategies.*

*Not Applicable - CPI is a half-time CTC.*

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

*Not applicable - CPI is a half-time CTC.*

### ***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*
- *Student Handbook*

#### *Unchecked answers*

- *Course Planning Guides*
- *School Calendar*

*Provide brief explanation of the process for incorporating selected strategies.*

*CPI provides summative assessment results to the public on an ongoing basis throughout the school year. All of the processes selected above are used to provide this information to the community. The CPI administration briefs the Joint Operating Committee on these assessments as the results are made available. The JOC reports this information to all members of their sending school boards as well as the district administrative teams. Press releases are provided to local media sources regarding assessment data. Parents will receive letters highlighting the same data and the information is made available on the CPI website. Several CPI Newsletters are sent to all 7th - 12th grade households for all sending schools and include information on assessments and the success of current students in completion of these exams. This publication is another way that information can be relayed to the public.*

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

*Testing dates for Pre-NOCTI and NOCTI exams will be placed on the CPI calendar starting in the 2018-2019 school year. This information can also be supplied to the sending schools so they can include it in the CPI portion of their course planning guides. Further, it is the expectation of the CPI administration to better utilize the global phone system to remind students and parents to review score reports after they are provided to the students.*

## **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*
- *Placement of School Resource Officers*
- *Student Assistance Program Teams and Training*
- *Counseling Services Available for all Students*
- *Internet Web-based System for the Management of Student Discipline*
- *Coordination of Services with Sending School*

#### *Unchecked answers*

- *Peer Helper Programs*

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

*CPI has employed a School Resource Officer since the 2014-2015 school year using available grant funding. Part of the School Resource Officer's educational responsibilities will include developing a peer helper program at CPI. In addition, our School Counselor has developed a goal of putting a Peer Helper program in place by the start of the 2019-2020 school year.*

### *Screening, Evaluating and Programming for Gifted Students*

*(Comprehensive CTC only)*

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

*Not applicable - CPI is a half-time CTC.*

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

*This narrative is empty.*

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

*This narrative is empty.*

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

*This narrative is empty.*

## ***Developmental Services***

### *Checked answers*

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

### *Unchecked answers*

- *Compliance with Health Requirements –i.e., Immunization*
- *Health and Wellness Curriculum*
- *Health Screenings*
- *Nutrition*
- *Wellness/Health Appraisal*

*Explanation of developmental services:*

*CPI is a half-time career and technical center. The services that are not checked are provided by the sending schools.*

## ***Diagnostic, Intervention and Referral Services***

### *Checked answers*

- *Accommodations and Modifications*
- *Assessment/Progress Monitoring*
- *Crisis Response/Management/Intervention*
- *Individual Counseling*
- *Intervention for Actual or Potential Health Problems*
- *Placement into Appropriate Programs*
- *Small Group Counseling-Educational planning*

- *Student Assistance Program*
- *Coordination of Services with Sending School*

#### *Unchecked answers*

- *Administration of Medication*
- *Assessment of Academic Skills/Aptitude for Learning*
- *Casework*
- *Small Group Counseling-Coping with life situations*
- *Small Group Counseling-Personal and Social Development*
- *Special Education Evaluation*

#### *Explanation of diagnostic, intervention and referral services:*

CPI is a half-time career and technical center. The services that are not checked are provided by the sending schools.

## ***Consultation and Coordination Services***

#### *Checked answers*

- *Case and Care Management*
- *Community Liaison*
- *Community Services Coordination (Internal or External)*
- *Coordination with Families (Learning or Behavioral)*
- *Home/Family Communication*
- *Managing IEP and 504 Plans*
- *Referral to Community Agencies*
- *Staff Development*
- *Strengthening Relationships Between School Personnel, Parents and Communities*
- *System Support*
- *Coordination of Services with Sending School*

#### *Unchecked answers*

- *Alternative Education*
- *Coordinate Plans*
- *Managing Chronic Health Problems*
- *Truancy Coordination*

#### *Explanation of consultation and coordination services:*

*Many of the services listed are ones that the sending schools provide, but CPI cooperates with its sending schools to provide needed services as necessary and appropriate for the health and well being of the students. Our School Counselor provides many of the services listed above and works with the proper sending school personnel to coordinate services as needed. The School Counselor also acts as a Community Liaison.*

## ***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*
- *Postcards*

*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.*

*The staff at CPI help all students who are interested in applying to the CTC. For IEP students, administration and staff review individual applications to ensure that the students interests and abilities according to their present levels highlighted on their IEP are matched to the correct program of study at the CTC. The CTE instructors receive a copy of the IEP present levels, goals, and specifically designed instruction (SDI) once the student is accepted into their program. CPI instructors may recommend adaptations and accommodations for the student based on their needs and the program area. CPI instructors and administration attend IEP meetings to provide input and to help students transition to the next level. An IEP revision meeting takes place to ensure that students meet with success. Support services available at CPI include: CTE instructors provide adaptations and accommodations daily to students with IEPs, CTE instructors report student progress several times each nine weeks to the sending districts and individual parents, CTE instructions provide written input for the students IEP when it needs to be revised yearly, and a CTE representative attends the IEP meeting. The Vice President of Secondary Education is the staff members consulted for additional refinements for meeting the IEP.*

