

Carbon Career & Technical Institute

CTC Plan

07/01/2020 - 06/30/2023

CTC Profile

Demographics

150 West 13th Street
Jim Thorpe, PA 18229
(570)325-3682

AYP Status: Not Provided
Administrative Director: David Reinbold

Planning Process

A committee of staff, administrators, JOC members, parents, and community members responded to surveys and participated in committee meetings designed to inform the development of action plans. Committee members analyzed and provided input on the guiding questions, goals, and action plans. The strategic plan will be presented to the Joint Operating Committee and the public in accordance with PDE guidelines.

Mission Statement

Mission Statement: The Carbon Career & Technical Institute provides unique opportunities for students to build a better future.

The purpose of our organization is to partner with all stakeholders including, but not limited to, students, businesses, community leaders, parents, and educational entities to enable students to acquire the skills necessary to be successful in post-secondary endeavors.

Vision Statement

CCTI will be regarded as a high quality secondary education system that prepares students for a specific career, post secondary education, military service, and lifelong learning. CCTI students will be equipped with the academic, technical, and employability skills necessary to succeed in a dynamic workplace and/or further education and training.

Shared Values

CCTI will be regarded as a high quality secondary education system that prepares students for a specific career, post secondary education, and lifelong learning.

All CCTI students will be equipped with the academic, technical, and employability skills necessary to succeed in a dynamic workplace and/or in future education and training.

Technical education will be viewed as an essential investment in the economy. By the year 2010, only 21% of all jobs in the United States will actually require a four-year college degree. Many high-skill, high-wage jobs will be in technical fields needing skills that can be acquired at CCTI.

CCTI will provide students with skills that are valued by employers. Students will experience real-life work situations in their chosen career field.

We believe that:

all students are able to achieve their full potential through high expectations.

all students have diverse backgrounds, abilities, interests, and needs.

all students benefit from extra help and time.

effective communication among family, staff, and students is essential.

every student has worth and deserves respect and dignity.

self-esteem is enhanced through successful learning.

every student has a right to quality education

education must provide awareness of one's role in a global community

learning is a life long process

it is the responsibility of the entire community to educate a child

all students must be provided the preparation to make career choices, including post-secondary education

Educational Community

The Carbon Career and Technical Institute is located in Northeastern Pennsylvania in the foothills of the Appalachian Mountains and the Pocono Plateau. The county covers 381 square miles with a large proportion being rural. The county sits approximately 45 minutes north of the Lehigh Valley, one hour and forty-five minutes north of Philadelphia and two hours and thirty minutes west of New York City. The area boomed during the 1850's into the 1920's as its rich coal deposits fueled America's Industrial Revolution. During this same period its timber, railroading, agriculture, and textile industries flourished. After this period, a decline in local industry occurred. Today, Carbon County is a bedroom community for

many workers who commute to the Lehigh Valley, Philadelphia, and New York City. Employment opportunities within the county have become more plentiful in recent years. Leading employers include those in health care, education, government, construction, apparel, manufacturing, and tourism. Carbon County is the home of the world's second largest fire truck manufacturer. This company employs over eight hundred people and provides many cooperative-education opportunities for CCTI students.

Carbon County's population is 59,590 and it now enjoys an annual growth rate of 4.47%. The county is ethnically diverse however 96.4% of the population is caucasian. Diversity along racial lines is expected to increase due to the migration of people from Philadelphia, Lehigh Valley, and New York metropolitan areas. The per capita income is \$20,485 and the average household income is \$49,547. Home ownership is 60.7%. The county's population of people aged 65 years and older is 17%. Of the population over 25 years old, 48.3% have a high school diploma and 7.4% have a college diploma. Approximately 410 students attend CCTI. The school employs 35 classroom teachers, 12 instructional aides, one guidance counselor, and five administrators. The Adult Education Center is operated by a site supervisor.

Surveys conducted show that, in general, 67% of graduates are attending post-secondary schools, 26% are working in their technical area, 1% are working outside of their technical area, and 4% are in the armed services.

