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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

## **Academic Standards and Assessment Midpoint Review**

**Friday, May 07, 2010**

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## Educational Community

To ensure that the organizational capacity of the center continues to contribute to high quality teaching and learning, the SUN Area Technical Institute (SUN Tech) is creating a **Quality System** through the implementation of **ISO 9001** guidelines. This Quality System is a means of ensuring that the SUN Tech has a high organizational capacity for remaining abreast of the rapid pace of change in today's society in general, and schools, in particular. In addition to the ISO 9001 guidelines, SUN Tech has turned to the contributions to schools by *Pennsylvania High Schools That Work* and *NSSE* (National Study of School Evaluation), whose work focus attention on the factors that have proven to make a difference in improving student learning. Therefore, committed to a process of continuous improvement of overall organizational effectiveness and capabilities, SUN Tech:

- Facilitates a collaborative process to implement its mission, beliefs, and goals that defines a compelling purpose and direction for the school.
- Employs effective decision-making that is data-driven, research-based, and collaborative.
- Monitors progress in improving student achievement and instructional effectiveness through a system of assessment and continuous reflection.
- Provides skillful stewardship by ensuring management of the operations and resources of the school for a safe, efficient and effective learning environment.
- Fosters community-building, collaborative networks of support for student learning, and effective working relationships within the school.
- Builds the skills and capacity required to improve through comprehensive and continuous professional development programs focused on the school's goals for improvement.
- Provides a guidance and counseling system that involves parents and teachers.
- Engages students in active learning and provides additional help to enable them to meet the higher expectations and standards.
- Emphasizes the use of high-level mathematics, communication, science and technology skills in the context of modern workplace practices in preparation for continued learning.
- Provides students access to a structured system of school-based and work-based learning planned cooperatively by all stakeholders and resulting in an industry-recognized credential and employment.

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## Organizational Structure

The organizational structure and alignment of coherent curricular, instructional, and assessment practices at SUN Tech facilitate the accomplishment of the school's mission and its organizational and educational goals. The organizational structure also enables a diverse student population to attain the skills and competencies needed to succeed in the occupations for which they are prepared and achieve related PA Academic Standards at a level of proficiency.

SUN Tech provides quality career and technical education programs to secondary students from five "sending" school districts in Snyder, Union and Northumberland counties: Lewisburg Area, Mid-West, Mifflinburg Area, Selinsgrove Area, and the Shikellamy School District. Approximately

260 students are currently enrolled in one of nineteen technical and career programs. Secondary students attend full time for one year in their sophomore, junior or senior year.

In addition to serving secondary students, SUN Tech currently serves six adult students during the confines of the normal school day, and approximately 550 adults in more than 50 adult evening courses and customized training programs. SUN Tech's programs are designed to provide its day-time students with the skills and competencies needed to obtain a job in their chosen field immediately upon graduation. The focus of SUN Tech's evening program is to assist students improve their knowledge and skills in a particular area. All of SUN Tech's programs are designed to provide both youth and adults with marketable skills needed for the workplace of today and in the future.

SUN Tech is a member of the Central Susquehanna Intermediate Unit and is governed by a Joint Operating Committee (JOC) comprised of one elected representative from each of the five school district boards of education. Its budget is subject to the approval of 45 school board members, nine from each of the five sending school districts. SUN Tech's proposed 2008-2009 budget is approximately \$5,000,000 with an anticipated increase of three percent yearly over the life of this plan.

The school's Administrative Advisory Committee is comprised of the Superintendents of the five school districts (one from each school district) and is chaired on a rotating basis for two years by one of the Superintendents. The committee meets a minimum of nine times a year with the school's Administrative Director to review and discuss day to day operations and management issues to ensure the maximum utilization of SUN Tech resources in the most cost-effective and collaborative manner.

The Director's Local Advisory Committee meets periodically with the Administrative Director to make overall recommendations for SUN Tech. In addition, each program of study has its own Local Advisory Committee, which meets at least annually with each program's instructor to review and make overall recommendations. Recommendations may be on curriculum, state-of-the art equipment, instructional materials, safety regulations, program evaluations and other matters.