### ***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*

*The Vice President of Secondary Education and Career Counselor work closely with the Centre County Career Link and Youth Services Bureau to provide Youth Workforce Development programs for all eligible students. CPI provides additional employment services to all students via their Career Connection link on the school's website. Mr. Todd Taylor, Vice President of Adult and Post-Secondary Education, is a member of the Workforce Investment Board (WIB) and acts as liaison between this organization and the school. CPI has a Cooperative Education program and Community Partnership Liaison to place students in the workforce through the Capstone program. Tutoring is provided to students by CPI instructors as appropriate and necessary. Each of the sending schools provide tutoring programs to their students to ensure success both in the academic and technical setting. Although CPI does not have an after school tutoring program, each of the sending schools provides these programs to their students.*

## **Materials and Resources**

### ***Description of Materials and Resources***

<b>Material and Resources Characteristics</b>	<b>Status</b>
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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.*

*The teachers at the Central PA Institute of Science and Technology have an excellent supply of materials. If they need additional resources or materials, the administration makes every effort to accommodate the requests. CPI has access to additional materials and resources through the adult and post-secondary programs that many CTCs do not have. Often, the adult education department will make the required purchase of materials and resources in order to keep all program areas up-to-date based on industry standards. CPI also has access to business and industry donations, which supplement and enhance the materials and resources that the school already purchases. CPI has three instructional assistants and two Assistant Instructors that help accommodate a diverse population of students with varying levels of educational needs. Also, CPI continues to work to align professional development activities to focus attention on training to differentiate instruction and understand how the PA Common Core Standards are best integrated into the career and technical education programs of study.*

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

*Not Applicable*

### ***SAS Incorporation***

<b>Standards</b>	<b>Status</b>
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	Implemented in 50% or more of district classrooms
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	Full Implementation

*Further explanation for columns selected "*

*The Central PA Institute of Science and Technology is a half-time CTC whose responsibility is career and technical education and skill attainment. Although the staff assists the sending schools with academics as appropriate within the CTE curriculum, it is done in the form of reading, writing, and math integration into the current curriculum. CPI teachers are becoming familiar with the many features of the Standards Aligned System (SAS) to better integrate academic standards into each program area.*

## Professional Education

### *Characteristics*

<b>Ctc Avts's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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.				

<b>Ctc Avts's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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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.*

*Six inservice days and nine monthly faculty meetings are dedicated to these characteristics. Any outside professional development activities must directly relate to these characteristics as well. In addition, all of the CPI faculty members participate in informal Professional Development on a continuous basis throughout the school year. The focus of much of their work and conversations are centered on these professional education items. In addition to in-service and faculty meeting training, the CPI staff participates in PACTA activities, which include PA Inspired Leaders classes, the Technical Assistance Program (TAP) trainings, PDE sponsored activities, including the Integrated Learning Conference and Summer PA-ACTE conference, MAX Teaching, NOCTI Score Analysis, and other training opportunities offered by the school. Penn State University and the Central Intermediate Unit #10 are also utilized for additional professional development opportunities. If the professional development relates to some aspect of Career and Technical Education, it is generally approved as a professional development day for the CPI staff. Finally, all CPI faculty members have worked directly with sending school math teachers to ensure that instructional practices that mirror each other are included at both CPI and the sending school. This has helped gifted students understand how much of their academic subjects relate back to career and technical education and everyday life.*

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

*This narrative is empty.*

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
4/2/2012
The LEA plans to conduct the required training on approximately:
6/4/2018

*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.*

<b>Questions</b>
The LEA has conducted the training on:
10/11/2015
The LEA plans to conduct the training on approximately:
10/15/2020

*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.*

<b>Questions</b>
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.*

*Providers for professional development are generally those recognized by the PA Department of Education. Often, CPI utilizes the services available through each of the three sending schools (Bald Eagle, Bellefonte, and Penns Valley), the Central Intermediate Unit #10 and Penn State University for training. Both offer a variety of training for teachers and are PDE approved. Further, administration fully participates in the sessions. Both the teachers and administrative team learn together. Ongoing support is provided by both the administration, the Career and Technical School Distinguished Leader (CTDSL through the Bureau of Career and Technical Education), and highly qualified educational consultants. Professional Development providers must be highly recommended by administrators at the sending schools, other Career and Technical Centers, and the PA Bureau of Career and Technical Education.*

