

Venango Technology Center

CTC Plan

07/01/2021 - 06/30/2024

CTC Profile

Demographics

One Vo Tech Drive
Oil City, PA 16301
(814)677-3097

AYP Status: Not Provided
Administrative Director: Mario Fontanazza

Planning Process

- a. Solicited Steering Committee members as required by Chapter 4 and PDE guidelines
- b. Administrative Team met with the Steering Committee to discuss Chapter 4 Plan.
- c. Incorporated Steering Committee's input into Chapter 4 Plan.
- d. Acquire Steering Team Committee approval.
- e. Obtain Joint Committee approval.
- f. Action Plan Teams will monitor and adjust action plan through the six-year process.
- g. Administrative Team will meet, analyze data, and adjust instruction accordingly.
- h. Each action plan will be evaluated at the end of each year to determine progress.
- i. Data will be collected through various means to survey occupations of former graduates.

Mission Statement

The mission of the Venango Technology Center is to focus on the economic future of the region through quality career and technical education.

Vision Statement

The vision of the Venango Technology Center is to provide quality training for quality people. Our programs and services will meet or exceed our customer's expectations in every way and we will always seek to continually improve in all areas. VTC's programs and services will attract interested students with

a strong desire to succeed in their area of technical education and who are motivated to attend school on a regular basis. Quality training will be provided through collaboration with an engaged community, which includes students, parents, employers, and other important stakeholders. It is expected that the implementation of this plan will result in a high quality, relevant curriculum and effective instructional and organizational practices which will produce positive customer satisfaction and student NOCTI scores, which will be at or above the state average. Upon graduation, VTC students will be well prepared for additional post secondary education and/or for success in the workplace.

Shared Values

- All people can learn
- Everyone has the right to an education
- Education should be accessible to all.
- Education is the shared responsibility of the student, the family, the school and the community.
- All students should be prepared to deal effectively with change.
- The school should provide a safe, orderly and caring environment conducive to learning.
- Dedicated advisory committees are essential to career and technical education.
- All students can benefit from career and technical education, as it is essential to our society.
- Student competencies should be based upon performance standards deemed critical to successful employment

Educational Community

Six school districts joined together to create the Venango County Area Vocational Technical School in 1966. Cranberry, Franklin, Forest, Oil City, Titusville, and Valley Grove School Districts, in northwestern Pennsylvania's oil country region, saw their plans implemented in 1969 as the Venango County Area Vocational-Technical School open its doors to its first students. Just over 1000 secondary school students and more than 1500 adults enrolled in classes during the first year of operation. Over the next 30 years, many changes took place in the geographical area and the school adjusted to those changes annually. Through good and marginal economic times the Venango County Area Vocational-Technical School continued to serve the needs of

the region by providing relevant, vocational-technical training programs for all who were interested and willing to profit from the instruction provided.

Today, the Venango County Area Vocational-Technical School is known as the Venango Technology Center, and, here's why. When the school first opened in September of 1969, there were a lot of courses offered that taught mostly "manual-type" skills. Only 1 or 2 were highly technical in nature. Over the past 30 years a number of things have happened to significantly change the face of education at the school. First of all, the electronics industry boomed, producing everything from easy to use calculators to highly efficient robots to huge systems of computer controlled manufacturing equipment. Then, computers started to show up almost everywhere, even in places most would not expect. Convenience stores, automobile repair shops, restaurants, doctor's offices, machine shops, beauty shops, and almost every business imaginable started using computers and other electronic devices to get their work done. On January 1, 2000, our name changed overnight, but the changes behind what we really are today took place over a period of 30 years.

Currently, the Venango Technology Center is the career and technical education department for 7 high schools in Venango, Forest, and part of Crawford County. The Center fulfills its primary mission through its 15 career and technical education programs, 14 Programs of Study, a post-secondary Practical Nurse training program, and numerous Adult Education programs. Nearly 700 secondary school students are served and about the same number of adults bringing our total number of individuals served to about 1200. The Center offers a full complement of student instructional support services that include career exploration, career guidance, learning support, transition and placement services, and many similar adult student services. For those wishing to continue their education after high school, the Center has a number of articulation agreements with postsecondary institutions in our geographical area.