## **Mission**

SUN Tech and members of its partnership have coalesced around a common vision to update the school's strategic plan. Originally adopted in 1995 and updated in 2002, 2005, and again in 2008, the plan clarifies the future direction of the school through reaffirmation of its mission and beliefs, identification of educational and organizational goals and a commitment to **continuous quality** in every aspect of SUN Tech's instructional programs and activities. This quest for excellence is reflected in the school's Mission and **Quality Statement** and signifies the school's commitment to providing the best Career and Technology instruction anywhere. The statement reads:

***It is SUN Tech's mission to provide World Class Technical Education by continually improving:***

**Safe and Supportive Environment +  
Unparalleled Instructional Services & Curriculum +  
Nationally Recognized Student Achievement =**

**Highly Skilled Future Leaders!**

## **Vision**

The vision of SUN Tech is to be a center of excellence for education and adaptable to the needs and expectations of our secondary and post-secondary students.

## **Shared Values**

## **Belief Statements**

- All students can learn and must be encouraged and challenged to reach their full potential.
- Programs should enable students to acquire the knowledge, skills, and attitudes necessary to be productive members of society.
- Career guidance is essential for all students.
- Professional development is vital for a well-trained and creative staff.
- Students, through their actions and choices, have the final responsibility for their education.
- Students must have saleable skills upon program completion.
- The community and students must be committed to the pursuit of excellence in programs and services.
- Education is a continuing experience.
- Students must have respect for themselves and others.
- Partnering with the private sector to ensure a curriculum that is valid and business/industry responsive.
- Students must be **Self-Directed Learners** who use positive core values to create a positive vision for themselves and their future, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.
- Students must be **Collaborative Workers** who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.
- Students must be **Complex Thinkers** who identify, access, integrate, and use available resources and information to reason, make decisions, and solve problems in a variety of contexts.
- Students must be **Community Contributors** who contribute their time and energies, and talents to improving the welfare of other and the quality of life in their diverse communities.
- Students must be **Quality Producers** who create intellectual, artistic, practical and physical products which reflect originality in high standards and use of advance technologies.

The SUN Tech strategic plan is a results-oriented document and provides a structure for public accountability. Many individuals will be asked to contribute to the work set forth in this plan in order to actualize the school's vision and mission. By working in collaboration, SUN Tech will be better prepared to provide its students with the educational opportunities needed to meet the challenges of the 21<sup>st</sup> century.

## **Academic Standards**

SUN Tech is committed to high academic standards and acknowledges the belief that ALL students can reach their full academic potential. As part of this commitment to excellence and to helping students meet the challenges of the 21st century workplace, the professional staff continues its work of developing a quality curriculum. A “computer curriculum mapping” of technical planned course objectives, aligned with relevant industry standards, and relevant PA Academic Standards, is in progress and is approved annually by the occupational advisory committees. This alignment allows the school to identify what all students should know and be able to do as part of a hierarchical structure of knowledge and skills (and in collaboration with feeder schools) resulting in measurable student learning. In addition, student learning and achievement are being assessed through the use of a variety of assessment options/tools as part of regular classroom instruction in every technical program and in the academic area of mathematics.

Knowledge and skills consistent with Chapter 4 under Section 4.12 in the following areas are taught and assessed as they relate to the skills necessary for students to succeed in their occupation of choice:

- The Arts and Humanities
- Career Education/Work
- Civics and Government
- Economics
- Environment and Ecology
- Family and Consumer Science
- Geography
- Health, Safety and Physical Education
- History
- Mathematics
- Reading, Writing, Listening and Speaking
- Science and Technology
- World Languages

## **Strategic Planning Process**

More than 36 participants including educators, board members, personnel from sponsoring districts, representatives of business and industry, parents, students, members of the administrative team, and community members have contributed to the work set forth in this strategic plan. The committee was selected from volunteers from the Joint Operating Committee and other community sectors based on each individual's knowledge or interest in an area that could advance the spirit and intent of the school's strategic planning process.