*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.*

*The Central PA Institute of Science and Technology provides an effective support system for new teachers. First, new teachers are provided with a mentor who is typically a well-respected veteran teacher. In addition, the administration meets regularly with new teachers to address concerns. A New Teacher Handbook has been developed that helps new teachers with all of the questions and struggles that they may face during their first year in the classroom. The Field Resource Person assigned to CPI by Penn State University meets with new teachers on a regular basis. New teachers are provided one-on-one time with CPI administration before entering the classroom to ensure that they have a better understanding of the school, the teaching profession, and the needs of today's students. The Vice President of Secondary Education and Academic Instructional Assistant are involved with helping all new teachers meet the accommodations and needs of IEP students. All teachers participate in six days of inservice training as well as faculty meetings that provide professional development opportunities. Instructors are familiar with the Standards Aligned System (SAS) and utilize the resources on the website on a daily basis.*

*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).*
- *Inductee survey (local, intermediate units and national level).*
- *Review of inductee lesson plans.*

- *Review of written reports summarizing instructional activity.*
- *Knowledge of successful research-based instructional models.*
- *Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).*

*Unchecked answers*

- *Student PSSA data.*
- *Submission of inductee portfolio.*

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

*The CPI administration is ultimately responsible for ensuring that the needs of all inductees are met annually. Since we are a small career and technical education center, it is easy to communicate with each inductee on a daily basis to continuously assess their individual needs. Administrators conduct frequent informal walkthrough visits of all classrooms, but especially of those of new instructors in order to check on them and provide additional support as needed. Because of the small school setting, mentors meet with new teachers on a daily basis and observe classroom practices at least once a month throughout the first year of teaching. New teacher meetings are held with a new topic presented at each meeting to ensure that new teachers have an awareness and understanding of the entire educational process and the expectations placed on today's educator. A comprehensive New Teacher Handbook was recently developed to ensure that all new employees understand their responsibilities as a CPI employee and career and technical education instructor.*

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

*As a half-time CTC, some of the criteria do not apply (specifically PSSA data). In addition to the support provided by CPI, a new inductee works with Penn State University to understand and reinforce many of the items on the above list as part of their training for the first two years. Inductees meet regularly with their mentor, administration, and the Field Resource Person from Penn State University to ensure their individual needs are met as a new instructor. CPI does not include the portfolio process as part of the Educator Evaluation System, but instead relies on classroom observations as the main tool to determine needed professional development and administrative support.*

### ***Mentor Characteristics***

*Checked answers*

- *Pool of possible mentors is comprised of teachers with outstanding work performance.*
- *Potential mentors have similar certifications and assignments.*
- *Potential mentors must model continuous learning and reflection.*
- *Potential mentors must have knowledge of LEA policies, procedures and resources.*
- *Potential mentors must have demonstrated ability to work effectively with students and other adults.*
- *Potential mentors must be willing to accept additional responsibility.*
- *Mentors and inductees must have compatible schedules so that they can meet regularly.*

*Unchecked answers*

- *Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).*

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

*CPI has 18 teachers so the administration is aware of each teacher's capabilities and needs. The administration decides as a team on appropriate mentor assignments for new teachers and then has each mentor approved by the Joint Operating Committee. The teachers at CPI all follow the same teaching schedule so there is an opportunity for mentors and inductees to meet on a regular basis at a compatible time. It is the goal of administration to assign a mentor to an inductee in the same career cluster if possible.*

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

*A formal training program for all mentors is not yet in place at CPI. While all of the mentors have the the necessary qualifications to be an effective mentor, formal training is not provided before they are assigned an inductee. The CPI administration will develop a mentor training program during the 2018-2019 school year that includes the following components: purpose of induction program, role of mentor, communication and listening skills, coaching and conferencing skills, yearly expectations, timeliness, assessment procedures, problem-solving skills, and the knowledge of how students and adults learn best. Typically, CPI administration selects mentors that have previously acted in this role for another new teacher. However, it is still necessary to develop a formal program for new mentors.*

*Induction Program Timeline*

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

Materials and Resources for Instruction	X	X	X	X	X	
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*If necessary, provide further explanation.*

*Many of these items are started in August and September and are further developed throughout the entire school year and even into the inductees second year of teaching. CPI provides inservice training, as well as allows teachers time for other off-campus professional development opportunities. Penn State University assists by providing a New Teacher Workshop for all new teachers in August. In addition, the Field Resource Person (FRP) from Penn State University is assigned to work with new inductees in his/her classroom to provide additional assistance during the first two years of teaching. Finally, CPI is a "TAP" school through the Bureau of Career and Technical Education. As such, the school has a Distinguished School Leader who visits the school on a regular basis and works with new inductees.*

