

Parkway West CTC

CTC Plan

07/01/2022 - 06/30/2025

CTC Profile

Demographics

7101 Steubenville Pike
Oakdale, PA 15071
(412)923-1772

AYP Status: Not Provided
Administrative Director: Dr. Darby Copeland

Planning Process

2022 - 2025: Small group strategic planning sessions took place on a variety of dates starting two years ago. Final sub-committee meetings were held in June to summarize activities and strategies. Dr. Michael Curley who is the retired Executive Director of Lancaster County Career and Technology Center facilitated sessions. In addition, several small group meetings were held in the past months of March, April and May with the appropriate stakeholder to craft the final plan. The primary responsibility of the plan rests with Executive Director Dr. Darby Copeland. Communications with team members included face-to-face meetings, electronic communications and telephone communications.

Mission Statement

2022 - 2025: The mission of Parkway West Career and Technology Center, a student centered school, is to prepare students with skills to excel in college and careers by ensuring rigorous and relevant learning, reacting to industry needs and emerging careers, cultivating positive relationships with partner schools, providing quality instructors, achieving stakeholder commitment and securing needed resources.

Vision Statement

2022 - 2024: Parkway West School will provide students with:

- The necessary guidance and information needed to set a viable career path
- The necessary technical skills and industry certifications needed to be successful. I in their chosen occupation.
- The "soft skills", i.e. to be responsible, work cooperatively with co-workers, interact appropriately with customers, and possess a work ethic to see difficult tasks through to completion.
- The necessary academic skills to be initially successful in their chosen occupation and to pursue further education toward higher levels of skills and knowledge.

- The necessary technology skills for students to be career and college ready in the 21st Century.

Shared Values

Parkway West CTC values:

- Student and staff wellness
- Continuous quality improvement;
- A safe and supportive environment for all students;
- Technical competency in students, instructional staff and support staff;
- An accurate perception of the real demands of the workplace;
- All students can learn and gain skills for gainful employment;
- Values diversity and the need to differentiated instruction to meet the needs of all students.

Educational Community

2022-2025: Parkway West School consists of a shared-time, half-day about, career and technology center, the Parkway West Career and Technology Center (PWCTC). The CTC is a public school operated by a joint operating committee comprised of one member from each of the twelve sending districts that make up the Parkway West Jointure. Approximately 960 students are currently enrolled in the CTC.

In general, the percentage of students enrolled in the CTC is inversely proportional to the socioeconomic status of the sending districts. Approximately 39 % of the students enrolled in the CTC have IEPs. In 2020-21, students of Parkway programs earned approximately 925 industry certifications. Overall related placement in employment and/or post-secondary education for 2020-21 was over 80%. Students completing programs increased from 2017 to 2021 by 20%.

The effects of the implementation of the pandemic are unclear at this time, but at the very least will require a re-thinking of the role of hands-on training at the CTC.

The impact of the retirement of the baby-boomer generation on the workforce provides a unique opportunity for this generation's students to begin rewarding careers in many industries that cannot be outsourced or off-shored, i.e., the trades, automotive repair, manufacturing, foods, health care, personal services and many others.

Lastly, the types of jobs and industries in our area are rapidly changing due to technology, to the re-birth of shale /oil production in the region, and to advances in healthcare and manufacturing. These changes requires our Career Center to build partnerships, to engage industry to react accordingly to keep our system up to date and responsive to the needs of the region. Industry, In addition, in the current economic setting faced by our school, it is essential that we locate resources outside regular funding streams, seek cost neutral solutions and improve processes to ensure cost effective solutions and processes.