Carbon County is best described as a middle class county that has pride in its history and heritage. The citizens of carbon County take pride in their schools but are cautious when spending limited funds generated by home property taxes. Carbon Career & Technical Institute is comprised of students from five sending districts: Jim Thorpe, Lehighton, Palmerton, Panther Valley, and Weatherly. CCTI is a comprehensive career and technical high school providing both academic and career education for students in grades 9, 10, 11, and 12. CCTI is also a shared high school for those districts that wish to send their students for a half-day of career and technical training and remain in their home schools to meet their academic requirements. FLEX programs of shorter time periods are also offered to meet the needs of highly motivated students in grades 11 and 12. Our exploratory program offers a limited number of ninth grade students an opportunity to attend CCTI.

Planning Committee

Name	Role
Brent Borzak	Administrator : Professional Education
Dave Reinbold	Administrator : Professional Education
Kathy Henderson	Business Representative : Professional Education
Marlyn Kissner	Business Representative : Professional Education
Taryn Stewart	Community Representative : Professional Education
Rachel Strucko	Community Representative : Professional Education

Nate Rinda	Ed Specialist - Instructional Technology : Professional Education
Gene Colosimo	Ed Specialist - School Counselor : Professional Education
n a	Elementary School Teacher - Regular Education : Professional Education
n a	Elementary School Teacher - Regular Education : Professional Education
n a	Elementary School Teacher - Regular Education : Professional Education
n a	Elementary School Teacher - Regular Education : Professional Education
n a	Elementary School Teacher - Regular Education : Professional Education
n a	Elementary School Teacher - Regular Education : Professional Education
Scott Bartholomew	High School Teacher - Regular Education : Professional Education
Stephanie Barto	High School Teacher - Regular Education
Mike Baumgardt	High School Teacher - Regular Education : Professional Education
Kevin Sowa	High School Teacher - Regular Education : Professional Education
Lisa Walck	High School Teacher - Regular Education : Professional Education
Kim Bittle	High School Teacher - Special Education : Professional Education
n a	Middle School Teacher - Regular Education : Professional Education
n a	Middle School Teacher - Regular Education : Professional Education
n a	Middle School Teacher - Regular Education : Professional Education
n a	Middle School Teacher - Regular Education : Professional Education
n a	Middle School Teacher - Regular Education : Professional Education
n a	Middle School Teacher - Regular Education : Professional Education
Christina Graver	Parent : Professional Education

Patti Green	Parent
Danielle Jones	Parent
Christine Trovato	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

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

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

This narrative is empty.

Adaptations

Checked answers

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

Unchecked answers

- Family and Consumer Sciences
- Science and Technology and Engineering Education

Explanation for any standards checked:

Standards have been developed in all the above checked areas.

Curriculum

Planned Instruction

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
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:

Curriculum maps are developed.

Lesson plans related to curriculum objectives are required to be submitted weekly.

Learning guides related to program of studies tasks are created and utilized by CTE instructors.

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.

Through collaboration between regular and special education staff, instruction is planned to deliver the appropriate modifications and accommodations to students, based on the IEP or 504 plan, to ensure meaningful access to the general education curriculum. Therefore, the instruction for all students provides for the supports needed to meet or exceed grade level standards.

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.

All of the above items are routinely conducted by administration and identified staff.

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

This narrative is empty.

Responsiveness to Student Needs

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

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

This narrative is empty.

Recruitment

(Comprehensive CTC only)

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

CCTI conducts interviews with a focus on instructional components, assessments, classroom management, and content knowledge when recruiting new staff. Administrators conduct ongoing staffing meetings to assess and reassess professional staff assignments and alignments in order to best meet the needs of all students.

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

CCTI recruits and conducts interviews that focus on extensive successful industry experience (4-6 years).

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	8.00	8.00	8.00
Electives	0.00	0.00	0.00
Minimum % Grade Required for Credit (Numerical Answer)	69.00	69.00	69.00

Local Assessments

(Comprehensive CTC who graduate students only)

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

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

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

- 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.
- 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.

