Monroe Career & Technical Institute

CTC Plan

07/01/2018 - 06/30/2021

CTC Profile

Demographics

194 Laurel Lake Road
Bartonsville, PA 18321
(570)629-2001

AYP Status: Not Provided
Administrative Director: Carolyn Shegelski

Planning Process

The comprehensive planning process began at MCTI with an administrative meeting on the comprehensive planning process. At the meeting, the administrative team established a meeting schedule and determined the necessary planning committee members. Achieving a diverse and broad-based representation among community stakeholders was a priority. Invitations to participate were extended to MCTI faculty, Joint Operating Committee Members, General Advisory Committee Members, sending school district administration, parents and students. The administrative team reviewed the activities in the Comprehensive Planning Career and Technical Center Planning Offline Guide Tool and developed a timeline to complete the process in a timely manner and a schedule of the recommended activities, which where conveyed at the first meeting.

Mission Statement

Professional excellence in career and technical training today for a successful tomorrow.

Vision Statement

To be the leader in innovative work force development by meeting the dynamic needs of business and industry through the development of student centered education, technical excellence, and citizenship.

Shared Values

We provide highly qualified staff, cutting edge technology, and rigorous instruction.

We promote workforce development and lifelong learning.

We believe in providing a challenging and progressive curriculum that is an essential component for workforce development and post-secondary readiness.

We foster strong partnerships with all students, parents, community members, sending schools, and local business and industry to provide opportunities and resources.

We believe that each student's qualities, talents, and abilities should be recognized, developed, challenged, and celebrated.

We believe in the power of excellence.

Educational Community

- **Suburban/rural**

- **Students receiving free and reduced lunch: >50%**

- **Fiscal status of school: funded by the four sending districts**

- **Resort, manufacturing, service, bedroom communities**

- **Social agencies, health care, educational and service**

- **Approximately 1000 students from the four sending school districts in grades 9-12**

- **CTE, CTSO, Adult Education, Internships, Job Shadowing, Cooperative Education**

Planning Committee

Name	Role
John Brown	Administrator : Professional Education
Kris Dorshimer	Administrator
Frank Pecci	Administrator

Diane Serfass	Administrator
Carolyn Shegelski	Administrator : Professional Education
Cindy Blake	Board Member
Rusty Johnson	Board Member
John Casella	Business Representative : Professional Education
Debi Cope	Business Representative : Professional Education
Carolyn Whitmore	Business Representative
Frank Whitmore	Business Representative
Lettie Lladoc	Community Representative
Pat Metzgar	Community Representative
Edward Schmidt	Community Representative
James Siglin	Community Representative
Sheila Smith	Community Representative : Professional Education
Peter Soroka	Community Representative : Professional Education
Donna Yozwiak	Community Representative
Dennis Virga	Ed Specialist - Instructional Technology : Professional Education
Carole Geary	Ed Specialist - Other
Tom Lesniewski	Ed Specialist - Other
Wanda Lesoine	Ed Specialist - Other
Diane Siani	Ed Specialist - Other
Catherine Sweeney	Ed Specialist - Other : Professional Education
Carol Cleary	Ed Specialist - School Counselor
Renee Garvey	Ed Specialist - School Counselor
NOT APPLICABLE FOR SUBMISSION	Elementary School Teacher - Regular Education : Professional Education
NOT APPLICABLE FOR SUBMISSION	Elementary School Teacher - Regular Education : Professional Education
Debra Schuler	Graduate, Staff Member
Ron Cudworth	High School Teacher - Regular Education : Professional Education
Patricia LeCompte	High School Teacher - Regular Education : Professional Education
Chris Roberto	High School Teacher - Regular Education : Professional Education
Trish Klenke	Instructional Assistant
Michelle Bonser	Instructional Coach/Mentor Librarian

Michelle Bonser	Middle School Teacher - Regular Education : Professional Education
Betsy Lombardino	Middle School Teacher - Regular Education : Professional Education
Mike Corrente	Parent : Professional Education
John Murray	Parent : Professional Education
Jenna Corrente	Student
Erin Murray	Student