The Venango Technology Center has made a number of improvements over the past few years that have contributed to some very positive results. A complete administrative reorganization in 1999, a newly developed strategic plan, and a complete revamping of our curricula using PDE Programs of Study. These changes have resulted in some very positive outcomes. We have maintained an excellent safety record. Our total secondary program enrollment has remained constant. Our Cooperative Education program has placed an amount of students equal to most recent years in the face of a high area unemployment rate.

All Venango Technology Center Team members take great pride in the recent positive outcomes at the school. We know it is important to "focus on and

improve” the quality of our educational programs and to be responsive to our community. This quality leadership initiative is just another example of how the Venango Technology Center is seeking to attain its vision of providing “quality training for quality people”.

Concerns

The Venango Technology Center is concerned that IDEA funds are not available to provide critical support services, which may be necessary to accommodate the learning needs of special education students enrolled in the school.

Planning Committee

Name	Role
Patrick Adams	Administrator : Professional Education
Mario Fontanazza	Administrator : Professional Education
Hal Carbaugh	Board Member : Professional Education
David Graham	Board Member : Professional Education
Vicki Gonnely	Business Representative : Professional Education
Rod Griffin	Business Representative : Professional Education
Mark Hicks	Community Representative : Professional Education
Cindy McBride	Community Representative : Professional Education
Sue Williams	Community Representative : Professional Education
Sarah Campbell	Ed Specialist - School Counselor : Professional Education
NOT APPLICABLE FOR SUBMISSION	Elementary School Teacher - Regular Education : Professional Education
NOT APPLICABLE FOR SUBMISSION	Elementary School Teacher - Regular Education : Professional Education
Darrin Burt	High School Teacher - Regular Education : Professional Education
Curt Crawford	High School Teacher - Regular Education : Professional Education
Pete Lindey	High School Teacher - Regular Education : Professional Education
Robert Moore	High School Teacher - Regular Education : Professional Education
Eric Smith	High School Teacher - Regular Education :

	Professional Education
Wendi Ziegler	High School Teacher - Regular Education : Professional Education
NOT APPLICABLE FOR SUBMISSION	Middle School Teacher - Regular Education : Professional Education
NOT APPLICABLE FOR SUBMISSION	Middle School Teacher - Regular Education : Professional Education
James Ginnery	Parent : Professional Education
Jason Rankin	Parent : Professional Education
Jena Seidle	Special Education Director/Specialist : Professional Education
Tammy Botts	Student Accounting Assistant : Professional Education

Core Foundations

Standards

Mapping and Alignment

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

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

Under the provisions of NCLB the Venango Technology Center views itself as a system that is expected to improve student work toward attaining job skills, industry certifications, and Pennsylvania's Academic Standards and to sustain the improvement from year to year. The State's Chapter 339 Regulations requires that Career and Technical Education schools provide instruction within the curriculum so that students may develop knowledge and skills in the following nine categories: 1) reading, writing, speaking and listening, 2) mathematics, 3) science and technology, 4) environment and ecology, 5) social studies (civic and government, geography, economics, and history), 6) arts and humanities, 7) career education and work, 8) health, safety and physical education, and 9) family and consumer science. The curriculum of the Venango Technology Center will integrate these standards, to the degree feasible in a technology center, across the educational program and instructional practice within the system will focus on their attainment by all students.

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:

Technical Assistance Program Participation, Cohort 3

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:

Participation in Technical Assistance Program and successful ACT 339 Audit.

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.

All IEP's are followed.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Career Cluster Chairs
- Instructional Coaches
- Not Reviewed

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

Selected Instructors are part of the SREB Technical Assistance Literacy/Numeracy Team.

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

This narrative is empty.

Responsiveness to Student Needs

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

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

This narrative is empty.

Recruitment

(Comprehensive CTC only)

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

This narrative is empty.