Planning Committee

Name	Role
Dr. Darby Copeland	Administrator : Professional Education
Chris Hamilton	Administrator
Dr. Fred McGivern	Administrator
Brock Snedeker	Administrator : Professional Education
Jeff Choura	Board Member
Angela Petersen	Board Member
Mike Riemer	Board Member
Dr. Tim Wagner	Building Principal
Mary Ann Berg	Business Representative
Dr. Jim Denova	Business Representative : Professional Education
Bill Esterly	Business Representative
Romaine Forsythe	Business Representative
Julia Gagosian	Business Representative
Rich Grossman	Business Representative : Professional Education
Dave Plutt	Business Representative
Susie Puskar	Business Representative
Carla Antoniades	Community Representative
Myra Bernhart	Community Representative
Dennis Wilke	Community Representative : Professional Education
Dan Wise	Community Representative : Professional Education
Elizabeth Schneider	Ed Specialist - School Counselor
Richard Wittebort	Ed Specialist - School Counselor : Professional Education
Dr. Jared Estock	Elementary School Teacher - Regular Education : Professional Education
Cindy Hughes	Elementary School Teacher - Regular Education : Professional Education
Mike Leddy	High School Teacher - Regular Education : Professional Education
Sue Ezzo	High School Teacher - Regular Education : Professional Education
Caroline Simon	High School Teacher - Regular Education
Scott Bechdel	Middle School Teacher - Regular Education: Professional Education
Palma Darenkamp	Parent : Professional Education
Susan Wuenstel	Parent : Professional Education
Iayona David-Poole	Student
Myles Massery	Student
Harlee Tunrley	Student
Corey Weir	Student
Joshua Wuenstel	Student

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	Accomplished	Accomplished
PA Core Standards: English Language Arts	Non Applicable	Non Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Non Applicable	Non Applicable
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	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished

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

PWCTC is shared time school with only a few academic course offerings so many courses do not apply. However, PWCTC does integrate the common core standards and core subjects into CTE curriculums.

Adaptations

Checked answers

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

Unchecked answers

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

- Geography
- Health, Safety and Physical Education
- History

Explanation for any standards checked:

PWCTC is consistently developing and integrating common core standards throughout all of the CTE programs. The curriculum is designed using crosswalks that identify industry level, state and common core standards. The crosswalks are guided by the Pennsylvania Department of Education (PDE) Bureau of Career and Technical Education's (BCTE) Programs of Study (POS) task grids and are identified in lesson plans and administrative observations. In addition, each class addresses numeracy and literacy as part of their POS program and PDE's Technical Assistant Program (TAP).

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:

Accomplishments will be measured by NOCTI as well as individual program assessments. Planned courses use learning guides and a student learning system (Schoology) to provide assignments, guided learning activities and individual program assessments tied to industry standards and PDE's Program of Study. Task tracking is maintained on all students through our Student Management System and Schoology site.

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

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Courses at Parkway West CTC follow a rigorous standards aligned curriculum. Through planned instruction students' are provided with multi-modal instruction with the opportunities to think, talk and do instructional activities. Engaging the intellectual, linguistic, spatial, logical and kinesthetic intelligence enables students with different learning styles and ability levels meaningful participation in the programs offered at our school. Additionally Parkway West CTC participates in the Individualized Education Plan (IEP) of all students receiving special education services as a member the student's IEP team. Parkway West CTC employs a special population's coordinator to work as a liaison between the instructional staff at Parkway and the educators at the sending school. The special populations coordinator ensures that all information concerning modifications and accommodations for students is shared with the Parkway West CTC instructional staff. This individual is also available as a resource to students and teachers in our school.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Career Cluster Chairs
- Instructional Coaches
- Not Reviewed

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

Temporary vocational instructors (Voc. I) as well as emergency certified instructors are formally evaluated twice a year. Professional instructors (Voc. II) are formally evaluated once a year. Frequent walkthroughs, which target classroom instruction, are performed using "E-walk" software. This new technology allows for instant feedback to faculty. When necessary, an individual teacher mentor is assigned to assist in professional growth. The CTC faculty handbook requires all teachers to have lesson plans completed and available upon request. In addition, all formal evaluations require a lesson plan submission.

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

The CTC recognizes the importance of instructional coaching however due to limited to financial resources the school is exploring options to deploy such actions in the future. The Center participates in PDE's TAP program services that include coaching support, in-service training for new and struggling staff and workshops provided by national education organizations (Max Teaching, SREB and ACTE).