Core Foundations

Standards

Mapping and Alignment

Standards	Mapping	Alignment
Arts and Humanities	Non Applicable	Accomplished
Career Education and Work	Non Applicable	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	Accomplished
Environment and Ecology	Non Applicable	Accomplished
Family and Consumer Sciences	Non Applicable	Non Applicable
Geography	Non Applicable	Non Applicable
Health, Safety and Physical Education	Non Applicable	Accomplished
History	Non Applicable	Non Applicable
Science and Technology and Engineering Education	Non Applicable	Accomplished

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

N/A

Adaptations

Checked answers

> *None.*

Unchecked answers

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

- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

N/A

Curriculum

Planned Instruction

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

Processes used to ensure Accomplishment:

Several years ago MCTI developed its planned courses into a unified format. MCTI uses the "Guides4Learning" Software. Each planned course includes the unit name and number; date completed; hours of instruction; unit description/objective; tasks of the unit; three sets of related academic standards; instructional activities including knowledge, skill, remediation and enrichment; safety; assessments; and resources and equipment.

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

N/A

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.

Each planned course contains the program areas type of remediation and enrichment methods and strategies.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers
- Peer evaluation/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.

MCTI employs four administrators who are responsible to evaluate our professional staffs' performance. As required by PDE, the number of required annual evaluations is completed. To complete the "PDE Form for teacher effectiveness, 82.1," the administrative team conducts formal classroom observations; informal observations weekly utilizing the PDE recommended "PA ETEP;" classroom and teacher resources including documents and technology; review assessments and reporting; and any other related documentation. MCTI employs two instructional coaches for numeracy and literacy. These two coaches assist staff in the implementation of numeracy and literacy into the CTE curriculum, identification and use of standards, instructional strategies, lesson planning, assessments, etc.

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

MCTI does not have "Career Cluster Chairs." In planning for the 2017/2018 school year, we will explore the need and determine whether they would be beneficial and how they would be utilized. Lesson plans are only reviewed by supervising administrators. Because of the structure of our CTE classes, peer evaluation/coaching are difficult.

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.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

MCTI strives to continually improve teaching and learning. Instructional practices will be reviewed during the upcoming school years.

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.

This narrative is empty.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 18/19	SY 19/20	SY 20/21
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*

None.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

    I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

    II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

    III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

    IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

    V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

    VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

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

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

Methods and Measures

Summative Assessments
- Keystone Exams - Algebra I
- Standardized Tests - NOCTI and NIMS
- Textbook Assessments
- Written work by students
- Evaluation of student portfolios
- Program Specific Tests

Benchmark Assessments
- Textbook Assessments

Formative Assessments
- Demonstration, performance, products and projects
- Evaluations of portfolios of student work
- Textbook Assessments
- Written work by students

Diagnostic Assessments
- Textbook Assessments
- Pilot and Pre NOCTI Tests

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.

N/A

Collection and Dissemination

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

Several years ago MCTI purchased the Classmate Software System. This System records attendance, discipline, and grading. MCTI has established a unified recording system for attendance, grading, and discipline.

All grades must be recorded in the "Classmate Software." This grading and attendance system is currently utilized to evaluate student progress at MCTI as students transition through the course work in their career and technical program and academic classes. At quarterly intervals throughout the school year, students will be issued a grade that represents the overall progress being made. Also, a final grade is issued to each student. The final grade is an average of the four (4) quarterly grades.

For CTE classes, the grade will be based upon three different components—Work Ethics (Daily Grade), knowledge, and skill. To evaluate student performance in a career and technical program, MCTI has adopted four formulas:

Formula 1, Formula 2, Formula 3, and Formula 4.   The formula adopted by the individual program area is dependent upon the content and instruction of the program. Formula 1 includes: Work Ethic, 35%, Knowledge, 25% and Skill 40%. Formula 2 includes: Work Ethic, 35%, Knowledge, 40% and Skill 25%. Formula 3 includes: Work Ethic, 35%, Knowledge, 32% and Skill 33%. Formula 4 includes: Work Ethic, 10%, Knowledge, 45% and Skill 45%.   Grading for academic classes is based on total points.

