

Bethlehem AVTS

CTC Plan

07/01/2016 - 06/30/2019

CTC Profile

Demographics

3300 Chester Avenue
Bethlehem, PA 18020
(610)866-8013

AYP Status: None
Executive Director: Brian Williams

Planning Process

The Bethlehem Area Vocational-Technical School (BAVTS) Internal Planning Team (IPT) will meet bi-weekly from November 2014 through October 2015. Monthly meetings will also be held for the at-large Comprehensive Planning Committee (CPC) from January through November 2015. The Internal Planning Team (IPT) will be responsible for developing the at-large CPC, providing all necessary data for decision-making, organizing meetings, setting agendas, maintaining meeting minutes, obtaining Joint Committee approvals and communicating all information to at-large members. At-large CPC members will be responsible for determining school needs, setting plan goals, developing action plans and assisting ITP members with constructing plan budgets. Meetings will occur both on location at the BAVTS campus site and/or electronically, utilizing web-based meeting tools and/or email.

Mission Statement

Mission Statement: The Mission of Bethlehem Area Vocational-Technical School is to provide all students opportunities to build successful careers.

Vision Statement

Based on the *Balanced Scorecard* process designed by Robert S. Kaplan and Dave P. Norton (Harvard Business School Press, 1996), Bethlehem AVTS seeks to achieve the following for all our stakeholders:

1. Positive student achievement, growth, and development are the main focus in all educational and student services programs. Recognized industry and academic achievement standards are embedded into all aspects of the learning process. All students progress through their chosen CTE programs toward related high wage, high skill jobs, military careers, or post secondary education placements.
2. All purchased, leased, or donated resources are sustainable and cost effective. Instructional resources and program inventories are closely aligned to annual enrollment and instructional

needs. Support services are designed to fit both student and staff needs. Facilities are of the highest quality across the campus, and operational systems fully support a positive student learning and work-place environment. Adult Education offerings are of the highest quality, meet immediate and long-term local workforce needs and remain non-competitive with other local providers of post-secondary education. The school maintains well planned-budgetary and financial systems with thorough and prudent fiscal management of school and its program services. Human Resources focus upon meeting PDE requirements for all staff as well as setting top qualifications for all personnel.

3. There is a demand by local students to attend BAVTS and complete our programs of study. High quality, engaging instruction energizes students to achieve at high levels on academic and industry-based assessments. Key stakeholders, including sending schools, community organizations, parents, and others are addressed as we plan and implement our priorities throughout the school. Special attention is paid to students with special needs and those who are entering non-traditional careers. Guidance services specialize in addressing the social, emotional, and academic support needs of our students. Friends and visitors are greeted warmly and feel welcome and safe as they enter our doors. Student discipline is minimized as we pay close attention to sound instructional practices, safety of buildings and grounds, and other focused, customer service practices.

Shared Values

BAVTS offers cost-effective instructional programs that lead students to a recognized industry credential, post-secondary articulation, and at every opportunity, a high-wage, high-demand career in our community and beyond.

BAVTS students provides rigorous, standards-based and student-centered instruction in all program areas.

BAVTS staff perform at the highest levels through systemic, prescriptive, and institutional staff development programs.

BAVTS will continue its efforts to produce highly-skilled employees and students for the local workforce development and/or post-secondary education markets.

BAVTS will continue to maintain a positive relationship with its sending school districts and other CTC's.

BAVTS will remain a student-centered organization in its approach to teaching and learning and will strive for school-wide academic, student services, and career and technical excellence in all classrooms and labs.

BAVTS will continuously strive to be a top performing CTC, as measured by a variety of local, regional, state, and national assessments.

BAVTS continue to be a benchmark for appearance, cleanliness and safety for all who enter the school.

BAVTS will continue to nurture and build upon its solid relationships with its local and wider community, industry/employers, and post-secondary institutions.

BAVTS will provide an equitable, safe, and rewarding work environment for all employees.

BAVTS will remain a fiscally responsible organization that brings value for services to its constituents.