All persons who expressed interest in participating on the strategic planning Steering Committee, Academic Standards and Assessment Committee, Educational Technology Committee, Professional Education Committee, Student Services Committee, and/or Teacher Induction Committee have been involved in the development of this plan. After reviewing existing data, the Committees were charged with identifying goals, strategies and action plans within each of the areas of focus. By working in collaboration with all stakeholders, SUN Tech will actualize its mission and goals, and ensure that ALL students meet the challenges of the 21<sup>st</sup> century.

SUN Tech plans to appoint a midpoint review committee to review the strategic plan and present the updated plan to the JOC for approval.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Boonie, Terry	SUN Tech	Ed Specialist - Instructional Technology	JOC
Brouse, Mary	Lewisburg Area School District	Board Member	JOC
Brubaker, Wanda	SUN Area Technical Institute	Other	JOC
Chalmers, Wendy	SUN Area Technical Institute	Special Education Teacher	JOC
Coukart, John	Coukart & Assoc.	Business Representative	JOC
Davis, Robin	SUN Area Technical Institute	Parent	JOC
DiRocco, Mark	Lewisburg Area School District	Administrator	JOC
Gray, Tom	SUN Area Technical Institute	Other	JOC
Hain, Dennis	SUN Area Technical Institute	Administrator	JOC
Heimbach, Vicki	SUN Area Technical Institute	Parent	JOC
Lovejoy, Susan	SUN Area Technical Institute	Ed Specialist - Instructional Technology	JOC
McBride, Kim	SUN Area Technical Institute	Ed Specialist - Instructional Technology	JOC
Metzger, R. Dirk	SUN Area Technical Institute	Special Education Teacher	JOC
Neidig, Jack	SUN Area Technical Institute	Ed Specialist - Instructional Technology	JOC
Powers, David	Q-E Manufacturing	Business Representative	JOC
Schmitz, Geoffrey	SUN Area Technical Institute	Ed Specialist - School Counselor	JOC
Sharer, Judy	SUN Area Technical Institute	Administrator	JOC

## Data

## Reflections

There are currently no reflections selected for this section.

## Goals, Strategies and Activities

### **Goal: Improve Assessment Performance**

Last Modified: 4/8/2010

**Description:** Increase the percentage of students earning a Pennsylvania Skills Certificate and/or a PDE approved industry certification each year.

#### **Strategy: Implement pretests**

**Description:** To improve assessment performance on the end of year NOCTI or other approved skills attainment tests, pretests should be administered at least once in each program. Programs scoring below the state baseline may consider administering portions of a pretest each marking period.

#### **Activity: Develop mock tests and administer NOCTI pretest**

Last Modified: 4/8/2010

**Description:** Develop tests that can be used as pretests or mock tests. Administer the NOCTI pretest in October. These tests will be used at least once a year and as many as four times a year to better prepare students for the NOCTI or other approved end of year skills attainment test.

#### **Person Responsible Timeline for Implementation Resources**

Sharer, Judy	Start: 10/4/2010	\$9,130.00
	Finish: 5/16/2011	

**Status:** Complete

#### **Date Comment**

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1/22/2010 We are using the NOCTI pre-test at the beginning of each school year.

### **Strategy: Utilize Data to Implement a Systematic Plan for On-going Student Assessment Performance Improvement**

**Description:** Analyze data to determine what strategies and best practices could be used to improve assessment performance. Then, develop a plan and timeline for implementation of the strategies and best practices.

## **Activity: Identify and Incorporate Best Practices**

Last Modified: 4/27/2010

**Description:** Review all publicized and related best practices to make a determination of which practices, if any, should be implemented into a systematic plan for assessment performance improvement.

### **Person Responsible Timeline for Implementation Resources**

Dennis Hain	Start: 6/2/2008	-
	Finish: 5/25/2012	

**Status:** In Progress — Upcoming

## **Goal: Improve Educational Opportunities for All Students**

**Description:** It is SUN Tech's goal to improve the educational opportunities for all students through curriculum development, professional development, and data driven decision making.