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.	Implemented in 90% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

Parkway West provides numerous opportunities for instructional staff to attend special TAP sponsored training activities focused on classroom management and instructional strategies.

Recruitment

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

PWCTC recruits teaching staff by advertising in newspapers and a variety of on-line sources such as monster.com. In addition, each CTE's Occupational Advisory Committee (OAC) is instrumental in identifying potential candidates.

Methods and Measures

Summative Assessments

- Parkway West participates in program ending assessments that include NOCTI and NIMS. Also, all programs provide industry certifications pertinent to each program area.

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

No methods or measures have been identified for Formative Assessments

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

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.

This narrative is empty.

Collection and Dissemination

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

Parkway West completes an extensive analysis of the NOCTI and NIMS assessment. The analysis determines each individual's student's needs between pre-test and post-tests and creates an individualized, customized plan to remediate and prepare seniors for post program assessments.

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.

NOCTI analysis completed at the school provides an individualized report for each CTE student on NOCTI standard/duty areas in need of remediation, re-teaching and/or guided practice. Our remediation plans have resulted in an extremely high year of program assessment scores. Continued efforts to remediate to keep scores at high levels will be undertaken over the next three years.

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
- Mass Phone Calls/Emails/Letters
- Newsletters
- Press Releases
- School Calendar
- Student Handbook
- Scores are provided to each program's Occupational Advisory Committee.

Unchecked answers

None.

Provide brief explanation of the process for incorporating selected strategies.

PWCTC staff and administration meets with community leaders, media and sending school personal on a regular, on-going basis. Special efforts to improve our website have been made to ensure a higher quality of information is provided to all interested parties. In addition, our CTC has fully implement all features of our learning management system (Schoology) to allow parent involvement at all levels.

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
- Student Assistance Program Teams and Training
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

Unchecked answers

- Placement of School Resource Officers

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

Funding sources are not available to place a school resource officer on campus. Recent renovations added security doors accessed by key fab. A security guard is employed and monitors security issues. Through safe schools funding, significant additions to school security cameras and shop lab safety features have been added over the past three years. Continued efforts will be undertaken over the next three years to keep our campus safe and secure.

Developmental Services

Checked answers

- 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
- Orientation/Transition
- Coordination of Services with Sending School
- Job placement through capstone cooperative education

Unchecked answers

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

Explanation of developmental services:

Although the CTC does not have a dedicated nurse on staff, there are three nurses (1 certified school nurse who is appointed as the school nurse by the JOC) and two paramedics employed at the school. These medical personnel are available to handle emergency situations. The CTC relies on sending schools for health screenings, nutrition, immunization and wellness.

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
- Placement into Appropriate Programs
- Special Education Evaluation
- Student Assistance Program
- Coordination of Services with Sending School

Unchecked answers

- Intervention for Actual or Potential Health Problems
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development

Explanation of diagnostic, intervention and referral services:

Student specific diagnostic and intervention services are integrated and managed through the special populations coordinator who works hand-in-hand with classroom teachers to ensure that a culture is created that all children can thrive and reach their full potential. In addition, home school district student assistance programs (SAP) are utilized whenever necessary.

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 IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- Truancy Coordination
- Coordination of Services with Sending School

Unchecked answers

- Managing Chronic Health Problems
- System Support

Explanation of consultation and coordination services:

Although Parkway does not have its own SAP team, Student Services has a very dynamic relationship with all sending school SAP teams. Students needing intervention are referred to the appropriate personnel. The CTC's Special Populations Coordinator assists in all special education evaluations as well as monitors accommodations and modifications.

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
- Newsletters
- Press Releases
- School Calendar
- Student Handbook
- Coordination of Services with Sending School

Unchecked answers

None.

Communication of Student Health Needs

(Comprehensive CTC only)

Checked 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

Unchecked answers

None.

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.