Educational Community

BAVTS is located in Northampton County in the eastern region of Pennsylvania, serving students in grades 9 through 12 from three primary districts -- Bethlehem, Northampton, and Saucon Valley -- as well as several parochial and private schools in the community. All these schools are located in Northampton County which is identified as an urban county except for its northeastern most region. BAVTS serves students in grades 10 through 12 for career and technical program enrollment and grade 9 for career exploration. The school also serves adult learners through evening program options in health care, cosmetology, mechanical trades, and construction trades. High school program enrollment has averaged 1,250 students annually for the last five years while adult program enrollment averaged 500 students per year.

Demographics for each of our participating school districts are as follows (SOURCE: <http://quickfacts.census.gov/>):

The City of Bethlehem (Bethlehem Area School District) : 78.92% of people are white, 7.10% are black, 2.95% are asian, 0.23% are native american, and 7.34% claim 'Other' and 23.60% of the people in Bethlehem, PA, claim hispanic ethnicity (meaning 76.40% are non-hispanic). Bethlehem Area School District students represent approximately 60% of students enrolled at Bethlehem AVTS.

The Borough of Hellertown (Saucon Valley School District): 96.07% of people are white, 0.84% are black, 1.12% are asian, 0.00% are native american, and 0.42% claim 'Other', and 2.58% of the people in Hellertown, PA, claim hispanic ethnicity (meaning 97.42% are non-hispanic). Saucon Valley School District students represent approximately 10% of students enrolled at Bethlehem AVTS.

The Borough of Northampton (Northampton Area School District): 95.66% of people are white, 1.56% are black, 0.37% are asian, 0.46% are native american, and 0.52% claim 'Other', and 2.77% of the people in Northampton, PA, claim hispanic ethnicity (meaning 97.23% are non-hispanic). Northampton Area School District students represent approximately 30% of students enrolled at Bethlehem AVTS.

The unemployment rate in Bethlehem currently sits below 4% and as of the last census the median income for a household in the city was \$35,815, and the median income for a family was \$45,354. Males had a median income of \$35,190 versus \$25,817 for females. The per capita income for the city was \$18,987. About 11.1% of families and 15.0% of the population were below the poverty line, including 20.7% of those under age 18 and 8.8% of those age 65 or over. The largest industry sectors in Bethlehem are Health Care, Manufacturing, Logistics/Transportation and Education. Bethlehem has three full hospital campuses, over a dozen skilled nursing facilities and hundreds of health care providers/provider groups. Manufacturing employers include Just Born, Inc., Lehigh Heavy Forge Corp., B Braun Medical and Air Products, while Walgreen's, Kraft Foods and JB Hunt offer local residents employment opportunities in logistics/transportation. Bethlehem is also home to two four year post-secondary institutions -- Lehigh University and Moravian College as well Northampton Community College's main and South Bethlehem campuses. (SOURCE - <http://www.careerlinklehighvalley.org/>)

Planning Committee

Name	Role
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Melody Bloszinsky	High School Teacher - Regular Education : Professional Education
Christopher Bosch	Instructional Coach/Mentor Librarian : Professional Education
Michele Bracero	Parent : Professional Education
Ann Corves	Elementary School Teacher - Regular Education : Professional Education
Cynthia Evans	Community Representative : Professional Education
Russell Gaffney	Special Education Director/Specialist : Professional Education
Michael Galler	Administrator : Professional Education
Michael Giamoni	High School Teacher - Regular Education : Professional Education
Alex Glassberg	Ed Specialist - School Counselor : Professional Education
Vicky Haines	High School Teacher - Regular Education :

	Professional Education
Sandra Klein	Administrator : Professional Education
Susan McCaughin	High School Teacher - Regular Education : Professional Education
Melanie Medley	Parent : Professional Education
Craig Mosser	High School Teacher - Regular Education : Professional Education
Adam Nickischer	High School Teacher - Regular Education : Professional Education
Thomas Nolan	Community Representative : Professional Education
Randy Ross	Business Representative : Professional Education
Jennifer Stilgenbauer	High School Teacher - Regular Education : Professional Education
Charles Wernett	Business Representative : Professional Education
Brian Williams	Administrator : Professional Education