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

This narrative is empty.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 21/22	SY 22/23	SY 23/24
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

- Other Standardized Tests - NOCTI

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

- Demonstration, performances, products and projects

- Evaluations of Portfolios of Student Work
- Progress Monitoring

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.

Not a Comprehensive CTC - 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.

There are no locally administrated assessments developed in this school, except those developed by the instructors in their own instructional areas. The sending school districts provide their assessment data to the Venango Technology Center. Upon request of this information it is analyzed by the Administration of Venango Technology Center and used as part of a planning process to address deficiencies.

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.

There has been a concentrated effort to increase the achievement of students in the areas of math, writing, reading, and science. A variety of classroom activities and assignments have been added to the curriculum for each of the instructional areas.

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

- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and School Board
- Mass Phone Calls/Emails/Letters
- Press Releases
- Student Handbook

Unchecked answers

- Course Planning Guides
- Directing Public to the PDE & other Test-related Websites
- Newsletters
- School Calendar

Provide brief explanation of the process for incorporating selected strategies.

Coordinator of Student Services disseminates Information to individual(s) responsible for selected strategy.

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

In the future we plan to use the non-selected strategies to enhance communication with the public.

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
- 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

- Safety and Violence Prevention Curricula
- 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:

Dependent upon available funds.

Screening, Evaluating and Programming for Gifted Students

(Comprehensive CTC only)

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

This narrative is empty.

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

This narrative is empty.

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

This narrative is empty.

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

This narrative is empty.

Developmental Services

Checked answers

- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Emergency and Disaster Preparedness
- Individual Student Planning

Unchecked answers

- Academic Counseling
- Attendance Monitoring
- Behavior Management Programs
- Compliance with Health Requirements –i.e., Immunization
- Guidance Curriculum
- Health and Wellness Curriculum
- Health Screenings
- Nutrition
- Orientation/Transition
- RTII/MTSS
- Wellness/Health Appraisal

- Coordination of Services with Sending School

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
- 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
- Coordination of Services with Sending School

Unchecked answers

- Individual Counseling
- Student Assistance Program

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:

This narrative is empty.

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

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: **Yearly**

Collaboration for Interventions

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

Written and verbal communication.

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

Thurston House and WIA Program.

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	Accomplished

student motivation, performance and educational needs	
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Provide explanation for processes used to ensure Accomplishment.

Participation in Technical Assistance Program and successful ACT 339 Audit.

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	Level of Implementation is Unknown
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of

	Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

A closer look at the materials and resources in these areas will be examined.

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.

Faculty and staff are encouraged to continuously improve their skills through professional development activities whether district provided or through external vendors..

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

We complete alot of inservice trainings for the general population and students with special needs, but the one group of students that we perform no real educator training for is the gifted group. Over the years we have historically only received a handful of gifted students. Within the last 5 years we have only had 3 of 600 total students. Our learning support population currently 35%. We will actively look for opportunities for the teachers to attend in-service trainings presented by either IU 6 or other accreditaed vendors to help fulfill this requirement.

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:
11/9/2012
10/13/2017
The LEA plans to conduct the required training on approximately:
10/8/2021

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:
4/7/2016
The LEA plans to conduct the training on approximately:
5/7/2021

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.

Annual review by Administration and results of NOCTI tests.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

Annual review by Administration and results of NOCTI tests.

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

This narrative is empty.

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).

Unchecked answers

None.

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

The Venango Technology Center has an appropriate board approved Teacher Induction Program.

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

This narrative is empty.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- 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

- Potential mentors have similar certifications and assignments.

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

Interested applicants are reviewed by the Director and selection is based on seniority.

