

MONROE CAREER & TECH INST

194 Laurel Lake Road

Comprehensive Plan | 2021 - 2024

Steering Committee

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LEA Profile

MCTI is a career and technical school that serves the four school districts in Monroe County. MCTI offers 24 career and technical programs to students in grades 9-12. MCTI's enrollment of approximately 1000 students matches the county wide demographic of 65% White/17% Black/17% Hispanic.

The student population includes 30% special education and almost 50% economically disadvantaged. Funding is provided primarily by the four sending districts East Stroudsburg Area School District, Pleasant Valley School District, Pocono Mountain School District, and Stroudsburg Area School District.

MCTI is a high performing CTE with students achieving 93% Advanced/Competent on the NOCTI exam. Additionally, 85% of the seniors leave with at least one industry recognized credential.

Mission and Vision

Mission

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

Vision

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

Educational Value Statements

Students

We Believe: In a quality career and technical education that promotes hands-on learning and transferable skills that can be used in both industry and post-secondary education. In an educational experience that encourages and embraces individuality, diversity, equity and creativity in the classroom, school, community and in life. A safe and positive school environment that focuses on professional skills, work ethic, resiliency and a sense of responsibility.

Staff

We Believe: In a highly qualified staff, cutting edge technology, and rigorous instruction. That effective instruction is successfully delivered by staff who use professional expertise, dedication, strong character, creativity, and ability to inspire all students.

Administration

We Believe: In a supportive educational environment where administration works collaboratively with staff to provide quality career and technical education.

Parents

We Believe: In fostering strong partnerships with all parents to provide opportunities and resources.

Community

We Believe: In fostering strong partnerships with, community members, sending schools, and local business and industry to provide opportunities and resources.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Industry-Based Learning- MCTI has made progress in state recognized industry certifications which ultimately will entice students to attend school. This is key to improving regular attendance at MCTI.	Yes
Advanced on Industry-Based Competency-MCTI has performed well on the NOCTI exam. All subgroups have had strong performance, especially economically disadvantaged students.	No
Industry Certifications Earned- 98% of Seniors at MCTI earned industry credentials. This does not include students in Diversified Occupations.	Yes
MCTI offers 24 PDE approved programs.	No
100% of the students with disabilities have earned at least one industry recognized credentials.	No
Economically Disadvantaged students scored 93.4% on NOCTI. This surpasses the overall performance at MCTI by almost 2%.	No
Identify and address individual student learning needs	No
Continuously monitor implementation of the school improvement plan and adjust as needed	Yes
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	No
N/A	No
N/A	No
N/A	No
N/A	No

Challenges

Challenge	Consideration In Plan
Regular Attendance-The lack of a common calendar has had negative impact on MCTI's Regular Attendance target.	No
Career Standards Benchmark- MCTI has one school district who has poor performance on the career standards benchmark. This has skewed the overall results for the Career Standards Benchmark	No
MCTI has not met the Academic Growth Score in Algebra.	No
Students with disabilities have not performed as well on the NOCTI exam as the students without disabilities. In 2018/2019 84.13% of students with disabilities scored advanced/competent. This is compared to 94.67% of students without disabilities who have have scored advanced/competent.	Yes
92.6% of Economically Disadvantaged Students have Industry Certifications . This is almost 7% lower than students not Economically Disadvantaged.	Yes
The Black student group have scored 83.3% advanced/competent on the NOCTI. This is the lowest scored of any student group at MCTI. The White student group is at 94% and the Hispanic student group is at 90.7%.	Yes
92.3% of the Black student group have earned an industry recognized credential. This is the lowest of any student group. The White student group is at 99% and the Hispanic student group is at 100%.	Yes
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	No
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	No
Implement a multi-tiered system of supports for academics and behavior	No
Implement evidence-based strategies to engage families to support learning	No
Monitor and evaluate the impact of professional learning on staff practices and student learning	No
N/A	No
N/A	No
N/A	No