Core Foundations

Standards

Mapping and Alignment

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

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

As a part-time career and technical school, BAVTS relies on its partner school districts to ensure students meet PA Academic curriculum standards. BAVTS does make specific efforts to integrate ELA, RWSL and Mathematics Core Standards into the CTE curricula of each program. As applicable, Science and Technology and Engineering Education standards are also integrated into curricula. Literacy, Mathematics and Technology Coaches work alongside CTE instructors to facilitate academic integration in the classroom and assist both teachers and students with mastery of Common Core Standards.

Adaptations

No standards have been identified for this content area.

Explanation for any standards checked:

No standards have been developed, expanded or improved.

Curriculum

Planned Instruction

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

Processes used to ensure Accomplishment:

Each CTE program utilizes the PDE Program of Study curriculum as a foundation for course objectives. Instructors are permitted to include value-added curricular objectives with approval from Occupational Advisory Committees and Administration. This ensure programs meets all state CTE requirements and are also presented in a manner consistent with needs of local employers.

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

Not applicable

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.

Instructional techniques used to accommodate students at all ability levels include the following:

1. Self-paced learning
2. Repeated skills practice
3. One-to-one instructional assistance
4. Allowing additional time to complete assignments, assessments, tasks, etc.
5. Adaptive devices and software as needed and available

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction

- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

- Administrators
- Career Cluster Chairs
- Instructional Coaches

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

The formal classroom observation, walkthroughs and annual evaluations used to assess instruction are primarily based on the Danielson Framework for Teaching. Peer evaluation and coaching focuses on teachers with fewer than three years of classroom teaching experience but is available for all teaching staff. Instructional coaching may be offered by either a peer or an administrator and is available on an as-needed basis to all teachers. Teachers within various career clusters i.e., Food Services, Automotive Technology, Cosmetology, etc. share teaching materials, resources, and curriculum planning activities.

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

Not applicable

Responsiveness to Student Needs

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

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

This narrative is empty.

Recruitment

(Comprehensive CTC only)

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

This narrative is empty.

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

BAVTS follows our Joint Committee-approved job posting/recruitment process which utilizes a standardized Job Description for all instructional positions. All applicants must meet baseline requirements of two or more years direct industry experience, provide all PDE and locally required clearances, and hold all industry certifications/credentials applicable for respective positions. BAVTS always strives to hire PDE certified educators whenever possible.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 16/17	SY 17/18	SY 18/19
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: Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

- NOCTI, SERVSAFE, NIMS, OSHA Safety, AHA First Aide/CPR/AED, PA State Inspection/Emissions Licensing, PA Cosmetology Licensing, Portfolio Evaluation, IPC Certification, AWS Certification

Benchmark Assessments

- Textbook and Teacher made quizzes and tests

Formative Assessments

- Exit slips, journal entries, Textbook assignments, Competency evaluation

Diagnostic Assessments

- KeyTrain Assessments, CareerCruising Assessments, Textbook pre-tests

Validation of Implemented Assessments

(Comprehensive CTC only)

No validation methods have been identified for this content area.

Provide brief explanation of your process for reviewing assessments.

Not applicable

Development and Validation of Local Assessments

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

Not applicable

Collection and Dissemination

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

NOCTI pre and post test scores are collected by Counselors and reported to Administration upon receiving results from the testing organization. Results are compared to prior years (at least the last three years) with scores charted so teachers can clearly see how students perform from year to year.

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.

Not applicable (no Academic testing is done)

Assessment Data Uses

(Comprehensive CTC only)

No assessment data uses have been identified for this content area.

Provide brief explanation of the process for incorporating selected strategies.

Not applicable

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

Not applicable

Distribution of Summative Assessment Results

- Course Planning Guides
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website

- Meetings with Community, Families and School Board
- Mass Phone Calls/Emails/Letters
- Newsletters
- Press Releases
- School Calendar
- Student Handbook

Provide brief explanation of the process for incorporating selected strategies.