Unchecked answers

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

Methods and Measures

Summative Assessments

- Keystone, NOCTI, NIMS, final exams

Benchmark Assessments

- 4Sight, Study Island, USA Test Prep, Pre-Nocti, Pre-AP exams

Formative Assessments

- questioning strategies, think-pair-share, whiteboards, exit slips, and progress-monitoring probes

Diagnostic Assessments

- CDT's, Study Island, USA Test Prep

Validation of Implemented Assessments

(Comprehensive CTC only)

Checked answers

- External Review
- LEA Administration Review

Unchecked answers

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

Provide brief explanation of your process for reviewing assessments.

Chapter 339 Technical Assist Visit provides an external review.

Development and Validation of Local Assessments

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

This narrative is empty.

Collection and Dissemination

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

Throughout the school year team meetings and meetings with individual teachers are conducted to disseminate and analyze assessment data that is used to inform our instruction and curricula revisions.

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.

The information from the assessments is used to determine the resources that we will utilize to help students achieve. The list of available resources includes, but is not limited to: individualized tutoring, remediation sessions, remediation software and programs, after-school help, schedule adjustments, IEP accommodations, etc.

Assessment Data Uses

(Comprehensive CTC only)

Checked 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.

Unchecked answers

None.

Provide brief explanation of the process for incorporating selected strategies.

Data teams meet, study assessment results, plan instruction based on results of those assessments, and target individual needs of students. Time to coordinate these activities includes common planning time, departmental meetings, and meetings during teacher in-service.

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

This narrative is empty.

Distribution of Summative Assessment Results

Checked answers

- Course Planning Guides
- Directing Public to the PDE & other Test-related Websites
- Individual Meetings

- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and School Board
- Mass Phone Calls/Emails/Letters
- Newsletters
- Press Releases
- School Calendar
- Student Handbook

Unchecked answers

None.

Provide brief explanation of the process for incorporating selected strategies.

The above methods are all used in varying degrees throughout the school year to disseminate assessment information.

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

This narrative is empty.

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
- Peer Helper Programs
- 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

None.

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

This narrative is empty.

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.)

Our intermediate unit, I.U.#21, disseminates the annual notice to inform the public and make them aware of the services and programs for gifted students.

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

In conjunction with our participating districts we recognize and practice legal requirements for locating students who are thought to be gifted and may be in need of specially designed instruction i.e. teacher reports, parent/guardian requests, and annual notice to the public.

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

We practice multiple criteria i.e. summative assessments, curriculum based assessments, formative assessments, review of daily classroom activities (anecdotal notes), teacher/student interviews in determining the eligibility and need for potentially mentally gifted students leading to possible evaluations.

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.

A gifted student's GIEP is adhered to ensuring enrichment in the academic areas of giftedness. We offer advanced placement courses for upper classpersons. In addition, each student may advance at their own rate of ability through their academic and CTE curricula (POS). College dual enrollment courses are available.

Developmental Services

Checked answers

- Academic Counseling

- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Health and Wellness Curriculum
- Health Screenings
- Individual Student Planning
- Nutrition
- Orientation/Transition
- RTII/MTSS
- Wellness/Health Appraisal
- Coordination of Services with Sending School

Unchecked answers

None.

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Checked answers

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

Unchecked answers

None.

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Checked answers

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

Unchecked answers

None.

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Checked answers

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

- Press Releases
- School Calendar
- Student Handbook
- Coordination of Services with Sending School

Unchecked answers

None.

Communication of Student Health Needs

(Comprehensive CTC only)

Checked answers

- 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

Unchecked answers

None.

Frequency of Communication

Frequency of communication: **Monthly**

Collaboration for Interventions

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

Collaboration is handled on an "as needed" basis between instructors, administrators and individuals providing services. The guidance counselor and special education supervisor typically act as liaisons to schedule meetings.

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

We coordinate with the SHINE after school program to provide STEM related/career pathways education to Carbon County Junior High school students. SHINE is a state and nationally recognized program.

Through our adult education program we provide after school career and technical programming to adults, adjudicated youth in the Youth Services Agency, and incarcerated adults. We coordinate with the county workforce program to employ students for summer work with the county.

