

SUN Area Technical Institute

CTC Plan

07/01/2019 - 06/30/2022

CTC Profile

Demographics

815 E Market St
 PO Box 527
 New Berlin, PA 17855
 (570)966-1031
 AYP Status: Not Provided
 Administrative Director: Jennifer Hain

Planning Process

More than 19 participants including board members, personnel from sponsoring districts, students, members of the administrative team, educators (chosen by educators), educational specialists (chosen by educational specialists), and representatives of business and industry, parents, and community members (appointed by the Joint Operating Committee) have contributed to the work set forth in this comprehensive plan. The Joint Operating Committee, Administrative Director and faculty, solicited volunteers and personally selected other committee members based on each individual's knowledge or interest in an area that could advance the spirit and intent of the school's comprehensive planning process.

All persons who expressed interest in participating in the comprehensive planning team have been involved in the development of this plan. After reviewing existing data collected through a self-assessment, the team was charged with identifying goals, strategies, action plans and shared visions 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 21st century.

Mission Statement

SUN Tech and members of its partnership have coalesced around a common vision to update the school's comprehensive 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 Technical 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 Statement

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

- 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 futures, 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 others 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, high standards and use of advanced technologies.

The SUN Tech comprehensive 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 challenge of a global economy.

Educational Community

SUN Area Technical Institute (SUN Tech) is housed in a building having approximately 100,000 square feet and sits on 43.2 acres of land in a rural setting at the eastern edge of New Berlin. The back wing of the school was opened in 1971 and the front wing opened in 1972. On October 12, 2012 SUN Tech purchased a 45,000-square foot building on 2.25 acres that is now known as the West Campus. In 2017 the West Campus and Main Campus renovation project was completed, bringing to life a much-needed expansion to the school. For forty years SUN Tech has provided 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. Students from East Juniata, Milton and Warrior Run school districts are also accepted into the programs. Approximately 260 students are currently enrolled in our eighteen unique classified instructional 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 adult students during the confines of the normal school day. 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 or make a smooth transition into postsecondary education. SUN Tech also offers customized and adult training programs for local businesses and industry. All of SUN Tech's programs are designed to provide both youth and adults with marketable skills needed for a global economy.

Seventeen programs have been approved by the Department of Education as Programs of Study and are part of a state wide articulation agreement. Thirteen of the programs offer dual enrollment with the Pennsylvania College of Technology, offering up to 16 college credits. All eighteen programs have at least one articulation with a postsecondary institution. Students also are given the opportunity to participate in the Co-op Program and work for one of our local businesses.

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 2018-2019 budget was approximately \$7,200,000.

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 Occupational Advisory Committee, which meets twice a year 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.

To ensure that the organizational capacity of the center continues to contribute to high quality teaching and learning, SUN Tech created a Quality System through the implementation of ISO 9001 guidelines and became ISO registered in 2001. This Quality System is a means of ensuring that SUN Tech has a high organizational capacity for remaining abreast of the rapid pace of change in today's society. Surveys of key community stakeholders and organizational members indicate that they are very pleased with the direction that SUN Tech is headed.

Planning Committee

Name	Role
Douglas Bertanzetti	Administrator : Professional Education
Tom Gray	Administrator : Professional Education
Jennifer Hain	Administrator : Professional Education
Brett Misavage	Administrator : Professional Education
Megan Bair	Business Representative : Professional Education
Robert Garrett	Business Representative : Professional Education
Mary Brouse	Community Representative : Professional Education
Carolyn Shirk	Community Representative : Professional Education
Joanne Troutman	Community Representative : Professional Education
Todd Hollenbach	Ed Specialist - Instructional Technology : Professional Education
Dirk Metzger	Ed Specialist - Other : Professional Education
Geoff Schmitz	Ed Specialist - School Counselor : Professional Education
Julie Loss	Ed Specialist - School Nurse : Professional Education
J Not applicable for submission	Elementary School Teacher - Regular Education : Professional Education
J Not applicable for submission	Elementary School Teacher - Regular Education :

	Professional Education
Terry Anselmo	High School Teacher - Regular Education : Professional Education
Robin Harvey	High School Teacher - Regular Education : Professional Education
David Hauck	High School Teacher - Regular Education : Professional Education
Susan Lovejoy	High School Teacher - Regular Education : Professional Education
Chris Shabanowitz	High School Teacher - Regular Education : Professional Education
Justin Wright	High School Teacher - Regular Education : Professional Education
J Not applicable for submission	Middle School Teacher - Regular Education : Professional Education
J Not applicable for submission	Middle School Teacher - Regular Education : Professional Education
Pamela Hackenberg	Parent : Professional Education
Lora Varner	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

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

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

This narrative is empty.