The most common summative assessments that occur at BAVTS include SkillsUSA, NOCTI, SERVSAFE, NIMS, OSHA Safety, AHA First Aide/CPR/AED, PA State Inspection/Emissions Licensing, and PA Cosmetology Licensing. The strategies selected for informing the community about these assessments may include notification of dates/times/location of testing to ensure student attendance at the testing sessions. The communication may also provide helpful strategies and techniques to help students prepare for success on the various tests or the communication may be to inform the community of student performance on the assessments. Data from assessment results is published and available in course catalogs and literature, in the Student Handbook, in our Annual Report, and at times in Press or News releases (SkillsUSA outcomes). Letters, emails and meetings are the usual way to inform families about the assessment and what to expect for their child.

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

Industry Credentials are reported annually to PDE via PIMS reporting processes although Bethlehem AVTS does not currently provide a direct link to PDE's data website. This link along with links to credentialing body websites will be added to our school website proper so stakeholders may learn more about the credentials students may earn through their courses at Bethlehem AVTS.

Safe and Supportive Schools

Programs, Strategies and Actions

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

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

All strategies selected

Identifying and Programming for Gifted Students

(Comprehensive CTC only)

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

Not applicable

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

- Accommodations and Modifications
- Administration of Medication
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Small Group Counseling-Educational planning
- Coordination of Services with Sending School

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

- 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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

- Course Planning Guides
- 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

Communication of Student Health Needs

(Comprehensive CTC only)

No means of communication have been identified for this content area.

Frequency of Communication

Frequency of communication: **Yearly**

Collaboration for Interventions

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

Student needs, progress, achievement, etc. are communicated between teachers, counselors, instructional assistants, Special Education staff and Administrators to ensure all involved in a

student's educational experience are constantly aware of the student's status. At least twice each marking period, this information is also communicated to parents/guardians and to staff at districts of residence.

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

These services are managed by students' district of residence.

Materials and Resources

Description of Materials and Resources

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	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.

BAVTS is continually striving to provide the best possible resources and materials for students and teachers. Instructional resources are primarily selected by classroom teachers but are subject to approval by Occupational Advisors and Joint Committee. Quality and quantity of materials are always subject to budgetary constraints. Administrators and Integration Specialists for Technology, Language Arts and Mathematics also assist instructors in the evaluation and selection of instructional materials and resources.

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	Full Implementation
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	Not Applicable
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	Implemented in 50% or more of district classrooms
History	Not Applicable
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Standards marked as NA are not integrated into CTE programs as these are addressed by students' district of residence. BAVTS has made strong efforts to integrate ELA and Mathematics into each program curricula and continues to work on the same level of integration with Science and Technology standards.

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.
- 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 gifted students are aligned to each other, as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision making.

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

Teachers and other staff required to hold industry credentials or other licensing are encouraged and supported to pursue and maintain credentials. Staff regularly have contact with and interact with parents and community members, primarily business and industry representatives.

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

It is clear that Professional Development is perhaps the largest area in need of improvement and attention at BAVTS. This will be addressed by incorporating Professional Development Goals with specific Action Plans to address the gaps that are indicated above. This will include providing better quality and more frequent opportunities for all staff (teachers, specialists, administrators, etc.) to improve knowledge of successful instructional and intervention strategies.

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 plans to conduct the required training on approximately:
2/12/2016
10/10/2016
10/9/2017

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 plans to conduct the training on approximately:
2/12/2016

10/10/2016

10/9/2017

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

- 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.

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

Professional staff are evaluated formally and informally throughout the year by immediate supervisors who use the Danielson Framework rubrics.

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

The process of identifying needs, establishing best methods for meeting needs and assessment of activities conducted based on needs assessments will be included in this Plan's Goals and Action Plans.

Induction Program

- 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.

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

Inductees meet with mentors and administrators throughout the first two years of employment to complete a rigorous Induction Program. Each meeting covers one or more of the characteristics listed and requires the inductees and mentors to provide evidence of understanding, implementation and mentor assessment.