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

Not applicable to our situation.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The new teacher mentors are selected by the Induction Coordinator. All first year teachers have a mentor, and any new teachers at the Venango Technology Center are assigned a mentor for the school year. Mentors and inductees will meet at least once per week during the school year. The meetings will be arranged by the participants themselves. A log of these meetings and a short description of the activities and topics, including the Code of Conduct, will be kept in the induction folder. The induction program is evaluated by both the inductee and the Professional Education Committee. The inductee completes a survey at the end of the induction program. The survey, in turn is evaluated by the Professional Development Committee at the June meeting. The Induction Program will be monitored by the Director. The Induction/Mentoring packet will be completed by both the Inductee and the Mentor. At the end of the mentoring year, both packets will be kept in the personnel file of the Inductee until needed for advancement to the Instructional/Vocational II Level.

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:

Gold Achievement Award - NOCTI Improvement

Accomplishment #2:

SREB TCTW (Tech Centers That Work)

Accomplishment #3:

Increased Skills USA/DECA Participation

Accomplishment #4:

Technical Assistance Program/Literacy & Numeracy Integration

Accomplishment #5:

Increased Industry Certifications

Accomplishment #6:

Increased STEM Awareness and Activities (Robotics, Professional Development, etc.)

CTC Concerns

Concern #1:

SAS –Standards Align System

Concern #2:

Improve attendance

Concern #3:

Retention of students

Concern #4:

Competency tracking & reporting

Concern #5:

Increase number of Articulation Agreements

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) Attendance and retention of students

Aligned Concerns:

Improve attendance

Retention of students

Systemic Challenge #2 (*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:

SAS –Standards Align System

Systemic Challenge #3 (*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:

SAS –Standards Align System

Systemic Challenge #4 (*Guiding Question #9*) Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

CTC Level Plan

Action Plans

Goal #1: Improve attendance and retention of students.

Related Challenges:

- 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.
- 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: Daily Attendance Records

Specific Targets: We will maintain the exact number of concentrators that enter our building and increase percentage of students in attendance by 2%.

Strategies:

Importance of Attendance

Description:

Increase the awareness of the importance of attendance. During the new student induction meeting, the importance of attendance is discussed. We bring a panel of Human Resource managers in to discuss their views on workplace attendance and why it is important.

SAS Alignment: Assessment

Implementation Steps:

Incentives for Grade Period Attendance

Description:

We market a competitive program for listing the classroom that has the best attendance for the grading period. There is a morning class and an afternoon class that is observed as the winner. The class gets to hang a banner in the window of the laboratory and a donut/fruit treat is won for a date of the teachers choosing. The Student Services Coordinator keeps accurate records and we evaluate the historical data. We are able to discern what factors if any attribute to better/worse attendance. The students will also fact check our data. This is a very competitive initiative.

Start Date: 8/29/2017 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Importance of Attendance

*Retention of Students in Program Areas***Description:**

Increase the number of concentrators by proper placement of students into the available program areas. The Student Services Coordinator gives a presentation to all of the social studies classes of our sending schools. From there, all students are given a tour of the program areas. Extended visits are then scheduled and the students have the opportunity to visit 2 different areas. In the case of an indecisive student, they may visit again, or even choose another area to visit. We have found it more beneficial to spend additional time up front helping the students to make appropriate career decisions rather than fast track them through and then have to move them around after they decide where there are is not the correct placement. We are able to evaluate our data by looking at the amount of course changes that are requested in the first 2 months of school. Historically that is the time period when students request course transfers.

Start Date: 8/29/2017 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Importance of Attendance

Goal #2: Our students will benefit from the development and implementation of a competency reporting and tracking system.

Related Challenges:

- 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.
- 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: PDE approved Program of Study Task List

Specific Targets: Task lists completed for all graduating seniors will be completed and given to the graduate so that they may give it to a prospective employer.

Strategies:

Competency Development

Description:

Form a committee for Competency Development in all CTC program areas. Use the expertise of the OAC to develop/align the needed competencies with the PDE assigned task grid.

SAS Alignment: Assessment

Implementation Steps:

Grade Book Tracking of Competencies

Description:

The attendance/PIMS secretary will set-up the gradebook so that it may track student competencies. This is a new student information system and the teachers will need to be taught how to manage this program. In addition to the secretary, we have 3 teachers that were trained in the steps needed to effectively manage this information. These people will educate the remaining staff using a "train the trainer" type model. The implementation success will be evaluated by the successful input of this important/necessary information.