### ***Monitoring and Evaluating the Induction Program***

*Identify the procedures for monitoring and evaluating the Induction program.*

*The Vice President of Secondary Education meets with mentors and inductees on a regular basis to discuss educational topics and the daily challenges of teaching. Mentors and inductees are asked to keep a journal of their meetings and the topics discussed. This journal is submitted to administration at the end of each semester for review. Mentors and inductees are asked to provide feedback on the value and challenges associated with the Induction Program. The feedback received is then used to improve the program for future inductees. Further, all CPI teachers are provided the opportunity to make suggestions for important topics to be included in the induction program since they "work on the front line" and know the challenges of being a career and technical education teacher in the 21st century. Teachers complete an annual survey on school climate and professional development needs that are also used to monitor and evaluate the Induction Program at CPI.*

### ***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

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## 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

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## CTC Accomplishments

### *Accomplishment #1:*

*The faculty, staff, and administration at CPI believe in a student-centered and goal-oriented approach to instruction in the technical education setting. The faculty, staff, and administration provide quality instruction to students in a safe and family-oriented environment.*

### *Accomplishment #2:*

*CPI has quality programs available to both high school and adult education students. Further, the faculty and staff at CPI pride themselves in a forward-thinking approach by looking for new opportunities to enhance the quality of programming.*

### *Accomplishment #3:*

*CPI has built a positive school environment where faculty and staff understand the importance of building professional and supportive relationships with students. CPI is proud of the family-atmosphere that has been created and the fact that students are proud to attend our career and technical school.*

### *Accomplishment #4:*

*The faculty, staff and administration at CPI have worked diligently to ensure there is a positive community awareness about the school and career and technical education. A large part of the increased community awareness involves ongoing recruitment initiatives by the faculty and staff to help increase enrollment in all program areas.*

### *Accomplishment #5:*

*CPI has a supportive, caring, and dedicated faculty, staff, and administration that truly care about the future success of their students.*

### *Accomplishment #6:*

*CPI produces highly qualified and motivated students who are readily employable in a wide variety of specialized career fields. Students receive effective training in high demand trades and have the job-ready skills/certifications necessary for success in the workplace.*

### *Accomplishment #7:*

*CPI provides industry training opportunities to the community and local business partners.*

#### *Accomplishment #8:*

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*CPI provides students with activities and awards related specifically to career and technical education so that students have the opportunity to be recognized for their positive accomplishments and successes as they learn the necessary skills to enter their chosen field.*

## **CTC Concerns**

#### *Concern #1:*

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*Equipment and facility upgrades are necessary in many of the program areas in order to stay current with industry standards. It is important to constantly review program area budgets to ensure the needed funds are allocated appropriately.*

#### *Concern #2:*

---

*Equipment, infrastructure, and staffing related to technology are in need of upgrades in order to meet the needs of today's industry and instructional requirements.*

#### *Concern #3:*

---

*CPI needs to evaluate enrollment policies and expectations for each program area to ensure appropriate class size and the maximization of the educational process. As part of this policy review, it is important to ensure that students are properly scheduled in a CTE program related to their post-graduation plans.*

#### *Concern #4:*

---

*Additional programming opportunities are needed at CPI to meet the training needs of students and the local community. Increased enrollment in Penn College Now classes as well as additional articulation agreements are important for the success of all students. Additional AST Degree programs should be considered in High Priority Occupations and all degree programs should be made available to high school students as appropriate. Increased certifications pertinent to industry standards are imperative in each of the 18 program areas.*

#### *Concern #5:*

---

*Increased communication with all educational stakeholders is important in the growth process. It is imperative to ensure that parents and the community are aware of events occurring at CPI.*

#### *Concern #6:*

---

*CPI must develop a tracking system that provides quality employment information regarding graduates that have been out of school for 1, 3, and 5 years. Creating a CPI Alumni Organization could assist with data collection.*

## Prioritized Systemic Challenges

*Systemic Challenge #1 (Guiding Question #14) Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.*

*Aligned Concerns:*

*Equipment, infrastructure, and staffing related to technology are in need of upgrades in order to meet the needs of today's industry and instructional requirements.*

*Systemic Challenge #2 (Guiding Question #4) Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.*

*Aligned Concerns:*

*Equipment and facility upgrades are necessary in many of the program areas in order to stay current with industry standards. It is important to constantly review program area budgets to ensure the needed funds are allocated appropriately.*

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*Additional programming opportunities are needed at CPI to meet the training needs of students and the local community. Increased enrollment in Penn College Now classes as well as additional articulation agreements are important for the success of all students. Additional AST Degree programs should be considered in High Priority Occupations and all degree programs should be made available to high school students as appropriate. Increased certifications pertinent to industry standards are imperative in each of the 18 program areas.*

*Systemic Challenge #3 (Guiding Question #6) Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.*