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

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The information listed is collected for each inductee's portfolio.

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

BAVTS does not have access to individual student PSSA scores as we do not test here.

Mentor Characteristics

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

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

An Induction Mentor Job Description with specific characteristics and duties has been approved by the BAVTS Joint Committee and is used to post openings for Mentor positions.

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

BAVTS does not currently require that Mentors complete any specific form of training outside of being required to hold appropriate state educational certifications and occupational/industry licenses or credentials.

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					
Assessments	X					
Best Instructional Practices	X					
Safe and Supportive Schools		X				
Standards	X					
Curriculum	X					
Instruction	X					
Accommodations and Adaptations for diverse learners	X					
Data informed decision making		X				
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Experienced teachers are assigned as a Mentor to new teachers upon hire and guide them through the Induction process by holding monthly meetings, disseminating essential information about school policies and procedures, and assisting with the day-to-day practice of teaching. Each activity listed on the Timeline of Activities/Topics form must be marked as completed by indicating the date done, Inductee and Mentor initials. The process culminates in a full report to and observation by the Supervisor of Curriculum/Instruction.

Recording Process

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

- 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.

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:

NOCTI SCORES: Since 2012 the overall score for our students' performance on NOCTI testing has risen from 84.4% to 93.8%. This is nearly a ten percent increase in overall test scores. The number of individual programs who scored less than 80% on NOCTI testing dropped from seven programs in 2012-13 to just three programs in 2014-15.

Accomplishment #2:

ATTENDANCE RATES

Since 2012, twenty(20) of our thirty-three (33) distinct classrooms reported attendance rates of 90% or better. Six classrooms fell below 90% for one year, while three classrooms fell below 90% for two of the three years. Only two (2) classrooms reported attendance below 90% for three consecutive years. The lowest attendance rate reported during this period was 85% and the highest was 96%.

Accomplishment #3:

ENROLLMENT INCREASE

Enrollment trends at BAVTS between 2012-13 and 2014-15 show that we are experiencing a growth pattern with 101.6% to 103.6% capacity rates over the three year period. This is well above the PDE recommended 90% or better capacity rate. As of October 1, 2015, our capacity rate for the current school year is above 108%.

Accomplishment #4:

INDUSTRY CREDENTIALS

BAVTS has increased its overall Industry Credential count from 114 earned across all programs in 2012-13 to 207 earned school-wide in 2014-15. For the current school year, all programs have been charged with adding at least one additional credential to their program.

CTC Concerns

Concern #1:

Committee members identified a need to improve the overall Professional Development process, citing long-range planning, time granted for professional development and availability of sound, research-based instructional practices.

Concern #2:

Committee members recommend that the school develop and implement clear policy and procedures for the regular reporting and dissemination of school data (student data, staff data, facility data, financial data, etc.) in order to help make decisions that will lead to the best outcomes for student achievement.

Concern #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.

Concern #4:

The Administrative Team at BAVTS suggest that Perkins performance indicators such as Graduate Survey Results and Non-Traditional Student Enrollment be assessed for ways to increase results in both areas.

Concern #5:

Committee members conclude that the school's shared vision must be better communicated to all stakeholders and that increased parent and community involvement are vital to this concern.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

Committee members identified a need to improve the overall Professional Development process, citing long-range planning, time granted for professional development and availability of sound, research-based instructional practices.

Committee members recommend that the school develop and implement clear policy and procedures for the regular reporting and dissemination of school data (student data, staff data, facility data, financial data, etc.) in order to help make decisions that will lead to the best outcomes for student achievement.

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.

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:

Committee members identified a need to improve the overall Professional Development process, citing long-range planning, time granted for professional development and availability of sound, research-based instructional practices.

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.

Systemic Challenge #3 (*Guiding Question #11*) Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Aligned Concerns:

Committee members identified a need to improve the overall Professional Development process, citing long-range planning, time granted for professional development and availability of sound, research-based instructional practices.

Committee members recommend that the school develop and implement clear policy and procedures for the regular reporting and dissemination of school data (student data, staff data, facility data, financial data, etc.) in order to help make decisions that will lead to the best outcomes for student achievement.