Start Date: 5/20/2017 **End Date:** 6/30/2021

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

Supported Strategies:

- Competency Development

Professional Development for Teachers and Competency Tracking

Description:

The teachers use the Occupational Advisory Committee meetings as a time to further develop and implement the concepts of their competency tracking system. The committee discusses the task grid and the individual relevance of each item in the local workforce. The Director will attend these meetings when possible. The Director will also review the meeting minutes and issue a reply to the committee that the teacher will read to the group at the next meeting. This creates a level of accountability to the process.

Start Date: 8/29/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Competency Development

Lesson Plans in Alignment with Academic Standards and Program of Study Competencies

Description:

All of the lesson plans must be cross referenced to the academic standards as well as the Program of Study competency task lists. The lesson plans will be evaluated by the director at every observation and will also be collected at the end of each grading period for review. These reviews will ensure that all standards are aligned and competencies are addressed.

Start Date: 9/4/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Competency Development

Goal #3: Improve use of Standards Align System

Related Challenges:

- 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.
- 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.
- Attendance and retention of students

Indicators of Effectiveness:

Type: Annual

Data Source: Standards Align System

Specific Targets: Weekly lesson plans will be noted from SAS.

Strategies:

Standards Aligned System

Description:

Educate staff on SAS resources. There are many resources available to the teachers through the SAS website. We will educate the teachers so that they realize this. Comfort with the system will come with frequent use.

SAS Alignment: Assessment, Curriculum Framework

Implementation Steps:

Lesson Plans in Alignment with Academic Standards and Program of Study Competencies

Description:

All of the lesson plans must be cross referenced to the academic standards as well as the Program of Study competency task lists. The lesson plans will be evaluated by the director at every observation and will also be collected at the end of each grading period for review. These reviews will ensure that all standards are aligned and competencies are addressed.

Start Date: 9/4/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Standards Aligned System

Professional Development for Improving Language and Literacy Acquisition

Description:

We are a Technical Assistance Program (TAP) school. We brought in Todd Luke from MAX Teaching to present a 3 day in-service training for our new teachers of which we had 4. The training took place December 15, 19 and 20. Our veteran teachers had been through the same inservice several years ago. The teachers are required to have the students complete a "Weekly Write" which can be comprised of any of the many MAX Teaching strategies. These are graded assignments that are tracked through the grade book. We have noticed extreme growth in both retention and comprehension through the quality of the responses as well as the increased grades throughout all assignments. There is great correlation. This is an on-going initiative.

Start Date: 8/29/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Standards Aligned System

Professional Development for Teaching Diverse Learners in an Inclusive Setting

Description:

In order to reach a broad spectrum of students, we use a variety of strategies and accommodations that are provided in the PaTTAN training webinars. This is done through professional development provided to our Instructional Aides. Using ideas from the webinars, interventions are developed based on student need. These strategies are practiced in small group settings and in the Resource Room. Webinar topics include, Individual Learning Differences, Preparing for Adult Life, and Adaptations to Increase Success. After learning the different strategies, they are practiced in the classroom by the Instructional Aide and overseen by the Instructor. In addition to the webinars, instructors are provided with a Matrix that lists all the students in their shop who qualify for Special Education Services. It also links the necessary accommodations to the appropriate students. The accommodations are discussed with the instructors, and suggestions on how to appropriately implement them is conveyed. To ensure continued success and implementation of best practices, documentation is made for students who utilize and refuse accommodations.

Start Date: 8/29/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Standards Aligned System

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed: Our students will benefit from the development and implementation of a competency reporting and tracking system. **Strategy #1: Competency Development**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/29/2017	6/30/2021	Professional Development for Teachers and Competency Tracking	The teachers use the Occupational Advisory Committee meetings as a time to further develop and implement the concepts of their competency tracking system. The committee discusses the task grid and the individual relevance of each item in the local workforce. The Director will attend these meetings when possible. The Director will also review the meeting minutes and issue a reply to the committee that the teacher will read to the group at the next meeting. This creates a level of accountability to the process.	Competency Committee	2.5	2	16	VTC-in house	School Entity	No

Knowledge The teachers will be responsible for the efficient and effective use of computer tracking software through the student information system program. They will also stay current with the local trends in their respective industries.