Parkway has purchased software that allows the Special Populations Coordinator to enter accommodation and modification data into student's records. Teachers and administrators can access this data as needed. Paraprofessionals enter student data into a daily log for

accountability. Administration and student services use this data when needed for interventions. Teachers also have the ability to enter teacher anecdotal and discipline referrals, which are sent to the Supervisor of Education. Close communications are maintained with each of our sending schools special education departments. Special education case managers are welcomed at the school and communicate regularly with CTE instructors and support staff.

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

Parkway West Career and Technology Center employs a variety of strategies in coordinating community relations some of whom are career shadowing days, summer camp, and evening education options. These services are advertised in the school newsletters, on the school website and Facebook pages as well as direct communication with sending school students via the Public Relations Coordinator. In addition, it provides a two-day career orientation program for incoming 8th and 9th graders and summer career camps for younger students interested in CTE.

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	Developing

Provide explanation for processes used to ensure Accomplishment.

Each CTC program developed a four-year curriculum based on the Programs of Study, if available, and value enhanced competencies. All programs also have current textbooks and a variety of industry-related magazines and journals, which are used as classroom resources. It is anticipated that over the next three years, CTE staff will continue to refine and adapt curricula to an online format to address remote learning and assist students when studying at home.

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

Further explanation for columns selected "

Parkway is not a comprehensive CTC. Subsequently, not all academic courses are offered and an N/A was marked.

Professional Education

Characteristics

Ctc's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				X
Increases the educator's teaching skills based on effective practice research, with attention given to				X

interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.				X
Empowers educators to work effectively with parents and community partners.				X

Ctc's Professional Education Characteristics	EEP	E EI	ML	HS
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.				X
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.				X
Provides leaders with the ability to access and use appropriate data to inform decision making.				X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				X
Instructs the leader in managing resources for effective results.				X

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

Parkway utilizes a Professional Development Committee, which is comprised of administration, counselors, and teachers. The CTC is a member of the PA State Technical Assistance Program (TAP). Teachers meet and learn processes to increase numeracy and literacy scores in a vocational setting. Parkway hired a consultant to assist in this area. He introduced the PA Common Core Standards and taught ways to incorporate the new standards into all vocational programs. All instructors attend program-industry seminars where they stay current on trends and program knowledge. All instructors are provided technology training on an annual basis. The Executive Director works one-on-one mentoring IUP leadership candidates. These candidates have the opportunity to make decisions when planning and conducting induction meetings.

Parkway West participates in workshops provided through PDE's TAP program including Project Based Learning, Math T-Charts and Max Teaching. Specially designed workshops provided through TAP for new and struggling teachers are provided by Dr. Mary Rodman, CTDSL. In addition, Parkway West has led an initiative to bring together program instructors from the southwestern region to review curricula, share best instructional practices and instructional projects.

Special efforts to provide Professional Development activities that address the Pandemic have been made and continue through the current school year. Professional development concerning health and safety protocols that address the Pandemic are provided weekly. In addition, extensive training has been provide to instructor on our learning management system -

Schoology. Sufficient time has been provided to our staff to adapt CTE curriculum to an online format.

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

All strategies have been selected.

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:
2020-2021 school year
The LEA plans to conduct the required training on approximately:
2021 – 2022 school year

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:
2020 – 2021 school year

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
The LEA has conducted the training on:
2020 – 2021 school year

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.
- 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

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

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

The CTC employs a variety of strategies to ensure that professional development is focused, wide-ranging and implemented with fidelity. Some of these strategies are Keys2Work, in-service surveys, administration presence, and eWalk software for immediate faculty feedback, student assessments, and a professional development evaluation survey.

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

The CTC will develop a systemic process to ensure high-quality presenters.

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.

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

All topics will be covered in monthly induction meetings.

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

All strategies have been selected.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- 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.
- 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 CTC has developed a beginning-of-the-year survey in which all inductees participate. The state-recommended induction topics are rated as to individual importance. All topics are covered in monthly induction meetings according to the survey results.

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

All strategies have been selected.

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.

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

Mentor teachers are assigned by the Executive Director. If at all possible, mentors have experience in same field and/or industry. Mentors are also selected who excel in their program knowledge, classroom management skills, and student effectiveness. Both mentors and inductees meet at least once a month during induction meetings.