Adaptations

Checked answers

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

Unchecked answers

- Arts and Humanities
- Civics and Government
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography

- Health, Safety and Physical Education
- History

Explanation for any standards checked:

The SUN Area Technical Institute is in the process of aligning the standards for each of our programs to the PA Core Standards listed above. We are currently aligned to the PA state standards.

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.	Developing

Processes used to ensure Accomplishment:

Programs offer the curriculum framework as prescribed by the Program of Study for their Classified Instructional Program or approved Tech Prep Program. Technical and academic standards are constantly identified and aligned with individual competencies as the curriculum changes to meet the needs of advances in technology.

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.

The program instructor, a special education teacher, and as needed a SUN Area Technical Institute administrator attend all IEP's meetings and all 504 student plans. This usually takes place before the end of the 10th day of the start of the school year and many IEP meeting are held during the summer with all members in attendance. All members are involved in the planning of modifications and accommodations. Modifications and accommodations are written

into all lesson plans to meet the needs of our student's mental and physical abilities and are aligned to meet the rigorous standards of our curriculum.

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.

These strategies are incorporated according to Act 82 Teacher Effectiveness Guidelines and include supervision of classroom teachers through observation and collection of evidence. Building level and teacher specific data and performance indicators are also measured. SUN Area Technical Institute has two administrators and 23 instructors.

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

Peer teaching observations are encouraged this year for both new and seasoned instructors. Peer coaching will evolve on an informal and formal level in conjunction with the SUN Tech mentoring program and Penn State University representatives.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of

	district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

Recruitment

(Comprehensive CTC only)

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

Effort is made to discuss potential openings with alumni, Occupational Advisory Members, and Industry Partners prior to positions opening. Questions during the interview process are designed to evaluate a perspective teacher's knowledge in teaching students with special needs.

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

Effort is made to discuss potential openings with alumni, Occupational Advisory Members, and Industry Partners prior to positions opening. Industry related questions and activities are included in the interview process to evaluate industry experience.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences,			

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

Local Assessments

(Comprehensive CTC who graduate students only)

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

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

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

Checked answers

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

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Methods and Measures

Summative Assessments

- NOCTI - end of program assessment
- Teacher developed assessments that summarize learning up to a point i.e. the end of the chapter, end of unit, end of project, etc.
- Industry Certification Assessments
- State Licensing Exams

Benchmark Assessments

- Benchmark assessments are given throughout the year in many forms that give teachers immediate feedback on student understanding and achievement that determine if students are meeting the required POS competencies and PA Core Standards.

Formative Assessments

- Formative assessments range from review questions, class discussions, student presentations, student prepared and presented projects, observation, etc. that teachers use to modify teaching and learning activities to improve student attainment.

Diagnostic Assessments

- The pre-NOCTI test is used to diagnostic assessment as it is used to determine the current level of knowledge and skill of the learner. Students then build upon their abilities following the Program of Study.
- Diagnostic assessments measure current knowledge, skills, attitudes and beliefs and can focus on the individual student.

Validation of Implemented Assessments

(Comprehensive CTC only)

Checked answers

None.

Unchecked answers

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

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

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

Not applicable because we give the nationally recognized NOCTI and NIMS assessments at SUN Tech

Collection and Dissemination

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

SUN Tech administers a pre-NOCTI exam in October and NOCTI exam in April of each school year. The results are distributed to Instructors by the NOCTI Coordinator and Data is evaluated by Administration and Instructional Staff. Data is analyzed to determine any gaps in their curriculum to improve instruction and maximize instructional time. A three-year running average is utilized to find curriculum gaps occurring over time. NOCTI results are reviewed annually at Program Occupational Advisory Meetings.

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.

Instructors can reteach and retest in areas of deficiency, provide additional one-on-one time to assist students understanding of a concept or basic skill leading to a proficient level of understanding. Resource staff also provide additional support, instruction, and study skills to assist students who are struggling and not meeting the required benchmarks.

Assessment Data Uses

(Comprehensive CTC only)

Checked answers

None.

Unchecked answers

- Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.
- Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.

- Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.
- Instructional practices modified or adapted to increase student mastery.