*Aligned Concerns:*

*CPI needs to evaluate enrollment policies and expectations for each program area to ensure appropriate class size and the maximization of the educational process. As part of this policy*

*review, it is important to ensure that students are properly scheduled in a CTE program related to their post-graduation plans.*

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*CPI must develop a tracking system that provides quality employment information regarding graduates that have been out of school for 1, 3, and 5 years. Creating a CPI Alumni Organization could assist with data collection.*

*Systemic Challenge #4 (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:*

*Increased communication with all educational stakeholders is important in the growth process. It is imperative to ensure that parents and the community are aware of events occurring at CPI.*

# CTC Level Plan

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## 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: Increase in attendance at all CPI sponsored events throughout each school year.*

*Specific Targets: 75% increase in attendance at Bring Your Family Member to CPI Day. 100% increase in attendance at each Open House held throughout the school year. 100% increase in emails/phone-calls made by administration, faculty, and staff to parents each school year. 50% more events each school year to promote CPI to all educational stakeholders.*

*Strategies:*

### Family Engagement

*Description:*

*To ensure that every child reaches academic proficiency in core academic disciplines regardless of zip code, economic status, race, ethnicity or disability, schools and districts need to consider the importance of parent engagement. Research clearly points to a strong correlation between parent involvement and student achievement (Epstein, 2005; Furger, 2006; Henderson & Berla, 1994; Henderson & Mapp, 2002). When schools implement intentional and intensive parent engagement strategies, there is a significant rise in student achievement scores (Redding, et al., 2004). PaTTAN, in partnership with the Bureau of Special Education, provides training and technical assistance to local education agencies (LEAs) in planning for continuous improvement and effective family engagement. (Sources: [Family Engagement](#) , [Top Five Reasons Schools Need to Engage Parents](#))*

*SAS Alignment: Instruction, Materials & Resources*

*Implementation Steps:*

### Social Media Posts

*Description:*

*CPI will utilize Social Media sites to advertise/market ongoing activities at the school and in individual program areas throughout the year. All school-wide activities and events will be posted for a minimum of two weeks before the event date. Further, all program areas will be expected to post program area updates at least four times each 9-weeks.*

*Start Date: 7/1/2019 End Date: 6/30/2022*

*Program Area(s): Student Services, Educational Technology*

*Supported Strategies:*

- *Family Engagement*

### **Parent Advisory Council**

*Description:*

*The Vice President of Secondary Education will establish a Parent Advisory Council that meets at least once each 9-weeks and has parent representative from each of the 18 program areas.*

*Start Date: 7/1/2019 End Date: 6/30/2022*

*Program Area(s): Student Services*

*Supported Strategies:*

- *Family Engagement*

### **Parent Communication**

*Description:*

*CPI will utilize snail mail, email, the all call phone system, and print media sources to communicate important school information, events, and program updates to parents on a regular basis.*

*Start Date: 7/1/2019 End Date: 6/30/2022*

*Program Area(s): Student Services, Educational Technology*

*Supported Strategies:*

- *Family Engagement*

*Goal #2: Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.*

*Indicators of Effectiveness:*

*Type: Annual*



*Data Source: Increase accessibility of needed technology and infrastructure in all program areas and in all common areas at CPI.*

*Specific Targets: Increase bandwidth of current delivery system to ensure students, faculty, and guests have access to needed technological resources which should reduce negative technological experiences reported by staff and visitors by at least 50%.*

## Strategies:

### Family Engagement

#### Description:

*To ensure that every child reaches academic proficiency in core academic disciplines regardless of zip code, economic status, race, ethnicity or disability, schools and districts need to consider the importance of parent engagement. Research clearly points to a strong correlation between parent involvement and student achievement (Epstein, 2005; Furger, 2006; Henderson & Berla, 1994; Henderson & Mapp, 2002). When schools implement intentional and intensive parent engagement strategies, there is a significant rise in student achievement scores (Redding, et al., 2004). PaTTAN, in partnership with the Bureau of Special Education, provides training and technical assistance to local education agencies (LEAs) in planning for continuous improvement and effective family engagement. (Sources: [Family Engagement](#) , [Top Five Reasons Schools Need to Engage Parents](#))*

*SAS Alignment: Instruction, Materials & Resources*

### Career and Technical Education Programs

#### Description:

*Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. Research from the Center for Education and the Workforce at Georgetown University debunks the oft-cited myth that the economy lacks jobs for young people to fill, finding instead that industries across the economy have created a wealth of new jobs that require workers with appropriate education and training. CTE transition pathway programs seek to help students transition from high school to college and into family-sustaining wage careers. (Sources: [Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career](#) , [How Career and Technical Education Can Help Students Be College and Career Ready: A Primer](#))*