We coordinate with the Carbon/Monroe/Pike County Drug and Alcohol Commission to provide services to students and families.

Materials and Resources

Description of Materials and Resources

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

Provide explanation for processes used to ensure Accomplishment.

CTE instructors are required to develop learning guides directly related to PDE/BCTE approved Programs of Study. These guides are accessible to students and staff to utilize on a daily basis. Academic curricula are aligned to PA core standards.

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

This narrative is empty.

SAS Incorporation

Standards	Status
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Level of Implementation is Unknown
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Level of Implementation is Unknown
PA Core Standards: Mathematics	Level of Implementation is Unknown
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown

Further explanation for columns selected "

We do not have a system to precisely measure SAS implementation. Instructors are aware of SAS resources and do utilize them to improve instruction and student achievement.

Professional Education

Characteristics

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

Ctc Avts's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				X
Provides leaders with the ability to access and use appropriate data to inform decision making.				X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				X
Instructs the leader in managing resources for effective results.				X

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

Training/workshops/seminars/courses and work experiences provided by IU 21, PACTA, BCTE, colleges and universities, etc. on the above topics are routinely scheduled and conducted.

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

n/a

Professional Development

**Carbon Career & Technical Institute
Professional Development**

Title:	Technology: Professional Development Needs Assessment Focused on Instructional Technology
Description	A team of staff and administrators will develop a needs assessment to gather information regarding the professional staff's needs in regards to instructional technology training and classroom implementation.
Person Responsible	Principal, Administrative Director, Special Education Supervisor
Start Date:	8/25/2019
End Date:	8/24/2022
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology
Hours Per Session	2.0
# of Sessions:	4
# of Participants Per Session:	35
Provider:	CCTI
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Teachers will learn about best practices related to utilizing technology to enhance instruction
Research & Best Practices Base:	Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) The International Society for Technology
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • 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

	<p>skills and the skills needed to analyze and use data in instructional decision-making.</p> <ul style="list-style-type: none"> • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • School Whole Group Presentation
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Related Service Personnel • Parents
Grade Levels:	<ul style="list-style-type: none"> • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles

	<ul style="list-style-type: none">• Peer-to-peer lesson discussion• Lesson modeling with mentoring• Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Standardized student assessment data other than the PSSA• Participant survey• Review of participant lesson plans

Carbon Career & Technical Institute Professional Development

Title:	Instructional coaching
Description	Instructors will collaborate, share, discuss, and model sound instructional practices to improve student achievement. Instructors will be given opportunities to develop their knowledge and skills related to their content area through coursework, workshops, work experiences in manufacturing facilities, visits to manufacturing facilities, etc.
Person Responsible	Principal, Administrative Director, Special Education Supervisor
Start Date:	8/25/2019
End Date:	8/24/2022
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	3.0
# of Sessions:	9
# of Participants Per Session:	35
Provider:	IU # 21, CCTI
Provider Type:	IU
PDE Approved:	Yes
Knowledge Gain:	Instructors will gain knowledge of best practices, content, skills needed to improve student achievement and engagement.
Research & Best Practices Base:	Supportive Research To monitor the progress and effects of the initiative, The Pennsylvania High School Coaching Initiative (PAHSCI) invested in research and evaluation from the start. Several studies of PAHSCI were conducted in recent years, by research partners Research for Action, MPR Associates, Inc., Success for All, and the Academy for Educational Development.
For classroom teachers, school counselors and	<ul style="list-style-type: none"> Enhances the educator's content knowledge in the area of the

education specialists:	<p>educator's certification or assignment.</p> <ul style="list-style-type: none"> • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Parents
Grade Levels:	<ul style="list-style-type: none"> • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussion

	<ul style="list-style-type: none">• Lesson modeling with mentoring• Joint planning period activities• Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans