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

Checked answers

- Directing Public to the PDE & other Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Press Releases
- School Calendar
- Student Handbook
- Occupational Advisory Committee Meeting
- Local Advisory Committee Meeting
- Perkins Planning Committee Meeting
- Course Syllabus

Unchecked answers

- Course Planning Guides
- Meetings with Community, Families and School Board
- Mass Phone Calls/Emails/Letters
- Newsletters

Provide brief explanation of the process for incorporating selected strategies.

SUN Tech is proud of NOCTI and NIMS summative assessment scores and spreads the word as many ways as feasible to communicate this information with parents, perspective students, and the community. We send out a letter to all parents informing them of testing and test dates. Summative assessment information is communicated on our website, Facebook and social media. It is also communicated in our student handbook, course planning guides given to the high schools, and it is noted on our school calendar. School performance levels are shared with our Joint Operating Committee made up of our five sending school districts, given to our OAC members, Perkins Planning Committee members, and certificates are prepared and mailed to our students.

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

Meetings with community, families and district school boards would not be the best use of our time when trying to distribute information about summative assessments (NOCTI and NIMS) test information and score reports. We do report test dates and score results to our SUN Area Technical Institute's Joint Operating Committee that is made up of one member of each of our five sending district's school boards. Then it is our intention that these people will report the information to the sending district's board members. Data is also shared with District Superintendents and Principals for distribution to appropriate staff and community members. With the onset of the internet allowing websites and social media to perform the same way as the old mass produced paper copy newsletters it is now cost prohibitive to publish newsletters when it can be broadcast by a website and Facebook and reach at least twice as many viewers, due to the speed and ease it can be sent with a click of a mouse.

Due to a one year delivery system, pertinent information to NOCTI/NIMS is not included in the course planning guide published by the sending districts.

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers

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

Unchecked answers

- School-wide Positive Behavioral Programs
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Placement of School Resource Officers

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

School-wide Positive Behavior Programs - No formal program is offered. A campaign of no bullying posters and positive action photos are hung throughout the hallways of our school and cafeteria displaying school support for positive behavior in our school. Our students also follow a strict dress code with shirt-tails tucked in and all students must be presentable to represent our school to visitors and perspective employers.

Peer Helper Programs - Because we are a one-year program peer mentoring is not possible. We do have 8th and 10th grade tours where students will introduce their programs to underclassman. Also in 11th grade students interested in SUN Tech can attend our school for the day and rotate to three programs to get a feel for the program and talk to the instructor. During this time the student is paired with a senior to guide them during the time and ask any question the 11th grader may have.

Safety and Violence Prevention Curricula - Safety is a large part of every programs curriculum here at SUN Tech. All machines and hazardous tools must be demonstrated and a student must pass a safety test with 100 percent accuracy before the student is allowed to operate the equipment or tool. We also offer the OSHA 10-hour training course to all of our construction, manufacturing and service clusters. CPR and AED training to all of our health professions and other programs that work with the general public if the instructor feels it's necessary to give their students additional protection in their working environment such as Culinary and Cosmetology that deal with the public. Fire extinguisher training is also provided the same way as CPR and AED Training. ServSafe training is provided to students enrolled in the Culinary program. Violence prevention procedures are identified by the safety committee and practiced, but no formal training is completed school wide.

Placement of School Resource Officers – We do not employ a School Resource Officer. Our local Police Department visits our school on a regular basis and at this point we do not feel the hiring of an officer would be any more beneficial to our school than the visits from our local officers, whom our students get to know and trust each year. We also have a MOU with the local State Police barracks. We have very few incidents where police must intervene.

SUN Area Technical Institute is composed of five sending districts that each have a Student Assistance Team that is trained to respond to student crises and dealing with alcohol, chemical and tobacco abuse issues as well as other student crisis and dilemmas. Because all of our students leave from their high school to attend SUN Tech and return to the high school at the end of the day, the high school's SAP Team would have access to all students during those times for consultation. SUN Tech's counselor receives referral information from students and/or our staff, and consults with the SAP representative from the affected student's sending school to

put into motion the SAP process on behalf of that student. We at SUN Tech communicate regularly and have access to all SAP team members daily. Duplication of this service with SUN Tech's limited staff and administration would be redundant and costly. This plan is already in place and has been put into action several times successfully.

Screening, Evaluating and Programming for Gifted Students

(Comprehensive CTC only)

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

This narrative is empty.

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

This narrative is empty.

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

This narrative is empty.

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

This narrative is empty.