*SAS Alignment: Instruction, Materials & Resources*

### SAS: Early Warning System

#### Description:

*The Educator Dashboard Early Warning System (EWS) is a free, voluntary tool available to all commonwealth LEAs. Building upon existing data, the EWS*

*provides a lens through which schools are able to identify students at risk of dropping out, build a library of district-specific interventions, increase community partnerships and support schools set goals for student achievement improve student success rates. (Sources: [SAS: Early Warning System](#))*

*SAS Alignment: Assessment, Instruction*

## **Technology and Student Achievement**

*Description:*

*The International Society for Technology in Education (ISTE) cites research that indicates an increase in access to technology has a positive effect on student achievement. (Sources: [Edtech research: Explore the horizons of education technology](#))*

*SAS Alignment: Instruction*

## **Implementation Steps:**

### **5-Year Technology Plan**

*Description:*

*The CPI Administration will work directly with the Technology Coordinator and Joint Operating Committee to ensure that a 5-year technology plan is created to update equipment and infrastructure as needed and appropriate to ensure student success. This plan will include monthly technology training opportunities for staff to ensure they are up-to-date on the newest technological advances related to education.*

*Start Date: 7/1/2019    End Date: 6/29/2022*

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

*Supported Strategies:*

- *Career and Technical Education Programs*
- *Technology and Student Achievement*

## **Technology Advisory Committee**

*Description:*

*CPI will develop a Technology Committee consisting of student, staff, administrative, and technology representatives that meets on a monthly basis. The committee will conduct technology audits and staff surveys at least twice per year to determine user satisfaction. Further, the committee will gather data and report each month on technological updates, concerns, and prioritization of resources to ensure program areas and students have the required resources and materials needed as per industry standards.*

*Start Date: 7/1/2019 End Date: 6/30/2022*

*Program Area(s): Student Services, Educational Technology*

*Supported Strategies:*

- *Career and Technical Education Programs*
- *Technology and Student Achievement*

*Goal #3: Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.*

*Related Challenges:*

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

*Indicators of Effectiveness:*

*Type: Annual*

*Data Source: Increased monitoring of industry-related programming, training, equipment and technology by faculty, admin., and Occupational Advisory Committee.*

*Specific Targets: All program areas will develop a 5-year equipment and technology upgrade plan to meet industry-standards with input from their OAC members. All program area instructors will meet with administration and school counseling services two times per year to add the necessary articulation agreements, college credits, and additional programming needs to meet the needs of the students and our community.*

**Strategies:**

### ***Career and Technical Education Programs***

*Description:*

*Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. Research from the Center for Education and the Workforce at Georgetown University debunks the oft-cited myth that the economy lacks jobs for young people to fill, finding instead that industries across the economy have created a wealth of new jobs that require workers with appropriate education and training. CTE transition pathway programs seek to help students transition from high school to college and into family-sustaining wage careers. (Sources: [Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career](#), [How Career and Technical Education Can Help Students Be College and Career Ready: A Primer](#))*

SAS Alignment: Instruction, Materials & Resources

## *Advanced Placement, International Baccalaureate or Early College High Schools*

*Description:*

*Early College High Schools partner with colleges and universities to provide students with an opportunity to earn an Associate's degree or college credits toward a Bachelor's degree at no or low cost to students. In a recent study, researchers found that attending Early College High Schools improved some high school and post secondary outcomes for students. (Source: [Early College, Early Success - Early College High School Initiative Impact Study](#))*

SAS Alignment: Materials & Resources

## *Dual Enrollment*

*Description:*

*Dual enrollment programs are collaborative efforts between high schools and colleges in which high school students (usually juniors and seniors) are permitted to enroll in college courses. These programs provide students with a challenging academic experience and the opportunity to earn college credit prior to high school graduation. Unlike in other programs such as Advanced Placement and International Baccalaureate, dual enrollment students take actual college courses with a college syllabus, often on a college campus, rather than a college-level course intended to be taken by high school students. (Sources: [Dual Enrollment Programs Transition to College](#) , [The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States](#) , [Dual Enrollment Programs](#))*

SAS Alignment: Instruction, Materials & Resources

## *Implementation Steps:*

### *5-Year Technology Plan*

*Description:*

*The CPI Administration will work directly with the Technology Coordinator and Joint Operating Committee to ensure that a 5-year technology plan is created to update equipment and infrastructure as needed and appropriate to ensure student success. This plan will included monthly technology training opportunities for staff to ensure they are up-to-date on the newest technological advances related to education.*

*Start Date: 7/1/2019    End Date: 6/29/2022*

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

*Supported Strategies:*

- *Career and Technical Education Programs*

### *Technology Advisory Committee*

*Description:*

*CPI will develop a Technology Committee consisting of student, staff, administrative, and technology representatives that meets on a monthly basis. The committee will conduct technology audits and staff surveys at least twice per year to determine user satisfaction. Further, the committee will gather data and report each month on technological updates, concerns, and prioritization of resources to ensure program areas and students have the required resources and materials needed as per industry standards.*