Carbon Career & Technical Institute Professional Development

Title:	Revise the Mentor Component of Teacher Induction
Description	In order to provide the best support for our new teachers, we will revisit the mentor program to ensure they are providing adequate support. We plan to meet on a monthly (minimum) basis with the mentor teachers.
Person Responsible	Principal, Administrative Director, Special Education Supervisor
Start Date:	8/25/2019
End Date:	6/3/2022
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education
Hours Per Session	1
# of Sessions:	9
# of Participants Per Session:	2
Provider:	CCTI
Provider Type:	School Entity
PDE Approved:	Yes
Knowledge Gain:	Mentors will gain knowledge of all facets of the induction plan.
Research & Best Practices Base:	<p>Supportive Research</p> <p>Quality mentor programs are vital to the overall success of an individual school or school system. Strong mentors are key to high-performing schools; they help orchestrate school reform, and serve as motivators to fellow teachers and students.</p> <p>http://www.papartnerships.org/publication_files/mtg-oct-29-2012.pdf</p> <p>http://www.eplc.org/wp-content/uploads/2014/12/Recommendations-Closing-Achievement-Gap.pdf</p>
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> Enhances the educator's content knowledge in the area of the educator's certification or assignment.

	<ul style="list-style-type: none"> • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting

Evaluation Methods:	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans
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Carbon Career & Technical Institute Professional Development

Title:	Professional Development Plan
Description	<p>Develop a plan to provide differentiated professional development opportunities that meet the needs of each individual, encourage collaborative learning networks, and provide flexible delivery such as online core blended approaches.</p> <p>The professional development plan shall provide opportunities for:</p> <ul style="list-style-type: none"> ☐ the development of valid and reliable formative and summative assessment techniques including common assessments, rubrics, alternative assessments, and grading systems ☐ Pennsylvania educator effectiveness programs and strategies to strengthen teaching and learning as defined in the Danielson domains ☐ content area knowledge and skill development as it relates to specific content taught and incorporates student – centered problem or inquiry – based learning, or that is job specific ☐ leadership development on topics appropriate to 21st century leadership at all levels ☐ safety, security, and positive climate development that promotes, enhances, and sustains safety and security measures and a positive school climate ☐ differentiated instruction and strategies that meet the needs of all students including gifted and learning support ☐ data informed decisions to analyze formative and summative data and assessments to drive decisions at all levels ☐ 21st Century teaching and learning including learning and innovation skills(4-c's), course subjects and 21st century themes, information media and technology skills, and life and career skills ☐ assistive technology strategies for special education students
Person Responsible	Principal, Administrative Director, Special Education Supervisor
Start Date:	8/25/2019
End Date:	8/24/2022
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted

	Education, Educational Technology
Hours Per Session	3
# of Sessions:	6
# of Participants Per Session:	35
Provider:	CCTI, I.U.#21, BCTE/PDE, professional organizations, IU
Provider Type:	School Entity
PDE Approved:	Yes
Knowledge Gain:	<p>*the development of valid and reliable formative and summative assessment techniques including common assessments, rubrics, alternative assessments, and grading systems</p> <p>☐ Pennsylvania educator effectiveness programs and strategies to strengthen teaching and learning as defined in the Danielson domains</p> <p>☐ content area knowledge and skill development as it relates to specific content taught and incorporates student – centered problem or inquiry – based learning, or that is job specific</p> <p>☐ technology integration and the SAMR bottle to enhance effective use of technology as a teaching and learning tool with a demonstration and understanding of substitution, augmentation, modification, and redefinition of teaching and learning strategies</p> <p>☐ leadership development on topics appropriate to 21st century leadership at all levels</p> <p>☐ safety, security, and positive climate development that promotes, enhances, and sustains safety and security measures and a positive school climate</p> <p>☐ differentiated instruction and strategies that meet the needs of all students including gifted and learning support</p> <p>48</p> <p>☐ data informed decisions to analyze formative and summative data and assessments to drive decisions at all levels</p> <p>☐ 21st Century teaching and learning including learning and innovation skills (4-c's), course subjects and 21st century themes, information media and technology skills, and life and career skills</p> <p>☐ global education framework and global competency standards for both students and teachers</p> <p>☐ online, hybrid, and blended educational opportunities for students</p> <p>☐ assistive technology strategies for special education students</p>
Research & Best Practices Base:	<p>Supportive Research</p> <p>SAS, Danielson domains, Partnership for 21st century skills</p>