Supportive Research Taking into account the views and opinions of the local industry is very important and is considered a best practice.

Designed to Accomplish
For classroom teachers, school Enhances the educator's content knowledge in the area of the educator's

counselors and education specialists:

certification or assignment.

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.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Dir Classroom teachers Supt / Ast Supts / CEO / Ex School counselors	Grade Levels	High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA

LEA Goals Addressed: Improve use of Standards Align System Strategy #1: Standards Aligned System

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/29/2017	6/30/2021	Professional Development for Improving Language and Literacy Aquisition	We are a Technical Assistance Program (TAP) school. We brought in Todd Luke from MAX Teaching to present a 3 day in-service training for our new teachers of which we had 4. The training took place December 15, 19 and 20. Our veteran teachers had been through the same inservice several years ago. The teachers are required to have the students complete a "Weekly Write" which can be comprised of any of the many MAX Teaching strategies. Theses are graded asiignments that are tracked through the grade book. We have noticed extreme growth in both retention and comprehension through the quality of the responses as well as the increased grades throughout all assignments. There is great correlation. This is an on-going initiative.	Director	6	3	4	MAX Teaching	For Profit Company	Yes

Knowledge The various strategies that will enable the teacher to present the material in a way in which retention and comprehension will increase.

Supportive Research PDE Sponsored and Approved

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.

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.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Instructs the leader in managing resources for effective results.

Series of Workshops

Training Format

Participant Roles	Classroom teachers New Staff	Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA

Creating lessons to meet
varied student learning styles
Journaling and reflecting

LEA Goals Addressed: Improve use of Standards Align System Strategy #1: Standards Aligned System

Start	End	Title	Description				Type	App.
8/29/2017	6/30/2021	Professional Development for Teaching Diverse Learners in an Inclusive Setting	<p>In order to reach a broad spectrum of students, we use a variety of strategies and accommodations that are provided in the PaTTAN training webinars. This is done through professional development provided to our Instructional Aides. Using ideas from the webinars, interventions are developed based on student need. These strategies are practiced in small group settings and in the Resource Room. Webinar topics include, Individual Learning Differences, Preparing for Adult Life, and Adaptations to Increase Success. After learning the different strategies, they are practiced in the classroom by the Instructional Aide and overseen by the Instructor. In addition to the webinars, instructors are provided with a Matrix that lists all the students in their shop who qualify for Special Education Services. It also links the necessary accommodations to the appropriate students. The accommodations are discussed with the instructors, and suggestions on how to appropriately implement them is conveyed. To ensure continued success and implementation of best practices, documentation is made for students who utilize and refuse accommodations.</p>				PaTTAN	Yes
		Person Responsible Special Populations Coordinator	SH 1.0	S 5	EP 16	Provider Special Populations Coordinator		

Knowledge

Through the use of the PaTTAN webinars, we are able to introduce a variety of best practices to our staff. Knowledge is gained by our Instructional staff who view them and by the students who benefit from them. The

Matrix and regular documentation is a way to continually review student progress and behavior. Through this process, we have been more proactive in determining a need for instructional modifications and student success. If a student is not succeeding in their shop, we refer to best practices to create a plan specific to that student's needs.

Supportive Research

To ensure the use of Best Practices the Pennsylvania Training and Technical Assistance Network through the Pennsylvania Department of Education is utilized.

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.

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format

LEA Whole Group Presentation
Series of Workshops

Participant Roles

Classroom teachers
Paraprofessional

Grade Levels

High (grades 9-12)

Follow-up Activities

Peer-to-peer lesson
discussion

Evaluation Methods

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

Standardized student assessment data other than the PSSA

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