*Start Date: 7/1/2019    End Date: 6/30/2022*

*Program Area(s): Student Services, Educational Technology*

*Supported Strategies:*

- *Career and Technical Education Programs*

### *Parent Advisory Council*

*Description:*

*The Vice President of Secondary Education will establish a Parent Advisory Council that meets at least once each 9-weeks and has parent representative from each of the 18 program areas.*

*Start Date: 7/1/2019    End Date: 6/30/2022*

*Program Area(s): Student Services*

*Supported Strategies:*

- *Advanced Placement, International Baccalaureate or Early College High Schools*
- *Career and Technical Education Programs*
- *Dual Enrollment*

### *Industry Shadowing by CPI Instructors*

*Description:*

*CPI instructors will be encouraged to shadow local industries that represent employment opportunities in their program area during the summer months or as professional development experiences. During this job shadow experience, instructors will have the opportunity to learn about updated technology and training requirements necessary for students to achieve immediate success in the workplace. Instructors will learn about new certifications that will ensure students have the qualifications that employers are looking for during the hiring process.*

*Start Date: 7/1/2019 End Date: 6/30/2022*

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

*Supported Strategies:*

- *Career and Technical Education Programs*

*Goal #4: Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.*

*Indicators of Effectiveness:*

*Type: Annual*

*Data Source: Increase student retention rates in all program areas each school year.*

*Specific Targets: Decrease number of class transfers by 50%. Increase completion/submission of 1,3, and 5 year graduate surveys by 75%. Increase number of students completing a pre-enrollment career inventory by 50%.*

**Strategies:**

### **SAS: Early Warning System**

*Description:*

*The Educator Dashboard Early Warning System (EWS) is a free, voluntary tool available to all commonwealth LEAs. Building upon existing data, the EWS provides a lens through which schools are able to identify students at risk of dropping out, build a library of district-specific interventions, increase community partnerships and support schools set goals for student achievement improve student success rates. (Sources: [SAS: Early Warning System](#))*

*SAS Alignment: Assessment, Instruction*

### **SAS: Assessments**

*Description:*

*In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students - The Glossary of Education Reform. SAS: Assessments offer resources to help educators with assessing students. (Sources: [SAS: Assessments](#))*

*SAS Alignment: Assessment*

## *Implementation Steps:*

### *Social Media Posts*

*Description:*

*CPI will utilize Social Media sites to advertise/market ongoing activities at the school and in individual program areas throughout the year. All school-wide activities and events will be posted for a minimum of two weeks before the event date. Further, all program areas will be expected to post program area updates at least four times each 9-weeks.*

*Start Date: 7/1/2019    End Date: 6/30/2022*

*Program Area(s): Student Services, Educational Technology*

*Supported Strategies:*

- *SAS: Early Warning System*
- *SAS: Assessments*

### *Parent Communication*

*Description:*

*CPI will utilize snail mail, email, the all call phone system, and print media sources to communicate important school information, events, and program updates to parents on a regular basis.*

*Start Date: 7/1/2019    End Date: 6/30/2022*

*Program Area(s): Student Services, Educational Technology*

*Supported Strategies:*

- *SAS: Early Warning System*
- *SAS: Assessments*

### *Career Interest Survey Implementation*

*Description:*

*During each of the annual 8th and 9th grade Career Days, the CPI Career Counselor will complete a Career Interest Inventory with all students. This information will be provided to the students and sending school counselors with a copy kept on file for all students enrolling in one of our 18 programs.*

*Start Date: 7/1/2019    End Date: 6/30/2022*

*Program Area(s): Student Services*

*Supported Strategies:*

- *SAS: Early Warning System*
- *SAS: Assessments*

## *Graduate Surveys - 1, 3, and 5 years Post-Graduation*

### *Description:*

*Surveys will be developed and sent to all 1,3, and 5 year CPI graduates regarding post-high school experiences which includes: appropriate training for desired field, preparation for post-secondary education, employment history, suggestions for improvements, and commendations. Information will be sent to graduates in various ways to ensure a high return rate. Distribution will include: snail mail, email, social media, and personalized phone calls by a CPI staff member.*

*Start Date: 7/1/2019      End Date: 6/30/2022*

*Program Area(s): Professional Education, Student Services*

### *Supported Strategies:*

- *SAS: Early Warning System*
- *SAS: Assessments*



# Appendix: Professional Development Implementation Step Details

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LEA Goals Addressed:	<p>Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.</p>	<p><b>Strategy #1: Career and Technical Education Programs</b></p>
	<p>Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.</p>	<p><b>Strategy #2: Technology and Student Achievement</b></p>