N/A	No
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Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Industry-Based Learning- MCTI has made progress in state recognized industry certifications which ultimately will entice students to attend school. This is key to improving regular attendance at MCTI.	MCTI will continue to put an emphasis on industry credentials.
Industry Certifications Earned- 98% of Seniors at MCTI earned industry credentials. This does not include students in Diversified Occupations.	MCTI will build on this strength by improving industry-based credentials among all student groups.
Continuously monitor implementation of the school improvement plan and adjust as needed	The school improvement tool provides the data necessary identify challenges and improvement.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Students with disabilities have not performed as well on the NOCTI exam as the students without disabilities. In 2018/2019 84.13% of students with disabilities scored advanced/competent. This is compared to 94.67% of students without disabilities who have scored advanced/competent.	Students with disabilities have performed lower on the written portion of the NOCTI exam. Additional support and preparation focusing on the written portion is needed.	Yes	MCTI will improve the NOCTI performance of students with disabilities.
92.6% of Economically Disadvantaged Students have Industry Certifications . This is almost 7% lower than students not Economically Disadvantaged.	Industry Certifications have a financial obligation that may be hurdle for economically disadvantaged students.	Yes	MCTI will increase the percentage of Economically Disadvantaged students who earn industry certifications.
The Black student group have scored 83.3% advanced/competent on the NOCTI. This is the lowest scored of any student group at MCTI. The White student group is at 94% and the Hispanic student group is at 90.7%.	NOCTI performance, specifically the performance part of NOCTI is low among the Black student group. Access to equipment at home and in the program area may improve performance.	Yes	MCTI will improve the NOCTI performance of students in the Black student group.

<p>92.3% of the Black student group have earned an industry recognized credential. This is the lowest of any student group. The White student group is at 99% and the Hispanic student group is at 100%.</p>	<p>There is a higher level of economically disadvantaged students among the Black student group than the other groups.</p>	<p>Yes</p>	<p>MCTI will increase the percentage of Black students who earn industry certifications.</p>
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Goal Setting

Priority: MCTI will improve the NOCTI performance of students with disabilities.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Industry-Based Learning	MCTI will improve the NOCTI performance of students with disabilities by 3% each year for the next 3 years.	NOCTI-Students with Disabilities	3% Increase	3% increase from Year 1	MCTI will improve the NOCTI performance of students with disabilities by 3% each year for the next 3 years.

Priority: MCTI will increase the percentage of Economically Disadvantaged students who earn industry certifications.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Industry-Based Learning	MCTI will increase the percentage of economically disadvantaged students who earn industry certifications by 2% each year for the next 3 years.	Industry Certifications- Economically Disadvantaged Students	2% increase	2% Increase from year 1.	MCTI will increase the percentage of economically disadvantaged students who earn industry certifications by 2% each year for the next 3 years.

Priority: MCTI will improve the NOCTI performance of students in the Black student group.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Industry-Based Learning	MCTI will improve the NOCTI performance of the Black student group by 3% each year for the next 3 years.	NOCTI-Black Student Group	3% Increase	3% Increase from year 1	MCTI will improve the NOCTI performance of the Black student group by 3% each year for the next 3 years.

Priority: MCTI will increase the percentage of Black students who earn industry certifications.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Industry-Based Learning	MCTI will increase the percentage of Black students who earn industry certifications by 2% each year for the next 3 years.	Industry Certifications-Black Student Group	2% Increase	2% increase from year 1.	MCTI will increase the percentage of Black students who earn industry certifications by 2% each year for the next 3 years.