Developmental Services

Checked answers

- Academic Counseling
- Attendance Monitoring
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Emergency and Disaster Preparedness
- Individual Student Planning
- Orientation/Transition
- Coordination of Services with Sending School

Unchecked answers

- Behavior Management Programs
- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization
- Guidance Curriculum

- Health and Wellness Curriculum
- Health Screenings
- Nutrition
- RTII/MTSS
- Wellness/Health Appraisal

Explanation of developmental services:

The SUN Area Technical Institute does not have a school-wide behavioral management program or a coaching/mentoring student program. We do not offer guidance curriculum or have RTII in place although we do agree with the premise that ALL children can learn. All health care requirements, health and wellness curriculum (Physical Education Courses) health screenings and wellness/health appraisals are completed at the student's individual high schools.

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
- Special Education Evaluation
- Student Assistance Program
- Coordination of Services with Sending School

Unchecked answers

- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development

Explanation of diagnostic, intervention and referral services:

Services are provided on an individual basis at the center and sending district level, if necessary students are referred to the sending district or outside agencies.

Consultation and Coordination Services

Checked answers

- 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

- Alternative Education

Explanation of consultation and coordination services:

The only consultation and coordination service not offered or implemented through the SUN Area Technical Institute is Alternative Education. Alternative Education is handled by each high school individually.

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
- Press Releases
- School Calendar
- Student Handbook
- Coordination of Services with Sending School
- Social media with Facebook and Twitter

Unchecked answers

- Newsletters

Communication of Student Health Needs**(Comprehensive CTC only)***Checked answers**None.**Unchecked answers*

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

Frequency of CommunicationFrequency of communication: **Yearly*****Collaboration for Interventions***

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

All teachers attend student IEP meetings with special education staff and receive copies of educational plans. Teachers can also refer students who need additional assistance for aide support. Special education staff are available to all teachers daily, and teachers are supported with expertise of special education staff to work with specially designed instruction and modification to instruction when needed.

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

SUN Area Technical Institute does not coordinate with community operated before or after school programs. We are a primarily seniors only program, located in a rural setting and our students are bussed to and from our school location daily.

Materials and Resources

Description of Materials and Resources

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

Provide explanation for processes used to ensure Accomplishment.

The State Program of Study tasks list is completed in sequence and to the degree of complexity required. All teachers have access to SAS and other necessary resources and supplies that align to their curriculum. Resources and materials allow for diversity, differentiated instruction, and equitable allocation to both students and the educational process.

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	Not Applicable
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms

PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The SUN Area Technical Institute only offers Math as an academic course therefore courses checked NA are not applicable.

Common Core English Language Arts, Literacy in History/Social Studies, Science and Technical Subjects, Science and Technology and Engineering Education and Mathematics are integrated into all our curriculums. The Standards Aligned System website offering materials and resources for teachers has been referenced during in-service trainings and will be referenced and used on a continual basis.

Professional Education

Characteristics

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

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

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

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

- Provides leaders with the ability to access and use appropriate data to inform decision making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

Teachers are encouraged to keep current with certifications, content knowledge within their programs, apply for ACT 48 hours to increase their learning base and make data driven decisions. Teachers also emphasize learning, manage resources, and analyze strategies that work to support and empower themselves, their students, their student's parents, as well as the local community.

Administration emphasizes and creates a culture for learning, manages resources, and analyzes curriculum and assessments assuring alignment with PA academic standards.

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

SUN Tech is covering all the strategies described for professional education and continues to update the alignment of academic standards.

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:
2/10/2015 3 Hours
The LEA plans to conduct the required training on approximately:
8/10/2020 3 Hours anticipated

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:
10/12/2015 1 Hour
8/14/2017 2 Hours
The LEA plans to conduct the training on approximately:
8/13/2018 1 Hour anticipated

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

The SUN Area Technical Institute has a Professional Education Committee that meets throughout the four-year period covered by this plan. Bi-yearly they meet and review professional education activities approved as Act 48. These reviews include: the monitoring of the continuing professional education plan; detailed needs assessments that utilize student assessment results; the determination of emerging needs; the selection and scheduling of learning activities and providers; and an on-going evaluation of continuing professional education activities.

Administration provides ongoing opportunities and supports for teachers to disaggregate student data, and utilize student assessment results to target instructional areas in need of strengths. Administration also has the Danielson framework in place to monitor teacher's progress and evaluate strengths and areas for improvement.

In-service professional development is developed to impact and meet the needs of teachers and ultimately the students.

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

This narrative is empty.

Induction Program

Checked answers

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

Unchecked answers

None.