### **Strategy: Improve CTE Programs**

**Description:**

### **Activity: Align Curriculum with Anchors/Standards**

Last Modified: 4/7/2010

**Description:** Competencies will be aligned with related standards and or anchors.

### **Person Responsible Timeline for Implementation Resources**

Sharer, Judy	Start: 9/3/2010	-
	Finish: 5/20/2013	

**Status:** In Progress — Upcoming

### **Activity: Align Curriculum with Industry Standards**

Last Modified: 4/7/2010

**Description:** Competencies will be aligned with related industry standards.

### Person Responsible Timeline for Implementation Resources

Sharer, Judy	Start: 9/3/2010	-
	Finish: 5/20/2013	

**Status:** In Progress — Upcoming

### **Activity: Identify and Incorporate Best Practices**

Last Modified: 4/7/2010

**Description:** Review all publicized and related best practices to make a determination of which practices, if any, should be implemented into a systematic plan for CTE program improvement.

### Person Responsible Timeline for Implementation Resources

Sharer, Judy	Start: 9/3/2010	-
	Finish: 5/20/2013	

**Status:** In Progress — Upcoming

### **Activity: Utilize Data to Implement a Systematic Plan for On-going CTE Program Improvement**

Last Modified: 1/22/2010

**Description:** The Quality Management Team will use available data to inform all stakeholders of SUN Tech's strengths and weaknesses. In areas where weaknesses are identified, committees will be formed to develop systematic plans for improvement.

### Person Responsible Timeline for Implementation Resources

Dennis Hain	Start: 7/1/2008	-
	Finish: 6/7/2011	

**Status:** In Progress — Upcoming

### **Strategy: Improve Instructional Effectiveness**

**Description:** Instructional effectiveness will be improved by providing improved technology and professional development.

### **Activity: Develop a program that Allows Instructors to Retrieve Lessons Aligned with Anchors/Standards**

Last Modified: 1/20/2010

**Description:** A computer programmer/consultant will be hired to develop a program that will allow the existing computer based lesson plans to be retrieved by selecting aligned standards or anchors.

**Person Responsible Timeline for Implementation Resources**

Dennis Hain	Start: 3/3/2008	\$500.00
	Finish: 8/28/2008	

**Status:** Complete

**Activity: Develop Daily Lesson Plans that Address Anchors/Standards**

Last Modified: 1/20/2010

**Description:** Weekly evidence will be required to demonstrate that daily lessons are developed for the following week.

**Person Responsible Timeline for Implementation Resources**

Dennis Hain	Start: 6/2/2008	-
	Finish: 5/25/2010	

**Status:** Complete

**Goal: Increase Placement Rate**

**Description:** The percentage of students going on to post-secondary education, the workforce in their field of study, or the military will be increased.

**Strategy: Increase the Percentage of Students Continuing on to Post-Secondary Education.**

**Description:** Student placement in post-secondary education will be increased by developing programs of study and articulation agreements that will ensure a seamless transition from SUN Tech to college.

**Activity: Establish and Maintain Programs of Study for All Programs**

Last Modified: 3/24/2010

**Description:** Work with the Department of Education and Colleges to develop state wide programs of study for each one of SUN Tech's programs.

### Person Responsible Timeline for Implementation Resources

Dennis Hain	Start: 1/1/2008	-
	Finish: 5/25/2012	

**Status:** In Progress — Upcoming

### Date Comment

3/24/2010 13 Programs have been approved

## **Activity: Establish Approved Tech Prep Articulation Agreements with Post-Secondary Institutions**

Last Modified: 1/20/2010

**Description:** Work with local colleges to develop tech prep articulation agreements that meet the requirements for SUN Tech's programs to become tech prep approved programs with the Department of Education.

### Person Responsible Timeline for Implementation Resources

Dennis Hain	Start: 4/15/2008	-
	Finish: 5/25/2009	

**Status:** Complete

## **Strategy: Increase the Percentage of Students Entering the Workforce or Military**

Last Modified: 4/8/2010

**Description:** The percentage of students entering the workforce in their chosen field of study will be increased by improving their employability skills and awareness of opportunities in high demand, high priority occupations that offer family sustaining wages. The percentage of students entering the military will be increased by making students aware of opportunities available to them not only in the military but all government agencies.