For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • School Whole Group Presentation • Department Focused Presentation • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Related Service Personnel

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

Carbon Career & Technical Institute Professional Development

Title:	Common Assessment with grade/subject
Description	<p>Teachers will continue to align course curriculum and assessments to the PA Core Standards</p> <p>Person</p>
Person Responsible	Principal, Administrative Director, Special Education Supervisor
Start Date:	8/25/2019
End Date:	8/24/2022
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	
Hours Per Session	3
# of Sessions:	3
# of Participants Per Session:	35
Provider:	CCTI
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	<p>Instructors will gain knowledge of Chapter 4 requirements, PA/Common Core standards, and CTE Program of Studies</p> <p>Supportive Research</p> <p>Curriculum mapping can be the vehicle for opening up the lines of communication among all educators within a school system. Encouraging teachers and school leaders to have conversations within their own building as well as with other schools in their district will lead to a greater sense of collegiality. Such conversations will help educators focus on more than what takes place in their own individual classrooms.</p>
Research & Best Practices Base:	<p>The PA Department of Education continues to provide educational resources through the Standards Aligned System (www.pde.sas.org). Information and resources related to PA Core Standards are located in the Standards, Assessment, Curriculum Framework,</p>

	<p>Instruction, and Materials & Resources section of the website. Currently, state assessments are being developed that align to the PA Core Standards. Because these standards are more rigorous than the previous state standards,</p> <p>http://www.ascd.org/ASCD/pdf/siteASCD/video/GettingResultsCurriculumMapping.pdf</p>
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional
Grade Levels:	<ul style="list-style-type: none"> • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

	<ul style="list-style-type: none">• Peer-to-peer lesson discussion• Lesson modeling with mentoring• Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans

**Carbon Career & Technical Institute
Professional Development**

Title:	Scheduling for Interventions at the Secondary Level
Description	A team will look at the high school schedule to identify and schedule time for intervention during the school day at the secondary level
Person Responsible	Principal, Administrative Director, Special Education Supervisor
Start Date:	8/25/2019
End Date:	8/24/2022
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Special Education, Student Services, Gifted Education
Hours Per Session	3
# of Sessions:	2
# of Participants Per Session:	35
Provider:	CCTI
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Instructors will learn interventions to support students who are not achieving to their maximum potential.
Research & Best Practices Base:	<p>Supportive Research</p> <p>Ehren, B. J., Lenz, B. K., & Deshler, D. D. (2004). Enhancing literacy proficiency in adolescents and young adults. In A. Stone, E. Silliman, B. Ehren, & K. Apel (Eds.), Handbook of language and literacy (pp. 600–625). New York: Guilford Press. Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. Kamil, R. Barr, P. Mosenthal, & D. Pearson (Eds.), Handbook of reading research: Volume III (pp. 403–424). New York: Longman. Hock, M. F., Deshler, D. D., & Schumaker, J. B. (2005). Enhancing student motivation through the pursuit of possible selves. In C. Dunkel & J. Kerpelman (Eds.), Possible selves: Theory, research and applications (pp. 205–221). Hauppauge, NY: Nova. Individuals with Disabilities Education Improvement Act of 2004,</p>

	<p>Pub. L. No. 108-446, § 1400 et seq. Moje, E. B. (2006). Motivating texts, motivating contexts, motivating adolescents: An examination of the role of motivation in adolescent literacy practices and development. Perspectives, 32(3), 10–14. National Center for Learning Disabilities. (2006). A parent's guide to response to intervention. Retrieved July 7, 2007. O'Connor, R., & Bell, K. (2004). Teaching students with reading disability to read words. In A. Stone, E. Silliman, B. Ehren, & K. Apel (Eds.), Handbook of language and literacy (pp. 481–498). New York: Guilford Press.</p>
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • Live Webinar • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors

	<ul style="list-style-type: none"> • Paraprofessional • Classified Personnel • New Staff • Other educational specialists • Related Service Personnel • Parents
Grade Levels:	<ul style="list-style-type: none"> • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
10/15/2018
The LEA plans to conduct the required training on approximately:
10/15/2023

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

Questions

The LEA has conducted the training on:
8/20/2015
The LEA plans to conduct the training on approximately:
8/20/2020

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.