Action Plan

Action Plan for: Check & Connect						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Industry Certifications-Economically Disadvantaged Students Industry Certifications-Black Student Group 		1. Quarterly Reports on Industry Credentials earned for each student group.			Dennis Virga-Director	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
1. Monitor students who are economically disadvantaged and/or in the Black student group. Identify attendance, grades, and certification performance.	09/01/2021	06/30/2024	Frank Zaso-Supervisor of Curriculum	To be determined based on data collected.	Yes	No
School Counselor Intervention	09/01/2021	06/30/2024	Amy Thomas-Supervisor of Student Services	To be determined based on data collected.	No	No
Career Counselor reviews industry credentials.	09/01/2021	06/30/2024	Amy Thomas-Supervisor of Student Services	To be determined based on data collected.	No	No
Team Meeting-Counselors, Supervisor of Curriculum, and Supervisor of Students Services meet to discuss student road blocks.	09/01/2021	06/30/2024	Amy Thomas-Supervisor of Student Services	To be determined based on data collected.	No	No
Supervisor of Curriculum and Director develop plan to fund industry certifications.	09/01/2021	06/30/2024	Dennis Virga-Director	Possible Funding	No	No

Action Plan for: NOCTI Intervention						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> • NOCTI-Students with Disabilities • NOCTI-Black Student Group 		-Practice Test Scores for Identified student group. -Support Service Facilitators Report on student performance.			Dennis Virga-Director	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct pre-NOCTI in Fall of senior year.	09/01/2021	06/30/2024	Frank Zaso-Supervisor of Curriculum	Pre-NOCTI Instructional Assistants SSF Counselors	Yes	No
Analyze performance data, specifically for students in the targeted student groups.	09/01/2021	06/30/2024	Frank Zaso-Supervisor of Curriculum	To be determined based on data collected.	Yes	No
Identify students in targeted groups who did not perform well.	09/01/2021	06/30/2024	Frank Zaso-Supervisor of Curriculum	To be determined based on data collected.	Yes	No
Develop NOCTI study group, which will be led by the Instructor for the identified students.	09/01/2021	06/30/2024	Frank Zaso-Supervisor of Curriculum	To be determined based on data collected.	Yes	No
Use Pre-NOCTI results to identify areas of difficulty.	09/01/2021	06/30/2024	Frank Zaso-Supervisor of Curriculum	To be determined based on data collected.	Yes	No
Support Service Facilitators will work with students on testing skills.	09/01/2021	06/30/2024	Amy Thomas-Supervisor of Student Services	To be determined based on data collected.	No	No
Conduct frequent practice tests. Monitor performance and repeat.	07/01/2021	06/30/2024	Frank Zaso-Supervisor of Curriculum	To be determined based on data collected.	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Check & Connect	<ul style="list-style-type: none">• 1. Monitor students who are economically disadvantaged and/or in the Black student group. Identify attendance, grades, and certification performance.
NOCTI Intervention	<ul style="list-style-type: none">• Conduct pre-NOCTI in Fall of senior year.• Analyze performance data, specifically for students in the targeted student groups.• Identify students in targeted groups who did not perform well.• Develop NOCTI study group, which will be led by the Instructor for the identified students.• Use Pre-NOCTI results to identify areas of difficulty.• Conduct frequent practice tests. Monitor performance and repeat.

Professional Development Activities

Data Review						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Instructional Staff	-School Improvement Data will be reviewed with focus on Industry Certifications earned by each student group. -Action step reviewed with each instructor.	-Data Binder	Frank Zaso-Supervisor of Curriculum	09/01/2021	12/01/2021
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Action research	Twice	<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 		Teaching Diverse Learners in an Inclusive Setting		

NOCTI Performance Improvement-Targeted Groups

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Instructional Staff/SSF's	-NOCTI Data that includes targeted groups -Testing Strategies -Instructional Strategies -SSF Support Structure -Procedures -NOCTI Improvement Plan	-NOCTI Improvement Plan featuring Targeted Groups	Frank Zaso-Supervisor of Curriculum	09/01/2021	09/01/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Monthly to start. Quarterly to follow.	<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 3e: Demonstrating Flexibility and Responsiveness 	Teaching Diverse Learners in an Inclusive Setting

Communications Action Steps

Evidence-based Strategy	Action Steps
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Communications Activities

Comprehensive Plan Overview					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Stakeholders	Comprehensive Plan Overview	Dennis Virga-Director	10/01/2021	12/30/2021
Communications					
Type of Communication			Frequency		
Posting on district website			Monthly		