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

The goal is to provide new inductees with a supportive and educational transition program for their initial year of employment at SUN Tech. To inform them of school's policies, procedures and teaching techniques as needed. To help employees understand and fulfill their role in accomplishing the school's mission, goals and student learning outcomes.

Our goals are to help new teacher inductees understand and fulfill their role in accomplishing the school's mission, goals and student learning outcomes by helping new teachers:

- a. To improve knowledge of teaching strategies based on effective teaching research-based resources and on the Danielson Framework for Teaching
- b. To become acclimated to the school's policies, programs, services and procedures
- c. To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students.
- d. To develop effective instruction, awareness of individual learning styles and assessment techniques in order to teach diverse learners in least restrictive environments.
- e. To provide staff development experiences to achieve a successful transition into the school's educational program and use of software for grading, attendance, and curriculum.
- f. To provide safe and supportive schools with an effective safety program that uses supplies, resources, and exemplars to promote active student engagement in a safe and positive learning environment.

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

All strategies were selected.

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.
- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Inductee evaluation of SUN Tech induction program
- Inductee pretest and posttest

Unchecked answers

- Student PSSA data.
- Inductee survey (local, intermediate units and national level).
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

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

New staff members/inductee training includes the following tools and assessment needs to assist the inductee for a smooth transition into the SUN Area Technical Institute

- i. Participate in school's induction activities for new staff
 1. Understanding of policies, procedures, forms and curriculum
 2. Survival techniques for "Day 1"
- ii. Cooperate with mentor through individual and group meetings with staff members.
- iii. Participate in visitation to other classrooms to observe different techniques.
- iv. Participate in seminars/workshops as scheduled by Professional Development/Induction Committee.
- v. Code of Professional Practice and Conduct for Educators.
- vi. Student assessment data.
- vii. Classroom management and review of lesson plans
- viii. Interpersonal communication and confluence skills.
- ix. Orientation to: SUN Tech's mission, goals and student learning outcomes.
- x. Family and community
- xi. Technology
- xii. Resources available are:
 1. PDE
 2. CSIU

3. Bucknell, Susquehanna, Bloomsburg, and Penn State Universities and Penn College of Technology
4. Assoc. for Supervision & Curriculum Development
5. Local businesses and industries

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

PSSA data is not a tool that directly impacts CTE inductees as an assessment need.

An inductee survey is not used at SUN Tech but we do have all inductees take a pretest and post-test to assist in assessment of needs as well as have the inductee complete an evaluation of the induction program to assist us in on-going improvements to our induction plan.

SUN Tech feels review of written reports summarizing instructional activities are not necessary when classroom evaluations are done at least quarterly and administration has an open-door policy for teachers. SUN Tech administration maintains a file with evaluation, assessment data, lesson plans, walkthrough data, student learning objectives, mandated training and induction records.

SUN Tech will use the state mandated Danielson Framework as the research-based instructional model for teacher evaluation and therefore all inductees will be introduced to this model as required.

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.

All SUN Area Technical Institute mentors must be experienced teachers with no less than three years of successful teaching experience indicated through successful teacher evaluations. Teachers must also possess the following qualities: be recognized by administration as an excellent teacher, work well with students and adults, have good organizational skills, use a variety of classroom management techniques and strategies, skilled in working with large and small groups, be enthusiastic and have a positive attitude, have a positive relationship with teacher being mentored, have a desire to serve and accept additional responsibilities, and have the following knowledge: knowledge of our school's policies, procedures and curriculum, problem solving skills, decision making skills, instructional techniques and strategies, and testing and measurement skills.

Mentors and inductees meet regularly and as necessary. Compatible schedules for mentors and inductees are arranged, but meeting times vary according to needs and requirements.

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

All characteristics were selected.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

All inductees will take a pretest needs assessment to indicate their comfort level of six key components within the induction plan to further assist administration and the inductee's mentor of strengths and weaknesses according to the inductee in the following area: I. General Knowledge, II. Classroom Management, III. Instructional delivery, IV. The Family and Community, V. Interpersonal Skills, and VI. Technology.

The inductee will also meet with the following induction team staff personally to complete checklist requirements related to that staff's expertise. Upon completion of the training and/or information session with each team member the Inductee will sign at the bottom of the checklist that all required information was discussed and completed before the inductee returns it to the Professional Development/Induction Committee Chairperson for review and inclusion in the inductees Teacher Induction File. Members of the induction team the inductee must meet with include: Administrative Director, Assistant Administrative Director, Office Manager, Business Manager, Workforce Development and Purchasing Coordinator, Resource Specialist, School Nurse, Information Technology Administrator, and Maintenance Supervisor. The above-mentioned checklist evaluations are to be completed with the inductee within the first 20 days of the inductee's first full year of employment.