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.

Systemic Challenge #4 (*Guiding Question #5*) Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides

interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Aligned Concerns:

Committee members conclude that the school's shared vision must be better communicated to all stakeholders and that increased parent and community involvement are vital to this concern.

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.

Systemic Challenge #5 (*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:

The Administrative Team at BAVTS suggest that Perkins performance indicators such as Graduate Survey Results and Non-Traditional Student Enrollment be assessed for ways to increase results in both areas.

Committee members conclude that the school's shared vision must be better communicated to all stakeholders and that increased parent and community involvement are vital to this concern.

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.

Systemic Challenge #6 (*Guiding Question #9*) Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

CTC Level Plan

Action Plans

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

Related Challenges:

- 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.

Indicators of Effectiveness:

Type: Interim

Data Source: Documentation of in-service activities.

Specific Targets: In-service for Standards-Aligned Assessment

In-service for Utilizing Assessment to Improve Instruction

In-service for Research-based Instructional Practices

Formal School-wide Adoption of Two New Research-based Instructional Practice each year

Strategies:

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>) WWC has identified at least one instructional coaching model that has

a positive impact on achievement at the secondary level.)Source:
http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ;

Differentiated Instruction: Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ;

Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ;

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades,

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;

Investigating the Impact of Differentiated Instruction in Mixed Ability

Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

Instructional Coaching

Description:

BAVTS will utilize the model provided by the Pennsylvania Institute for Instructional Coaching to design In-service activities and year-round coaching strategies for instructional improvement.

Start Date: 6/1/2015 **End Date:** 6/30/2017

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

Supported Strategies:

- Instructional Coaching

Differentiating Instruction

Description:

All instructors will be versed in the techniques used in Differentiating Instruction via in-service sessions, peer modeling/coaching, and online activities/courses.

Start Date: 6/10/2016 **End Date:** 6/9/2018

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

Supported Strategies:

- Differentiating Instruction

Goal #2: 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.

Related Challenges:

- Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.
- Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher grade records

Specific Targets: Academically at-risk students will improve performance in CTC program.

Strategies:

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf) The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be “effective” and “have the most positive impact on the dropout rate.,” the Mid-Atlantic REL provides additional support for Dropout Prevention. (Sources: <http://www.dropoutprevention.org/effective-strategies> and http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Dropout Prevention Plan

Description:

BAVTS Student Services, Instructional and Administrative Staff will form a committee to develop a Drop Out Prevention Plan designed to keep more students in school through graduation. The plan will provide data on drop out rates of students attending BAVTS, assess tangible and intangible causes for dropping out and provide research-based intervention strategies. Committee will meet monthly throughout the target date period to research and develop the plan with implementation occurring during the 2018-19 school year.

Start Date: 8/26/2016 **End Date:** 6/8/2018

Program Area(s): Special Education, Student Services

Supported Strategies:

- Dropout Prevention Expansion

Goal #3: Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Indicators of Effectiveness:

Type: Interim

Data Source: Staff survey, classroom assessment data, school-wide student data system reports (attendance, grades)

Specific Targets: Staff will complete pre and post surveys to measure individual knowledge and application of at least two data-based instructional strategies each year.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Data-Driven Achievement

Description:

Implementation of Data-driven Student Achievement will include the following:

YEAR ONE

1. Pilot Team formation -- one administrator, four teachers, one counselor, one instructional coach, one Special Education Coordinator
2. Monthly meetings -- purpose is to bring research-based data collection, analysis and utilization techniques to the meeting for discussion to determine which may work best at BAVTS.
3. Finalize a Trial Data-Driven Improvement Pilot Project

YEAR TWO

1. Pilot Project -- four classroom teachers implement Pilot Project with students in Grade 10 with assistance of counselor, instructional coach and Special Education Coordinator

2. Quarterly meetings -- Teachers report quarterly student achievement results to entire Pilot Team.
3. Revise Data-Driven Improvement Plan for school-wide implementation.