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

All strategies have been selected.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
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			X	
Materials and Resources for Instruction	X				X	

If necessary, provide further explanation.

The CTC induction program timeline is based on initial inductee survey ratings. Topics change yearly. Newly revised Induction Handbook has been developed and will be implemented starting in 2021-2022 school year.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The assistant principal oversees the induction program. The assistant principal surveys both the mentors and inductees at the semester and end of each school year to identify areas of weakness and success. Areas that are identified as a weakness are corrected by development and implementation of a corrective action plan.

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.

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:

1	Through a focused effort to make teachers aware of the content of the NOCTI test and accountability for their students' performance, Parkway increased the overall pass rate to over 90% in the past three years.
2	Increased # of students eligible to take the NOCTI with eight programs improving the Advanced percentage and five programs improving the Competent percentage - earned the PDE's award for having 75% of senior students scoring advanced on NOCTI.
3	Maintained BAMP program certification in four construction programs.
4	Increased # of industry certs to over 2,000 earned over the past three years.
5	Opened new Veterinarian Asst., HVAC, a second Computer Networking over the past three years.
6	Participated in business partnership programs involving the Challenge Program and the Energy Innovation Center.
7	National Technical Honor Society increased membership over the past three years.
8	Increased enrollment from 700 to 900 students over the past three years.
9	Our CTC was able to increase business involvement in the school by creating a Foundation and new partnership programs.

CTC Concerns

Concern #1:

An imbalance in the delivery system has more sponsoring schools sending students in the afternoon sessions than the afternoon session. There is a need to realign sending school patterns to even class sizes.

Concern #2:

Widespread culture bias against CTE continues despite high-paying employment for graduates

Concern #3:

Age of facility and needs for building renovation and projects increases despite reduced revenues

Concern #4:

39% of students are identified as special education and in need of support and special services. While we are doing a great job with this population as identified by their success on our end of year assessments, we feel that a wider variety of students could take advantage of career education and training.

Concern #5:

Over half of our student populations was not proficient on math and reading keystones.

Concern #6:

The rapidly changing technology is difficult to maintain due to budgetary constraints. This includes instructional technology as well as trade specific technology.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.

Aligned Concerns:

An imbalance in the delivery system has more sponsoring schools sending students in the morning sessions than the afternoon session. There is a need to realign sending school patterns to even class sizes.

Age of facility and needs for building renovation and projects increases despite reduced revenues

The rapidly changing technology is difficult to maintain due to budgetary constraints. This includes instructional technology as well as trade specific technology.

Systemic Challenge #2 (*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:

Widespread culture bias against CTE continues despite high-paying employment for graduates

CTC Level Plan

Action Plans

Goal #1: The CTC will increase NOCTI results 1% per year over the past three years average of 92.5% by developing individualized competency based curriculum and personalized learning using technology through our Schoology platform.

Related Challenges:

- Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.
- 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: Annual review at summer retreat of Schoology curricula and student/staff surveys.

Specific Targets: Specific targets - one third of the Program of Study curricula will be rewritten on our Schoology platform per year through the three plan.

Type: Annual

Data Source: NOCTI Results

Specific Targets: Increase NOCTI results by 1% per year from a three year average of 94.7%.

Strategies:

Curriculum development

Description:

Staff will continue to be in-serviced on the format and use of our Schoology platform. Staff will rewrite, cut and paste existing and new curriculum into the system. Staff will utilize the technical features of the platform to prepare

learning guides, videos, self paced instruction, etc. Staff will refine online curricula to address the needs of students in remote learning due to the Pandemic.

SAS Alignment: Instruction, Materials & Resources, Safe and Supportive Schools

Pandemic preparedness including new protocols and procedures that support student/staff wellness and remote learning.

Description:

The CTC projects that Pandemic related modifications will be required over the next three years. The CTC is committed to creating a healthy, safe and secure learning environment and will continue to develop new procedures and protocols that support student learning.