Questions
The LEA has conducted the training on:
8/25/2016
The LEA plans to conduct the training on approximately:
8/25/2020

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.
- 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

- 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.

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

School goals are clearly set. Walkthroughs, classroom observations, and analysis of assessment data is (CDT, pre-NOCTI, StudyIsland, teacher-made tests, etc.) are routinely performed. Professional development is planned and utilized based on the analyzed data and progress in meeting goals. Follow up activities and presentations are routinely scheduled to provide ongoing support.

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

Surveys will be conducted to evaluate the relevance and quality of professional development activities.

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.
- n/a

Unchecked answers

None.

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

All new employees do go through a minimum 1 year induction program where they meet a minimum of twice a month with their mentor. All of the above topics and more are covered and documented in the meetings. This information is shared with administrators for follow-up and additional meetings. Inductees are required to go to applicable workshops/conferences when available.

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

n/a

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- 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.
- Inductee survey (local, intermediate units and national level).
- Submission of inductee portfolio.

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

Observations, walk-throughs, etc. are regularly conducted and documented. A minimum of two meetings /sessions between inductee and mentor are conducted and documented.

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

We will research surveys for use in our induction program.

We do not utilize PSSA's.

We will research the use of portfolios and summaries in the mentoring process.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

Potential mentors are vetted by administration.

We ensure schedules are compatible.

Only tenured, qualified, talented staff are used as mentors.

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

n/a

Induction Program Timeline

Topics	A u g - S e p	O c t - N o v	D e c - J a n	F e b - M a r	A p r - M a y	Jun-Jul
Code of Professional Practice and	X	X				

Assurances

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

For four out of the last 5 years CCTI has the highest School Performance Profile score of all comprehensive schools in the state as well as all Carbon County high schools.

For two of the last three years 100% of our students scored advanced or proficient in the written portion of the NOCTI exam.

Our NOCTI and NIMS scores are consistently in the 92-96% range of students scoring advanced or competent.

Accomplishment #2:

Our School Performance Profile Academic Score has been the highest in the state and the county for 4 out of the 5 past years.

CTC Concerns

Concern #1:

Until 2018-19, our Keystone scores have steadily risen since their inception. We have to utilize data, professional development, and sound practices to continue the upward trend and increase the number of students achieving Advanced status.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) A need to revise and maintain a system within the school that ensures hazardous situations are minimized where possible.

Systemic Challenge #2 (*Guiding Question #10*) Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

Systemic Challenge #3 (*Guiding Question #2*) Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

Indicators of Effectiveness:

Type: Annual

Data Source: Staff surveys

Specific Targets: 80% of the professional staff responses will confirm that programs meet the needs of students and staff to improve learning and instruction and meet school goals.

Strategies:

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description:

1. As school districts around the country consider investments in technology in an effort to improve student outcomes, a new [report](#) from the [Alliance for Excellent Education](#) and the [Stanford Center for Opportunity Policy in Education](#) (SCOPE) finds that technology - when implemented properly - can produce significant gains in student achievement and boost engagement, particularly among students most at risk.

2. The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Instructional Coaching

Description:

What works in Education clearinghouse offers research on the effective use of instructional coaching models that increase student achievement
(<http://ies.ed.gov/ncee/wwc/>)

The Pennsylvania Institute for Instructional Coaching provides evidence based strategies that increase student achievement:

- PIIC advocates one-on-one and small group support for teachers, coaches, and school leaders using the BDA cycle of consultation
- PIIC focuses on collecting, analyzing, and using data to identify student needs, assess changes in classroom instructional practice, and measure student progress
- PIIC emphasizes the use of evidence-based literacy practices and research based instructional techniques
- PIIC supports reflective and non-evaluative practices

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

Professional Development Plan

Description:

Establish a system that ensures all district employees have access to high quality professional development opportunities that are differentiated, promote research-based strategies, encourage collaboration, and provide opportunities for job embedded skill development

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Technology: Professional Development Needs Assessment Focused on Instructional Technology

Description:

A team of staff and administrators will develop a needs assessment to gather information regarding the professional staff's needs in regards to instructional technology training and classroom implementation.