The inductee will meet with his/her mentor a minimum of 27 hours. The mentor will meet with the inductee at least once a week during the inductee's first marking period and will be assigned to the inductee prior to the inductee's first day of employment. In circumstances where the inductee is not new to the teaching profession, but new to SUN Tech, the induction process may be limited to fit the individual needs of the inductee. However, the mentor and inductee will still meet at least once a week during the inductee's first marking period.

Upon completion of the induction process the inductee will complete an Inductee Needs Assessment Post-test to determine present knowledge and comfort level with the same areas mentioned above in the pretest. The inductee will also complete an Evaluation of SUN Tech's Induction Program giving them the opportunity to rate whether or not they feel the program met their needs

Recording Process

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

Checked answers

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Safe and Supportive Schools

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:

SUN Tech continues to reach a 94.82% 6-year average daily attendance rate (as of 16/17 school year per PIMS data).

Accomplishment #2:

2016/2017 NOCTI scores reports students are 86.69% proficient with 70% earning Advanced Skills Certificates as per NOCTI Final Report provided by Penn State Greater Allegheny (State Performance goal is set at 84.06% proficient).

Accomplishment #3:

SUN Tech continues to be recognized at the State and National levels of competition through SkillsUSA student youth organization.

Accomplishment #4:

SUN Tech students currently have options to receive certifications in 15 program areas for 30 State recognized certifications. During 16/17, 186 students earned 457 State recognized certificates. Students earned 85% attainment rate in 16/17 school year.

Accomplishment #5:

SUN Tech participates in dual enrollment with Penn College of Technology through their PCNow program. We currently have 13 of our 19 programs participating in dual enrollment with the following number of students participating in the past three years: 2014-2015 SY - 68; 2015-2016 SY - 45; and 2016-2017 SY- 39. Next year we hope to add additional programs to PCNow dual enrollment.

Accomplishment #6:

In 2016/2017, 66% (145 students) successfully completed Program of Study at a rate of 79% or higher.

CTC Concerns

Concern #1:

Integration of academic content into our technical programs and align the PA Core Standards with the Program of Study Curriculum.

Concern #2:

Achieving school-wide 75% Advanced on NOCTI and NIMS assessments.

Concern #3:

Develop a 3 to 5- year Professional Development Plan for instructional staff.

Concern #4:

Increase the placement rate of program completers entering college, military, and related technical work.

Concern #5:

Increase total student enrollment as of the 10th day of school: (14-15, 262), (15-16, 238), (16-17, 248), (17-18, 250)

Concern #6:

Reduce the 6-year average student withdrawal and return to the sending district rate (currently 8.81%).

Concern #7:

Secure financial resources to upgrade/expand programs and repair and maintain and aging facility.

Concern #8:

Scheduling six levels of Math classes for five sending school districts limits SUN Tech's programs common theory time.

Concern #9:

The lack of a common calendar between our five sending school districts affects the potential to complete the mandated 990 hours for program completion.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Aligned Concerns:

Integration of academic content into our technical programs and align the PA Core Standards with the Program of Study Curriculum.

Systemic Challenge #2 (*Guiding Question #3*) Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Aligned Concerns:

Achieving school-wide 75% Advanced on NOCTI and NIMS assessments.

Systemic Challenge #3 (*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.

Aligned Concerns:

Develop a 3 to 5-year Professional Development Plan for instructional staff.

Systemic Challenge #4 (*Guiding Question #6*) Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Aligned Concerns:

Reduce the 6-year average student withdrawal and return to the sending district rate (currently 8.81%).

Increase total student enrollment as of the 10th day of school: (14-15, 262), (15-16, 238), (16-17, 248),(17-18, 250)

Increase the placement rate of program completers entering college, military, and related technical work.

Systemic Challenge #5 (*Guiding Question #7*) Establish a system within the school that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, expectations for professional staff members regarding record keeping, monitoring of student attendance and responding with classroom and school-wide interventions when students are chronically absent or disengaged.

Aligned Concerns:

Reduce the 6-year average student withdrawal and return to the sending district rate (currently 8.81%).

Systemic Challenge #6 (*Guiding Question #14*) Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

Secure financial resources to upgrade/expand programs and repair and maintain and aging facility.

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Academic Standards will be identified and listed on lesson plans for all grading quarters.