As part of the Classmate Software, there are several administrative reports available for attendance, discipline, and grading. Our administrative team is able to go into this application and create reports on these three categories.

MCTI participates in the NOCTI pre and post tests. When the tests are administered, we receive from NOCTI several reports. These reports include standard and custom reports. There is an individual score report and program area report. Also we create an annual chart, indicating the program area and the number and percent of students in the group that received advanced, competent, and basic. A five-year comparison is also created to compare the number of advanced and competent students per program area.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

The information from the assessments is used to drive instruction to help students improve. When the senior students take the NOCTI pretest in the fall, we receive individual and program area reports from NOCTI. Each instructor meets individually with our literacy and numeracy coaches to review the results. Based on the needs of the students and the program area, research based instructional strategies are reviewed and discussed. The program teacher develops an improvement plan based on the data and needs. The coaches assist the teachers as needed or requested. The data provided from the NOCTI exam is also the basis for many of the teachers' SLO's.

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

- Course Planning Guides

- Directing Public to the PDE & other Test-related Websites

- Individual Meetings

- Letters to Parents/Guardians

- Local Media Reports

- Website

- Meetings with Community, Families and School Board

- Press Releases

- School Calendar

- Student Handbook

- New Student/Parent Orientation, CAPS Requests, Parent Meetings

Unchecked answers
- Mass Phone Calls/Emails/Letters
- Newsletters

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers
- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- School-wide Positive Behavioral Programs
- Conflict Resolution or Dispute Management
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Student Codes of Conduct

- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

Unchecked answers

- Placement of School Resource Officers
- Student Assistance Program Teams and Training

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

MCTI does not employ a resource officer. However, we do employ a Security Monitor. MCTI does not have a Student Assistance Program or conduct training at our school. However, if we need the services of a SAP Program, we contact the student's sending district.

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.)

Gifted students are identified through our sending districts--East Stroudsburg, Pleasant Valley, Pocono Mountain, and Stroudsburg.

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

Gifted students are located through our sending districts--East Stroudsburg, Pleasant Valley, Pocono Mountain, and Stroudsburg.

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

Gifted students are determined eligible through our sending districts--East Stroudsburg, Pleasant Valley, Pocono Mountain, and Stroudsburg.

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.

Gifted program are offered through our sending districts--East Stroudsburg, Pleasant Valley, Pocono Mountain, and Stroudsburg.

Developmental Services

Checked answers

- Academic Counseling

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

Unchecked answers

- Behavior Management Programs
- Guidance Curriculum
- Health Screenings
- RTII/MTSS
- Wellness/Health Appraisal

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Checked answers

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

Unchecked answers

None.

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Checked answers

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

Unchecked answers

> None.

Explanation of consultation and coordination services:

Special education services and truancy coordination are the ultimate responsibility of the sending school. MCTI is part of the IEP team.
MCTI holds many parent conferences to make parents aware of student performance.
MCTI employs a full-time Health Officer to meet health needs of students.
MCTI employs Support Services Facilitators to monitor IEP implementation.

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

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 Communication

Frequency of communication: **More than once a month**

Collaboration for Interventions

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

Regular check-ins, parent conferences, IEP input sheets.
Review of IEP & SDI at beginning of year or at revision meetings.

Parent and District access in Parent Portal in ClassMate Software

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

N/A

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 administrative team will continually review and analyze related data and information.

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

N/A

SAS Incorporation

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable

PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable

Further explanation for columns selected "

SAS Materials and Resources Section for content are limited for CTC teachers.

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.

MCTI Professional Education Committee meets during the school year to monitor and evaluate the success of individual and school professional educational opportunities. Informal and/or formal evaluations of activities are conducted and reviewed. An annual survey is conducted to review the effectiveness of the current year and determine needs for the following year.

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

N/A

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
10/13/2014

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

Questions
The LEA has conducted the training on:
8/27/2014
The LEA plans to conduct the training on approximately:
8/23/2016

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 Professional Development Committee and the administrative team analyze and review related data to insure success. An annual survey is conducted of the staff to determine success of the current year and needs for the upcoming school year. Each instructor completes an individual Professional Development Plan. These plans are monitored and reviewed by the supervising administrator.