Start Date: 6/3/2019 **End Date:** 6/3/2022

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

Supported Strategies: None selected

Goal #2: Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Indicators of Effectiveness:

Type: Annual

Data Source: Progress monitoring, Keystone scores, PVAAS, review of school assessments, CDTs, USA Test Prep

Specific Targets: Walk-throughs, observations, benchmark assessments

All instructors attain an annual rating of proficient or above in Domains 1-3; instructors are meeting or exceeding their relevant SLOs, all students are meeting or exceeding one year's worth of growth across assessed areas.

Strategies:

Instructional Coaching

Description:

What works in Education clearinghouse offers research on the effective use of instructional coaching models that increase student achievement (<http://ies.ed.gov/ncee/wwc/>)

The Pennsylvania Institute for Instructional Coaching provides evidence based strategies that increase student achievement:

- PIIC advocates one-on-one and small group support for teachers, coaches, and school leaders using the BDA cycle of consultation
- PIIC focuses on collecting, analyzing, and using data to identify student needs, assess changes in classroom instructional practice, and measure student progress
- PIIC emphasizes the use of evidence-based literacy practices and research based instructional techniques
- PIIC supports reflective and non-evaluative practices

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

Common Assessment with grade/subject

Description:

WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Increase Quality Instruction Time

Description:

Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

[Show Details](#)

SAS Alignment: Instruction, Safe and Supportive Schools

Professional Development for Chapter 4 requirements

Description:

This strategy will be used to address the needs of diverse learners and language and literacy acquisition.

SAS Alignment: Instruction

Differentiating Instruction

Description:

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>

SAS Alignment: Instruction

Implementation Steps:

Instructional coaching

Description:

Instructors will collaborate, share, discuss, and model sound instructional practices to improve student achievement. Instructors will be given opportunities to develop their knowledge and skills related to their content area through coursework, workshops, work experiences in manufacturing facilities, visits to manufacturing facilities, etc.

Start Date: 6/3/2019 **End Date:** 8/25/2022

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

Supported Strategies: None selected

Common Assessment

Description: Teachers will continue to align course curriculum and assessments to the PA Core Standards Start Date: 8/1/2016 End Date: 6/3/2019 **Start Date:** 8/25/2019 **End Date:** 6/3/2022

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

Supported Strategies:

- Common Assessment with grade/subject

Quality Instruction Time

Description: Review of current classroom time periods and length of school day. Alterations to daily schedule to maximize instructional time. **Start Date:** 8/25/2019 **End Date:** 6/3/2022

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

Supported Strategies:

- Increase Quality Instruction Time

Scheduled Interventions

Description: A team will look at the high school schedule to identify and schedule time for intervention during the school day at the secondary level. **Start Date:** 8/25/2019 **End Date:** 6/3/2022

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

Supported Strategies:

- Professional Development for Chapter 4 requirements

- Differentiating Instruction

Language and Literacy Acquisition

Description:

Instructors will review and revise curricula to enhance literacy acquisition across the disciplines.

Start Date: 8/25/2019 **End Date:** 6/3/2022

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

Supported Strategies:

- Professional Development for Chapter 4 requirements

Annually increase the number of students scoring proficient or advanced by 5%

Description: Review of current classroom time periods and length of school day. Alterations to daily schedule to maximize instructional time **Start Date:** 8/25/2019 **End Date:** 6/3/2022

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

Supported Strategies:

- Instructional Coaching
- Common Assessment with grade/subject
- Increase Quality Instruction Time
- Professional Development for Chapter 4 requirements
- Differentiating Instruction

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Carbon Career & Technical Institute.

CTC Level Affirmations

We affirm that this CTC Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the CTC offices and on the CTC website until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members to meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Executive Director