Specific Targets: Standards for Language Arts, Math, and Science are successfully integrated and uploaded into the school network lesson plan file according to the following schedule: First Quarter by May 2018, Second Quarter by January 2019, Third and Fourth Quarter by 2020.

Type: Annual

Data Source: Instructor's use of appropriate standards in lesson content and instruction. Evidence will be documented by walk-through and formal observations.

Specific Targets: Instructor's use of Academic Standards in both theoretical and practical lessons on routine basis and observed by administration during at least two walk-through observations during the year.

Strategies:

Instructor utilization of the SAS Curriculum Resources

Description:

Instructors will utilize the Standards Align System (Curriculum) to access best practices in Academic Standard alignment for the benefit of lesson planning and instructional strategies relevant to their technical program.

SAS Alignment: Standards, Curriculum Framework, Instruction

Demonstrate Instructional Delivery Methods Incorporating Academic Standards

Description:

Instructors will become proficient in appropriate selection and use of MAX Teaching methods to address Academic Standards and incorporate Literacy and differentiated learning in their content areas.

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

Implementation Steps:

Standards Alignment System Professional Development

Description:

During in-service days and staff development meetings, training will be provided to assist instructors with the selection and alignment of appropriate Language Arts, Science, and Math standards within the SAS Curriculum resource. Identified Standards will then be incorporated into the appropriate lesson plans and demonstrated in instructional content delivery.

Start Date: 10/8/2018 **End Date:** 6/24/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Instructor utilization of the SAS Curriculum Resources

Professional Development Using MAX Teaching Strategies (Language and Literacy and Diverse Learners)

Description:

Instructors will participate in initial training and coaching sessions to gain confidence in implementing various MAX instructional strategies with a focus on Literacy and diversity.

Start Date: 8/12/2019 **End Date:** 5/27/2022

Program Area(s): Professional Education

Supported Strategies:

- Demonstrate Instructional Delivery Methods Incorporating Academic Standards

Goal #2: Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source:

- State Annual NOCTI Pre and Post Test Results
- NIMS Results
- 3-year Program Specific Data Analysis Results

Specific Targets: Increase the number of students obtaining Advanced on the NOCTI Exam and number of NIMS certifications by 5%.

Strategies:

Data Analysis

Description:

After analyzing the task link report data for each test standard, instructors will identify gaps and areas of need. Identified content areas will then be aligned to appropriate curriculum content and lesson plans.

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

Implementation Steps:

Analyze NOCTI/NIMS data

Description:

Data will be analyzed over a 3-year period for deficiencies, gaps, and areas of success to determine instructional and curriculum adjustments.

Start Date: 8/12/2019 **End Date:** 5/27/2022

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis

Curriculum and Instructional Strategy Modifications

Description:

Based on results of data analysis the instructors will make curriculum and /or instructional delivery modifications to address identified areas of need to improve NOCTI / NIMS scores.

Start Date: 8/1/2018 **End Date:** 5/27/2022

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis

Goal #3: 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 Instructional Needs Assessment results
- Professional Development Post Training Survey results

Specific Targets:

- Establish a 3 to 5-year professional development plan for instructional staff with five documented professional development activities per teacher, per year directed at improving student performance.
- Increase in number of students earning Advanced performance on NOCTI/NIMS by 5%.

Type: Annual

Data Source: Annual teacher evaluation data

Specific Targets: All teacher observations in the domains of instruction and classroom environment will reach proficient and advanced levels demonstrating instructor growth.

Strategies:

Professional Development Trainings

Description:

Based on evaluation data, standardized testing data, and staff survey results, administration will develop a 3 to 5-year professional development plan and work with area service providers to provide staff training. Trainings can be in the form of on-line sessions, in-service workshops, and staff meeting trainings.

SAS Alignment: Assessment, Instruction, Materials & Resources

Implementation Steps:

Create Instructional Needs Assessment

Description:

Create and deploy a professional development needs assessment to identify areas of deficiency related to student engagement, technology, instructional methods, curriculum, and assessment.

Start Date: 5/1/2018 **End Date:** 5/24/2019

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

Supported Strategies:

- Professional Development Trainings

3 to 5-Year Professional Development Plan

Description:

After completing a survey on instructional needs, a 3 to 5-year plan will be developed to aid in planning for in-service trainings and staff meetings. A well-defined plan, training agendas, and instructor performance will demonstration implementation.