Start	End	Title	Description	
7/1/20 19	6/29/2 022	5-Year Technology Plan	<p><i>The CPI Administration will work directly with the Technology Coordinator and Joint Operating Committee to ensure that a 5-year technology plan is created to update equipment and infrastructure as needed and appropriate to ensure student success. This plan will included monthly technology training opportunities for staff to ensure they are up-to-date on the newest technological advances related to education.</i></p>	
	<p><b>Person Responsible</b></p>	<p><b>S S EP</b></p>	<p><b>Provider</b></p>	<p><b>Type App.</b></p>

Technology Coordinator and CPI Administration	1.0	15	20	Central PA Institute of Science and Technology	School Entity	No
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**Knowledge** *CPI Faculty and Staff will receive appropriate technology training related to computer software, equipment, and instructional practices related to the use of technology several times annually in order to improve their overall technology knowledge and skills.*

**Supportive Research** *Effective use of technology in education; Cooperative Learning; Data Analysis; and E-learning for Educators*

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- *Enhances the educator's content knowledge in the area of the educator's certification or assignment.*
- *Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.*
- *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 and district administrators, and other educators seeking leadership roles:

- *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.*

**Training Format**

- *LEA Whole Group Presentation*

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<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Other educational specialists</li> </ul>	<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Lesson modeling with mentoring</li> <li>• Joint planning period activities</li> </ul>	<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul>

**LEA Goals Addressed:**

**Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.**

**Strategy #1: Career and Technical Education Programs**

**Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.**

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					<b>Type</b>	<b>App.</b>
7/1/2019	6/29/2022	5-Year Technology Plan	<p><i>The CPI Administration will work directly with the Technology Coordinator and Joint Operating Committee to ensure that a 5-year technology plan is created to update equipment and infrastructure as needed and appropriate to ensure student success. This plan will included monthly technology training opportunities for staff to ensure they are up-to-date on the newest technological advances related to education.</i></p>						
		<b>Person Responsible</b>	<b>S</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>			
		Technology Coordinator and CPI Administration	1.0	15	20	Central PA Institute of Science and Technology	School Entity	No	

**Knowledge** *CPI Faculty and Staff will receive appropriate technology training related to computer software, equipment, and instructional practices related to the use of technology several times annually in order to improve their overall technology knowledge and skills.*

**Supportive Research** *Effective use of technology in education; Cooperative Learning; Data Analysis; and E-learning for Educators*

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- *Enhances the educator's content knowledge in the area of the educator's certification or assignment.*
- *Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.*
- *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 and district administrators, and other educators seeking leadership roles:

- *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.*

**Training Format**

- *LEA Whole Group Presentation*

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**Participant Roles**

- *Classroom teachers*
- *Principals / Asst. Principals*
- *Other educational specialists*

**Grade Levels**

- *High (grades 9-12)*

<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>• <i>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</i></li> <li>• <i>Creating lessons to meet varied student learning styles</i></li> <li>• <i>Lesson modeling with mentoring</i></li> <li>• <i>Joint planning period activities</i></li> </ul>	<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• <i>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</i></li> <li>• <i>Participant survey</i></li> <li>• <i>Review of participant lesson plans</i></li> </ul>
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<b>LEA Goals Addressed:</b>	<p><b>Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.</b></p>	<p><b>Strategy #1: Career and Technical Education Programs</b></p>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
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7/1/2019 6/30/2022 Industry Shadowing by CPI Instructors

*CPI instructors will be encouraged to shadow local industries that represent employment opportunities in their program area during the summer months or as professional development experiences. During this job shadow experience, instructors will have the opportunity to learn about updated technology and training requirements necessary for students to achieve immediate success in the workplace. Instructors will learn about new certifications that will ensure students have the qualifications that employers are looking for during the hiring process.*

Person Responsible	S	S	EP	Provider	Type	App.
CPI Instructors and Vice President of Secondary Education	8	4	20	Local Business and Industry	For Profit Company	No

### Knowledge

- *Increased knowledge of training needs.*
- *Increased awareness of new certifications.*
- *Increased understanding of new technologies being used in the fields specific to each program area.*

### Supportive Research

- *Effective Occupational Advisory Committees*
- *Student Credentials*
- *Apprenticeship programs*
- *Employer Involvement Strategies*

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- *Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.*
- *Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.*
- *Empowers educators to work effectively with parents and community partners.*

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

- *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.*
- *Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.*
- *Instructs the leader in managing resources for effective results.*

**Training Format**

- *Series of Workshops*
- *Professional Learning Communities*
- *Offsite Conferences*

**Participant Roles**

- *Classroom teachers*
- *Principals / Asst. Principals*
- *School counselors*
- *Paraprofessional*

**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**

- *Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.*
- *Classroom student assessment data*
- *Participant survey*
- *Review of written reports summarizing instructional activity*

## CTC Level Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Executive Director*