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

The Professional Development Committee will discuss the areas not identified and make recommendations. Because of the number of available professional development hours per year, it is difficult to conduct follow up activities.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

   None.

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

The Professional Development Committee and the administrators continually monitor the Induction Plan to insure that it meets the needs of the inductees.

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

The induction program will provide guidance on creating and working with Occupational Advisory Committees.

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.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

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

The Professional Development Committee and the administrators continually monitor the Induction Plan to insure that it meets the needs of the inductees.

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

A system to formalize areas not selected will be instituted for future inductees. These areas will be included in Pennsylvania's new teacher evaluation system.

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.

Mentors are screened by the administrators and appointed annually.

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

N/A

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.

The order of the topics is selected by the level of the inductees and the school's current needs.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The procedures for monitoring and evaluating the Induction Program will be the responsibility of the Supervisor of C & I and the Induction Team. The two-year Program will consist of an orientation and in-service programs throughout the school year. The inductees will maintain an Induction Checklist and a notebook of resource materials. The Induction Team will monitor the checklist and notebook. After activities are presented a survey will be distributed for input from the inductees. An annual survey will be completed and analyzed for future activities.

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

No policies or procedures have been identified.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

NOCTI overall score for 2014/2015 : 94.2% Competent or Advanced

2015/2016: 94.2% Competent or Advanced

A collaborative focused effort between administration, coaches, teachers, and students resulted in increased NOCTI Test scores. One to one professional development involved teachers and coaches reviewing NOCTI Pre/Post Test data, Task Link Reports, and Integrated Academic Reports to determine areas of need for each program. The school wide effort focused on increasing vocabulary skills, improving math skills, content retention strategies, and improving test taking.

Accomplishment #2:

Consecutive Equipment Grand awards

•Awarded Equipment Grants each of the last 5 years (100%)

Accomplishment #3:

Students are earning certifications in their program areas

- Out of 209 program completers in 2016, 124 received industry certifications.

- A total of 275 certifications were earned by program completers in 2016.

Accomplishment #4:

Eight programs awarded industry recertification or certification within the last year.

- Carpentry - PBA

- Masonry - PBA

- Electrical - PBA

- Heating Ventilating and Air Conditioning (HVAC) - PBA

- Plumbing - PBA

- Diesel Technology - NATEF

- Culinary - ACF

- Health Professions - CNA

Accomplishment #5:

Post Secondary Credit Awards for the last 5 years:

- Computer Networking program offers up to 30 articulated credits from Northampton Community College and East Stroudsburg University.

- Dual Enrollment at Luzurne Community College for Drafting and Design Program for up to 6 credits

- Dual Enrollment at Penn College of Technology, 76 students enrolled, received a total of 250 credits.

Accomplishment #6:

TAP program Cohort I and Technology Centers That Work participant

CTC Concerns

Concern #1:

Student and School Data

Develop a system for the regular reporting and dissemination of school data in order to make decisions for student and school achievement.

Concern #2:

Students with high absenteeism and passing program

Concern #3:

Professional Development Plan

Develop a 3 to 5 year Plan

Concern #4:

Program of Study (POS) Completion

40 students, or 18 % of seniors, successfully completed the program of study requirements in the 2015-2016 school year.

Concern #5:

34% Special education population versus 13-20% in sending districts

Concern #6:

Perkins Indicators

Increase graduate survey results

Increase number of nontraditional participants

Prioritized Systemic Challenges

Systemic Challenge #1 *(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:

Students with high absenteeism and passing program

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

Aligned Concerns:

Professional Development Plan

Develop a 3 to 5 year Plan

Students with high absenteeism and passing program

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:

Student and School Data

Develop a system for the regular reporting and dissemination of school data in order to make decisions for student and school achievement.

Students with high absenteeism and passing program

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:

34% Special education population versus 13-20% in sending districts

Systemic Challenge #5 *(Guiding Question #2)* Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Aligned Concerns:

34% Special education population versus 13-20% in sending districts

Program of Study (POS) Completion

40 students, or 18 % of seniors, successfully completed the program of study requirements in the 2015-2016 school year.