Implementation Steps:

Curriculum development of Schoology platform and Mapping of Competencies

Description:

Instructors will be in-serviced on Schoology. They will be expected to rewrite their curricula over 3 years, competing one third each year. The Principal will review and monitor for quality and completion. Instructors will be required to map student tasks and learning objectives (competencies) for each quarter of instruction through grades 9 to 12.

Start Date: 9/1/2021 **End Date:** 6/30/2024

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum development

Pandemic preparations and implementation

Description:

The CTC's Health and Safety Committee will plan and implement training on Pandemic related issues including online learning, safe shop practices, etc.

Start Date: 9/1/2021 **End Date:** 6/30/2024

Program Area(s): Student Services

Supported Strategies:

- Pandemic preparedness including new protocols and procedures that support student/staff wellness and remote learning.

Goal #2: To establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission by investing in instructional technology and high-tech training equipment to improve NOCTI scores by 1% per year over the past three years average of 94.7%.

Related Challenges:

- Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: Annual facilities, equipment and instructional technology review presented to PAC/JOC.

Specific Targets: Reports will highlight CTC needs and acted upon annually.

Type: Annual

Data Source: NOCTI Results

Specific Targets: The CTC will increase NOCTI pass rates for Competent and Advanced by 1% per year over the past three years average of 94.7%.

Strategies:

Instructional Technology and Technical Equipment Needs to support 21st century instruction

Description:

Instructors will submit an annual request for training and instructional equipment. The request will be vetted and prioritized by each program's Occupational Advisory Committee. New educational technology will be added

per each programs specialized needs (apps, industry related hand held technology, etc.)

SAS Alignment: Instruction, Materials & Resources, Safe and Supportive Schools, Standards, Assessment, Curriculum Framework

Implementation Steps:

Modernization and Rebranding of the CTC

Description:

The Facilities Manager/Principal will prepare a bi-annual list of facility needs, infrastructure improvements and program upgrades. The list will be presented to the facilities committee for review and action. The CTC will upgrade its educational technology infrastructure using e-rate and other sources. New hot spots and expanded Wi-Fi capabilities will be installed over a three year period.

Start Date: 7/1/2023 **End Date:** 6/30/2025

Program Area(s): Educational Technology

Supported Strategies:

- Instructional Technology and Technical Equipment Needs to support 21st century instruction

Goal #3: Establish a system within the school that fully ensures each member of the school community supports the development of new programming to address emerging careers and the needs of our student body; the continued marketing of programs to recruit students to complement a positive school environment; and the continue involvement with parents and our industry community to address labor force 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: Interim

Data Source: Labor market data; Workforce Investment Board data; student surveys

Specific Targets: One new program will be developed annually and implemented over the next three years.

Strategies:

Staff training to support one to one computer initiatives.

Description:

Develop staff training programs and technology support to fully integrate “One to One” computer initiatives; to implement augmented reality and 5g technologies; and begin the process on going paperless.

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Offer a new or modified CTE program that addresses the needs of industry/students.

Description:

Plan and implement a new or modified program annually. Programs under consideration are Heavy Equipment Operations, Medical Assisting/Dental Assisting, Surgical Technology, and Industrial Automation.

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Develop Occupational Advisory Committee for new programs and/or modify existing programs based on labor market/student needs.

Description:

Create new Occupational Advisory Committees to assist in the development of new programs or the modification of existing programs that meet industry/student needs.

Start Date: 7/3/2022 **End Date:** 6/30/2025

Program Area(s): Educational Technology

Supported Strategies:

- Staff training to support one to one computer initiatives.

New/Modified Program Creation

Description:

Administration will create a process to analyze labor market data, industry/workforce/labor market data to determine area needs. An Occupational Advisory Committee will be developed and will assist in the creation or modification of programs. Curricula, lab and equipment needs will be identified. New instructors will be recruited and employed.

Start Date: 7/1/2021 **End Date:** 6/30/2025

Program Area(s):

Supported Strategies:

- Staff training to support one to one computer initiatives.
- Offer a new or modified CTE program that addresses the needs of industry/students.