## **Activity: Improve All Students Employability Skills**

Last Modified: 4/27/2010

**Description:** Develop and implement new employability skills lesson plans aligned with anchors and standards into each programs curriculum. Also, develop and implement new employability skills lesson plans aligned with anchors and standards into the coop/school to work program.

### Person Responsible Timeline for Implementation Resources

Dennis Hain	Start: 12/3/2006	-
	Finish: 5/25/2009	

**Status:** Complete

### **Activity: Improve Ties and Communication with Business and Industry, the Local WIB and Career Link**

Last Modified: 4/12/2010

**Description:** With the hiring of a new coop coordinator the networking between all stakeholders will be strengthened by his/her participation in business, industry, community and government involvement.

#### **Person Responsible Timeline for Implementation Resources**

Dennis Hain	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Measurable Annual Improvement Targets**

The SUN Tech Quality Management Team will continue to conduct an annual analysis of the overall educational effectiveness of SUN Tech by utilizing data gathered both internally and externally. The team will utilize the results to determine the level of achievement reached in relationship to the goals established in this plan. The Quality Management Team will:

- Gather and analyze data, related to the goals being measured, from all of the major stakeholders
- Using the goals outlined in this plan the team will identify areas meeting annual improvement measures and not meeting annual improvement measures
- The goals outlined in this plan that are not meeting annual improvement measures will be revisited; goals, strategies and actions plans will be revised
- Revisions to this plan will be shared with the faculty
- Individuals responsible for implementation of changes will be provided with timelines

### **Curriculum, Instruction and Instructional Materials**

SUN Tech believes in supporting the academic achievement of all students. While not directly accountable for AYP or PSSA, SUN Tech is promoting academic achievement in the following manner:

- Hiring of two Instructional Aides
- Requiring teachers to incorporate academic and industrial standards into daily lessons
- Aligning all competencies with academic and industrial standards
- Teaching academics in the content area
- Conducting in-service training for staff development in the use of computer generated lessons with aligned academic standards
- Developing programs of study in cooperation with the Department of Education

## Assessments and Public Reporting

1. Demographic data was used to describe the district context and show how the students, staff, and community have changed over time.
2. Perceptual data was used to determine student, parent, and staff satisfaction with the work of the school. It was also used to help understand what is possible in the big picture of continuous improvement and what has been done internally to meet improvement goals.
3. Achievement data was used to determine the results SUN Tech is getting now. This data tells SUN Tech which students are succeeding and which are not. They also guide planning, leadership, partnership, and professional education efforts.
4. SUN Tech's process data provided staff with information about their current approaches to teaching and learning, programs, and the learning organization. It is these processes that will need to change to achieve our goals.

The examination of data in four categories will be attempted to determine if each category of students achieves the identified goals. The four categories are:

- Racial/Ethnic Groups
- Students with Disabilities
- Limited English Proficient Students
- Students from economically disadvantaged families

The SUN Tech Quality Management Team will continue to gather formative and summative data both internally and externally. The gathered data will be used to conduct an on-going analysis of student performance and to measure attainment of the goals stated in this strategic plan. This process will be completed annually so that new strategies and activities can be initiated if goals are not being attained. All data related to the goals of this plan shall be reviewed with the instructional staff annually.

The purpose of the needs assessment through data analysis is to plan strategies for improvement by understanding of:

- The current and future needs of the schools, students, parents, teachers, and community
- How well the current processes meet the needs of these clients
- The ways in which the district and community are changing
- The root causes of problems
- The types of education programs and expertise that will be needed in the future

SUN Tech uses assessment/information data to:

- review and revise curriculum
- assist students having difficulty achieving proficiency/competence by providing additional and expanded learning opportunities

Public Reporting:

SUN Tech shall notify the public of the results of state, commercial, and locally-developed assessments through the following communication venues when appropriate:

- Advisory Committee Meetings

- Joint Operating Committee meetings
- Local newspaper
- Parent conferences
- Portfolios of student work
- Public information sessions
- School newsletters
- School web page
- Student progress reports
- Via feeder schools' communication plans
- Promotional pamphlets and brochures

In an ongoing attempt to monitor the overall effectiveness of the school's assessment practices for the purpose of school improvement, SUN Tech has adopted the following principles of a quality assessment system based on the work of the National Study of School Evaluation's *Indicators of Schools of Quality*.