YEAR THREE

1. Plan is implemented school-wide.
2. Pilot Team reviews school-wide achievement data/results.
3. Results are shared with all school stakeholders.

Start Date: 8/26/2016 **End Date:** 6/7/2019

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Goal #4: 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.

Indicators of Effectiveness:

Type: Interim

Data Source: Teacher evaluations

Specific Targets: Teachers will participate in staff development activities to help them design/develop standards-aligned assessment tools for their classrooms.

Type: Annual

Data Source: Assessment Binders

Specific Targets: Each teacher will develop four standards-aligned assessment tools each year.

Strategies:

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ;

Differentiated Instruction: Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ;

Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ;

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades,

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;

Investigating the Impact of Differentiated Instruction in Mixed Ability

Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Developing SAS-based Assessments

Description:

Multiple SAS-based assessment techniques and tools will be shared with instructional staff who will select at least four for implementation in the classroom.

Start Date: 8/26/2016 **End Date:** 6/8/2019

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.	Strategy #1: Instructional Coaching
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Start	End	Title			Description	Type	App.
6/1/2015	6/30/2017	Instructional Coaching			BAVTS will utilize the model provided by the Pennsylvania Institute for Instructional Coaching to design In-service activities and year-round coaching strategies for instructional improvement.	School Entity	Yes
		Person Responsible	SH	S	EP	Provider	
		Supervisor of Curriculum and Instruction	2.0	6	50	BAVTS	

Knowledge

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.

Supportive Research

PA Institute of Instructional Coaching

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format

- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p>	Grade Levels	<p>High (grades 9-12)</p>
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Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p>
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LEA Goals Addressed:	<p>#1 Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.</p>	<p>Strategy #1: Differentiating Instruction</p>
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Start	End	Title	Description
6/10/2016	6/9/2018	Differentiating Instruction	All instructors will be versed in the techniques used in Differentiating Instruction via in-service sessions, peer modeling/coaching, and online activities/courses.
	Person Responsible	SH S EP	Provider
			Type App.

Executive Director
and Supervisors of
Curriculum and
Instruction

3.5

6

35

Varies

Online
learning
programs
(ed2Go,
edutrend
sonline,
ASCD.org,
etc.)

No

Instructors will increase their knowledge of the following:

Knowledge

- multiple means of representation so that learners have various options for acquiring information
- multiple means of expression so that learners have alternative ways to show that learning has occurred
- multiple means of engagement to increase motivation and tap into students' interests

1) Project-based learning

2) Reflection and Goal Setting

**Supportive
Research**

3) Mini-Lessons

4) Allow students Voice and Choice in assessment products

5) Differentiate Through Formative Assessments

6) Balance Teamwork and Individual Work

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

- Series of Workshops
- Live Webinar
- Department Focused Presentation
- Online-Asynchronous
- Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists	Grade Levels	High (grades 9-12)
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Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p>
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LEA Goals Addressed:	<p>#1 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.</p>	<p>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing</p> <p>Strategy #2: Differentiating Instruction</p>
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Start	End	Title	Description
8/26/2016	6/8/2019	Developing SAS-based Assessments	Multiple SAS-based assessment techniques and tools will be shared with instructional staff who will select at least four for implementation in the classroom.
		Person Responsible SH S EP	Provider
			Type App.

Supervisors of Curriculum and Instruction

2 3 35 BAVTS

School Entity

Yes

Knowledge

Teachers will acquire an understanding of and ability to develop SAS-based assessment tools for classroom use during formative, benchmark and diagnostic testing purposes. Assessments will effectively integrate SAS standards with CTE curriculum content in an effort to provide additional opportunities for students to practice and improve English Language Arts, Mathematics and Science, Technology and Engineering knowledge and skills.

Supportive Research

SAS website Assessment Creator tools and resources,
Assessment as Learning: Using Classroom Assessment to Maximize Student Learning text by Lorna M. Earl
Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction, 6th ed. text by James H. McMillan

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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.

Training Format	LEA Whole Group Presentation Online-Asynchronous Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists	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 Lesson modeling with mentoring 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 Portfolio

CTC Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Executive Director