Goal #4: 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.

Related Challenges:

- Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: Perkins and PIMS

Specific Targets: The CTC will monitor non-traditional enrollment and completion targets and will improve enrollment by 2.5% per year until Perkins Performance goals are met.

Strategies:***Implementation Steps:***

Goal #5: Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: Technology Committee, Instructor requests

Specific Targets: In conjunction with staff, Administration will review each Program of Study to determine if curricular assets are needed and will develop a plan to fund required materials and technology to ensure a "state-of-the-art" CTC.

Strategies:***Implementation Steps:***

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	The CTC will increase NOCTI results 1% per year over the past three years average of 92.5% by developing individualized competency based curriculum and personalized learning using technology through our Schoology platform.	Strategy #1: Curriculum development
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1//2022	6/30/2025	Curriculum development of Schoology platform and Mapping of Competencies	Instructors will be in-serviced on Schoology. They will be expected to rewrite their curricula over 3 years, competing one third each year. The Principal will review and monitor for quality and completion. Instructors will be required to map student tasks and learning objectives (competencies) for each quarter of instruction through grades 9 to 12.	Brock Snedeker, Principal	3.0	3	7	In house specialist	Individual	No

Knowledge

Use of Schoology Platform and how to implement within the classroom.

Supportive Research

Instructional technology to support competency based education.

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 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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops Professional Learning Communities	
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff	Grade Levels High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Lesson modeling with mentoring	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed: The CTC will increase NOCTI results 1% per year over the past three years average of 92.5% by developing individualized competency based curriculum and personalized learning using technology through our Schoology platform.

Strategy #1: Pandemic preparedness including new protocols and procedures that support student/staff wellness and remote learning.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/1/2022	6/30/2025	Pandemic preparations and implementation	The CTC's Health and Safety Committee will plan and implement training on Pandemic related issues including online learning, safe shop practices, etc.	Darby Copeland, Director	3.0	3	15	Internal Facilitator	School Entity	No

Knowledge Participants will identify issues and solutions to remote learning, online curricula and instruction, COVID 19 procedures and safe and healthy school practices.

Supportive Research The CTC will follow CDC and PA Department of Health recommendations and procedures.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops		
Participant Roles	Dir	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels High (grades 9-12)
Follow-up Activities	JOC review and approval of plans developed		Evaluation Methods Review of written reports summarizing instructional activity

LEA Goals Addressed: To establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission by investing in instructional technology and high-tech training equipment to improve NOCTI scores by 1% per year over the past three years average of 94.5%. **Strategy #1: Instructional Technology and Technical Equipment Needs to support 21st century instruction**

Start	End	Title	Description	Person Responsible	Type	App.
7/4/2022	6/30/2025	Modernization and Rebranding of the CTC	The Facilities Manager/Principal will prepare a bi-annual list of facility needs, infrastructure improvements and program upgrades. The list will be presented to the facilities committee monthly for review and action. The CTC will upgrade its educational technology infrastructure using e-rate and other sources. New hot spots and expanded Wi-Fi capabilities will be installed over a three year period.	SH S EP	Provider	

Fred McGivern	3.0	3	30	In-house technology coordinator	School Entity	No
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Knowledge Instructors will gain skills in the use of new technology specific to their individual program's needs.

Supportive Research Educational technology and industry specific/program specific, high tech equipment is ever changing and requires our staff to continually upskill to keep current with trends and industry needs.

Designed to Accomplish

	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</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>Empowers educators to work effectively with parents and community partners.</p>
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For classroom teachers, school counselors and education specialists:

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

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

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- Online-Synchronous
- Online-Asynchronous

Participant Roles	Classroom teachers	Grade Levels	High (grades 9-12)
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Principals / Asst. Principals

Follow-up Activities

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

Creating lessons to meet varied student learning styles

Joint planning period activities

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Classroom student assessment data

Review of participant lesson plans

CTC Level Affirmations

We affirm that this CTC Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

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