#### Review of Assessment System

<b>Principles</b>	<b>Indicators of School of Quality</b>
<p>Assessments of student learning are based on clearly articulated and appropriate expectations of student achievement</p>	<p>Assessments are based on a clear definition of the type of achievement to be assessed and the performance standards for evaluating the quality of students' achievement.</p> <p>Models and exemplars are provided so that teachers, students and parents know what good performance looks like.</p>
<p>Assessments of student learning are developed to serve clearly articulated purposes and the information needs of specific users.</p>	<p>Assessments are directly linked to specific instructional uses that promote student achievement and continuous improvement.</p> <p>The purpose of assessments are clearly defined and communicated in a variety of ways to all stakeholders.</p> <p>The interpretation of assessment results is</p>

	consistent with the purpose for the assessment.
Assessments of student learning serve the intended purpose.	The selected methods are aligned with the instructional approaches used in the classroom.
The assessment system provides for a collection of a comprehensive and representative sample of student performance that is sufficient to permit conclusions about student achievement and accurately generalize results.	<p>The assessment covers the intended range of essential knowledge and skills to be assessed.</p> <p>The assessment includes a comprehensive sample of student performance that is representative of what students can generally do.</p> <p>Students are provided with multiple opportunities to demonstrate their learning achievement.</p>
Assessments are fair and equitable and eliminate bias and distortions that might interfere with the accuracy of results.	<p>Assessments and grading practices are fair.</p> <p>Standards and criteria for evaluating student performance are shared with students in advance of the assessment and are applied equitably.</p>

Thus, the aim of the assessment program is not merely to monitor student performance but to improve performance of students', the capabilities of faculty, and the schools' programs and organizational effectiveness. Assessments will be based on key organizational and educational goals and planned course curricula composed of exemplary tasks, criteria and standards.

#### Methods and Measures

It is the belief of SUN Tech that when an assessment program relies heavily on external tests, i.e., state, local, and standardized tests, a great deal of confidence is being placed on the accuracy of a single assessment given at one specific point in time. The measurement of a student's performance (at any point in time) will almost always have error associated with it. It is only by using repeated and various types of assessments over time that measurement error can be effectively minimized.

To insure that students have multiple opportunities to demonstrate proficiency in the standards, and to increase the validity and reliability of school-wide/classroom developed assessments, multiple assessment tools, including commercial and state assessments, are included in this assessment plan.

Commercial Certifications, i.e., ASE, NIMS, A , CNNA, MCP  
Employer Evaluations  
Hands-on Performance Testing  
Individual/Group projects  
Multi-media presentations  
National Occupational Competency Testing Institute (NOCTI)  
Oral and written testing  
Performance monitoring  
Portfolio  
Projects related to specific occupational skills  
Rubrics  
Selected/constructed response assessments  
State Certifications, i.e., Cosmetology State Board Exam Certified Nurse Assistant (CNA); PA  
Dental Radiological Procedures Exam  
Skill/competency checklists  
Teacher observation of performance  
Teacher-made tests/quizzes/homework  
Work-based evaluation components

Each year eligible students in each occupational area participate in the examination for the Pennsylvania Skills Certificate. This exam includes both a written and a performance assessment. The written test assesses factual knowledge, technical information, and the understanding of principles and problem solving related to a student's occupational course. The performance test validates that the student exhibits, through performance, the technical skills required to do the job.

While students participate in the PSSA at their feeder school, many of the skills tested are also skills needed to succeed in the students' chosen occupational areas. Cooperative efforts between educators, SUN Tech and the feeder schools intensify the instruction of those academic standards related to the occupational area. One activity SUN Tech has undertaken has been to identify the distribution of assessment tools currently in use in the school to assist students in attaining "proficiency" with respect to the Pennsylvania Mathematics Academic Standards.