Professional Development Plan

Develop a 3 to 5 year Plan

Systemic Challenge #6 *(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:

        34% Special education population versus 13-20% in sending districts

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        Program of Study (POS) Completion

        40 students, or 18 % of seniors, successfully completed the program of study requirements in the 2015-2016 school year.

Systemic Challenge #7 *(Guiding Question #8)* Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

    Aligned Concerns:

        Perkins Indicators

        Increase graduate survey results

        Increase number of nontraditional participants

CTC Level Plan

Action Plans

Goal #1: Est. a student attendance policy within the school 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.

Related Challenges:

- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.
- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Attendance Report & Student Grades (Classmate)

Specific Targets: Decrease the number of students with 10 or more unexcused absences by 10%. Develop an attendance policy that aligns with the grading policy.

Strategies:

Top 5 Reasons Schools Need to Engage Parents

Description:

(Source: http://effectivestrategies.wiki.caiu.org/file/view/Top_5_Reasons_0311.pdf/528273366/Top_5_Reasons_0311.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Parent+Involvement

SAS Alignment: Materials & Resources

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://webserver3.ascd.org/handbook/demo/mapping2.html
Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Student Attendance and Grading

Description:

MCTI will develop an attendance policy that corresponds with the grading policy.

Start Date: 8/23/2016   **End Date:** 6/6/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Curriculum Mapping

Goal #2: 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: Surveys, evaluations, and observations

Specific Targets: The development of a 3-5 year professional development plan.

Strategies:

5 Characteristics for High Quality Professional Development

Description:

"According to the research, high-quality professional-learning opportunities for teachers contain the following five characteristics:

- Aligns with school goals, state and district standards and assessments, and other professional-learning activities.
- Focuses on core content and modeling of teaching strategies for the content.
- Includes opportunities for active learning of new teaching strategies.
- Provides the chance for teachers to collaborate.
- Includes follow-up and continuous feedback.

Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010." (Source http://files.eric.ed.gov/fulltext/ED510366.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Materials & Resources, Safe and Supportive Schools

PLCs - Professional Learning Communities

Description:

Richard DuFour, Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. Phi Delta Kappan, 73(2), 123–128. Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD. Learning Forward (2014). 3 Keys to Keep Learning Communities Focused on the Learning. (Sources: http://effectivestrategies.wiki.caiu.org/file/view/Transforming%20Professional%20Learning.pdf/543104478/Transforming%20Professional%20Learning.pdf, http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx) Resources: http://effectivestrategies.wiki.caiu.org/Using+Data, http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Assessment, Instruction

Implementation Steps:

3-5 year Professional Development Plan

Description:

MCTI will develop a 3-5 year professional development plan.

Start Date: 8/23/2016   **End Date:** 8/6/2017

Program Area(s): Professional Education

Supported Strategies:

- 5 Characteristics for High Quality Professional Development
- PLCs - Professional Learning Communities

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: Annual

Data Source: Student Information System (ClassMate), Student Performance, Attendance, Discipline, NOCTI, Keystone Exams, POS Completion, Industry Certifications

Specific Targets: Include data analysis strategies in professional development. Use data to make decisions towards student achievement.

Strategies:

Weekly Data Team Meetings

Description:

Conduct weekly data team meetings that have a specific focus and product each week. Resource: http://effectivestrategies.wiki.caiu.org/Using+Data

SAS Alignment: Assessment, 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:

Data Analysis and Decision Making

Description:

The administration and staff will work collaboratively to obtain data and analyze it to develop strategies to increase student achievement and school performance.

Start Date: 8/23/2016   **End Date:** 8/31/2019

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

Supported Strategies:

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

Goal #4: Research additional programs to meet student demand and industry needs.

Related Challenges:

- Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: student surveys and labor market statistics

Specific Targets: contextual

Strategies:

Weekly Data Team Meetings

Description:

Conduct weekly data team meetings that have a specific focus and product each week. Resource: http://effectivestrategies.wiki.caiu.org/Using+Data

SAS Alignment: Assessment, Instruction

Implementation Steps:

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Monroe Career & Tech Inst.

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