Start Date: 8/13/2018 **End Date:** 5/27/2022

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

Supported Strategies:

- Professional Development Trainings

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:		Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.			Strategy #1: Instructor utilization of the SAS Curriculum Resources		
Start	End	Title			Description		
10/8/2018	6/24/2022	Standards Alignment System Professional Development			During in-service days and staff development meetings, training will be provided to assist instructors with the selection and alignment of appropriate Language Arts, Science, and Math standards within the SAS Curriculum resource. Identified Standards will then be incorporated into the appropriate lesson plans and demonstrated in instructional content delivery.		
	Person Responsible	SH	S	EP	Provider	Type	App.
	Assistant Director/Director	1.0	2	21	IU 16 Central Susquehanna Intermediate Unit or Pennsylvania Department of Education Technical Assistance Program	IU and Department of Education	Yes

Knowledge Identification of appropriate standards aligned to program curriculum and instructional delivery methods

Supportive Research Standards Align System Curriculum resources

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

- School - Whole Group Presentation
- Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir

Grade Levels

High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

- Classroom observations focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

LEA Goals Addressed: Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Start	End	Title			Description				
8/12/2019	5/27/2022	Professional Development Using MAX Teaching Strategies (Language and Literacy and Diverse Learners)			Instructors will participate in initial training and coaching sessions to gain confidence in implementing various MAX instructional strategies with a focus on Literacy and diversity.				
		Person Responsible	SH	S	EP	Provider		Type	App.
		Assistant Director/Director	3.0	4	28	MAX Teaching with Todd Luke		For Profit Company	Yes

Knowledge

Instructional strategies on incorporating academic standards and methods to provide individualized instruction to meet the needs of the student.

Supportive Research

MAX Teaching strategies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Training Format

School - Whole Group Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Asst Supts / CEO / Ex Dir
Paraprofessional

Grade Levels

High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

- Peer-to-peer lesson discussion
- Lesson modeling with mentoring

LEA Goals Addressed: Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms. **Strategy #1: Data Analysis**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/12/2019	5/27/2022	Analyze NOCTI/NIMS data	Data will be analyzed over a 3-year period for deficiencies, gaps, and areas of success to determine instructional and curriculum adjustments.	Assistant Director/Director	3.0	1	19	Administration	School Entity	Yes

Knowledge

Areas of curriculum and instruction that are in need of modification to improve student achievement. Professional development will include literacy strategies and differentiated instructional practices.

Supportive Research

- NOCTI Guides, Task Link Report, SUN Tech specific data
- NIMS Guides and Test Results
- PACTA Resources
- MAX Teaching and Literacy Strategies
- SAS Resources

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

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

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

Training Format

School - Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Asst Supts / CEO / Ex Dir	Grade Levels	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 	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

- Creating lessons to meet varied student learning styles
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

LEA Goals Addressed:	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.	Strategy #1: Professional Development Trainings
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Start	End	Title	Description	Provider	Type	App.
5/1/2018	5/24/2019	Create Instructional Needs Assessment	Create and deploy a professional development needs assessment to identify areas of deficiency related to student engagement, technology, instructional methods, curriculum, and assessment.	Administration	School Entity	No
		Person Responsible Assistant Director/Director		SH 1.0	S 3	EP 28

Knowledge

Areas of need identified by the instructional staff

Supportive Research

- Professional Development team analysis of survey results
- Professional Development team recommendation of instructional needs

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- 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 and district administrators, and other educators seeking leadership

- 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

roles:

- Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format

School - Whole Group Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
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Grade Levels

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Evaluation Methods

- 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
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

LEA Goals Addressed: 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.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/13/2018	5/27/2022	3 to 5-Year Professional Development Plan	After completing a survey on instructional needs, a 3-5-year plan will be developed to aid in planning for in-service trainings and staff meetings. A well-defined plan, training agendas, and instructor performance will demonstration implementation.	Assistant Director/Director	1.0	3	2	PACTA - TAP program and Penn State Greater Allegheny	Association	Yes

Knowledge Administration and faculty can identify instructional needs and appropriate professional development resources to address the 3-5-year Professional Development Plan and impact student performance.

- Supportive Research**
- Standards Align System
 - PACTA Resources and Best Practices
 - IU 16- Central Susquehanna Intermediate Unit

Designed to Accomplish

- For classroom teachers, school counselors and education specialists:
- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

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

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

Training Format

Professional Learning Communities

Participant Roles

Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir

Grade Levels

High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Joint planning period activities
- Journaling and reflecting

Evaluation Methods

- 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

- Participant survey
- Review of participant lesson plans

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.

Affirmed by Mary Brouse on 8/21/2018

Board President

Affirmed by Jennifer Hain on 8/27/2018

Executive Director