## **Targeted Assistance For Struggling Students**

A case management system facilitates support for those students not achieving the skills needed to succeed in the occupation for which they are being prepared, including the related PA Academic Standards. Teachers, the guidance counselor, and other support personnel from SUN Tech work in collaboration with feeder school district staff to remove barriers that hinder increased student achievement. The Special Education department is intended to provide supportive services for students who have been identified as having learning differences as defined by IDEA and supported with an Individualized Education Plan (IEP). The department is made up of two Certified Special Education Instructors and eight paraprofessionals. All staff members participate in a variety of trainings each year based on their needs and current trends and laws in the field. Included among these trainings are Safe Crisis Management, IDEA Law, Council for Exceptional Children PA Conference, and PAVESNP and PATTAN Conferences, Transition Workshops and Conferences. The Special Education Instructors work closely with the Supervisors of Special Education from the 5 sending school districts as well as the Transition Coordinators from these school districts. The two Special Education Instructors serve on the Union-Snyder County Transition Council coordinated through the local Intermediate Unit #16.

IEPs are developed through collaboration with the sending school districts. Throughout the year, referrals are made to the Office of Vocational Services, MH/MR agencies, and other service agencies that can assist with the transition from school to work or school to further education (post-secondary outcomes). As IDEA law and other Special Education Laws change, processes, systems and methodology is changed accordingly. An Advisory Committee meets periodically

throughout the year to review and make suggestions and changes in curriculum, methods, materials, and processes. This Advisory Committee is made up of transition coordinators and supervisors of special education from the participating school districts as well as other community organization staff and one student.

In addition to the supports provided for the students who have been identified with specific needs through the IEP process, staff may also assist other students who have been identified by their instructors as needing extra support. The employees of the Special Education Department have been assigned to roles that specifically target the individual needs of our students in the following areas:

1. Achievement within the program of study to include technical and academic content
2. Provide "pull-out" and "push-in" remediation to students who don't have the basic skills required to be successful within a given program of study
3. Provide "pull-out" and "push-in" remediation to students who don't have the basic math skills required to be successful within a given program of study
4. Provide "pull-out" and "push-in" services to support the IEP's of students

Students will also be supported academically through a comprehensive math and literacy initiative which will entail the inclusion of math and language arts strategies into the everyday teaching of our instructional staff. Curriculum is being redesigned to include the alignment of academic standards and anchors which will provide the student with an understanding of the academic skills required to complete a specific technical skill requirement.

SUN Tech offers a math class to all students who are in need of remediation and participating schools assist in the following manner:

In accordance with Chapter 4 requiring an extended learning opportunity for students not at grade level to achieve standards; Mid-West School District created a class to be held at SUN Tech. The class consists of eligible students in Reading and Writing. SUN Tech students are divided to keep pull outs from like career classes together. Components of instruction follow the Mid-West curriculum and PA standards. Reading instruction encourages higher thinking skills using high interest/lower level reading passages. Various learning styles are addressed within instruction. Writing focuses on the writing process steps with usage practice in each phase. The practices culminate into usable finished writings.

The Mifflinburg School District remediation classes are held in the morning at the Mifflinburg High School before the regular school day begins at SUN Tech. This allows students to participate in the remediation classes without interruption of the typical day at SUN Tech.

Shikellamy, Selinsgrove and Lewisburg all offer their own variety of remediation on an as needed basis.

## **Support for Struggling Schools**

N/A- Single campus CTC

## **Qualified, Effective Teachers and Capable Instructional Leaders**

The professional personnel, support staff, classrooms, laboratories and other resources devoted to the attainment of academic standards and skill attainment include, but are not limited to, the following:

Professional Personnel

The Administrative Director serves as the Chief Executive Officer of SUN Tech. A Superintendent of Schools from one of the five sending school districts serves as the

Superintendent of Record for a two-year term. The Administrative Director heads a team consisting of:

- 1 Business Manager
- 1 Assistant Administrative Director
- 1 Network Administrator
- 1 Academic Teacher
- 19 Trade and Industrial, Health and Technical Teachers
- 1 First Aide Safety Officer ( FASO)
- 1 Adult Education Secretary
- 1 Attendance Clerk
- 1 Office Manager
- 1 Guidance Counselor
- 1 School-to-Work/Cooperative Education Coordinator
- 1 Adult Education, Purchasing & Receiving
- 1 Building & Grounds Supervisor
- 2 Job Coaches
- 8 Instructional Aides
- 2 Custodians
- 4 Part-time Cafeteria Personnel

Professional staff distribution in areas of certification is as follows:

- |                             |                |
|-----------------------------|----------------|
| • 1 Administrative Director | 78             |
| • 1 Assistant Director      | 78             |
| • 3 Instructors             | 21 Voc I       |
| • 1 Instructor              | 21 Voc I/BS    |
| • 10 Instructors            | 22 Voc II      |
| • 1 Instructor              | 22 Voc II/EM   |
| • 2 Instructors             | 22 VocII/M Eqv |
| • 2 Instructors             | 62/EM          |
| • 2 Instructor              | 62/BS          |
| • 2 Instructors             | 22 Voc II/BS   |
| • 1 Instructor              | 21/BS          |
| • 1 Guidance Counselor      | 32/EM          |

All instructors are hired based on proper licenses, clearances and/or certification in programs where such are required. Faculty members belong to the SUN Tech Education Association bargaining unit., PSEA and NEA. Noncontract employees include substitute teachers and instructors hired to teach specific adult evening and customized job-training courses.

Between the professional development and induction plan sub committees who met to develop strategies and action plans in support of the adopted goals, these strategies have been identified to provide new and established teachers with the development resources needed to become stronger teachers. Each of the school's programs is taught by a single instructor who is an expert tradesperson within a specific occupational area. What they lack in coming to teach within a vocational school is strong instructional pedagogy skills. In combination with the resource provided by the school, and through the new teacher program provided through Penn State University, we feel we are meeting the professional development needs of our instructional team.

The JOC of SUN Tech budgeted money for the hiring of two instructional aides and one additional Health Instructor starting the 2010-2011 school year. They also approved hiring an Assistant Administrative Director in place of the Curriculum and Instruction Supervisor.

The Assistant Administrative Director will work directly with teachers as a mentor and coach to help teachers integrate learning strategies into their everyday instruction. Collectively, these actions demonstrate a level of understanding among the governance of the School for the need to strategically place resources in areas targeted for improvement.

## **Parent and Community Participation**

The administration of the school will meet at least once a year with the local advisory committee to provide guidance to administration regarding programming and the needs of the community. The faculty will meet bi-annually with Occupational Advisory Committees to ensure curriculum and equipment are comparable to that used in industry. These committees will review student performance data and will serve the governance of the school in an advisory capacity regarding how the school can continue to meet the workforce needs of Snyder, Union, and Northumberland counties. Educators, members from sponsoring school districts, parents, students, Greater Susquehanna Valley Chamber of Commerce, and community members have contributed to the work set forth in this strategic plan. By working in collaboration with all stakeholders, SUN Tech will actualize its mission and goals, and ensure that ALL students meet the challenges of the 21<sup>st</sup> century.

SUN Tech is rich with post secondary educational opportunities. In addition to Bucknell and Susquehanna Universities, the campuses of Bloomsburg University, Penn State University, Pennsylvania College of Technology, and Harrisburg Area Community College are approximately one hour away. It is important to note that parents serve on the Strategic Plan Steering committee.

All persons who expressed interest in participating on the Strategic Plan Committee have been involved in the development of this plan. Teachers and members of the administrative team participated in the planning process. Volunteers were solicited and approved by the Joint Operating Committee. They were personally selected based on each individual's knowledge or interest in an area that could advance the spirit and intent of the school's strategic planning process.

## **Pre-Kindergarten Transition**

N/A- No Pre-K Offered