Wilkes-Barre Area CTC

CTC Plan

07/01/2015 - 06/30/2018

CTC Profile

Demographics

PO Box 1699
Wilkes-Barre, PA 18705
(570)822-4131

AYP Status: None
Executive Director: Peter Halesey

Planning Process

Wilkes-Barre Area CTC is excited about the opportunity to improve the educational environment delivered at our Career and Technical Center. To that end, we have formed committees to design, implement, and maintain a high performing educational system. As the Project Leader, I met with my CP Team to discuss the nine characteristics of high performing educational systems. We agreed to continue to visit on each of these nine components and evaluate throughout this CP process. In addition, we discussed incorporating 21st Century Skills into the CTC Plan as outlined in the CP CTC Planning offline guidance tool.

Wilkes-Barre Area CTC will utilize the following CP Administrative Team throughout the CP CTC planning process through the 6 CTC Planning components.

The CP Administrative Team will break into six (6) subgroups. Each subgroup will report to Tony Guariglia on each of the six (6) areas. The six subgroups are: Profile, Core Foundations, Assurances, Needs Assessment, Action Planning, and Plan Submission.

The meeting schedule will be on a rotating basis according to our school calander and will commence at the proper planning stage, as outlined on page 6 of the revised (3/19/13) CTC Planning-Offine Guidance Tool. Each subcommittee will meet from 2:40 - 3:00 pm once a week. Every week the entire committee will meet on Tuesday morning from 7:45 - 8:15 to sustain momentum and adhear to our timeline.

Tony Guariglia, PhD, Project Leader, is responsible to keep communication lines open between all members. We will use e-mail and phone for communications which need to occur between meeting times. Each member will be cc'ed on all communications within their subcommittee.

The completed plan will be on display at the Wilkes-Barre Area Career and Technical Center's main office for 28 days. At the completion of the 28 days, the WBACTC Comprehensive Plan will be approved by the Joint Operating Committee at the following meeting.

Mission Statement

The mission of the Wilkes-Barre Area Career and Technical Center, partnering with its sponsoring districts, community, parents, and students, is to contribute to a high quality career/technical and academic education for its students who, upon completion, are able to become responsible citizens, critical thinkers, and successful completers in a world-wide economy, and possess the desire and skills to be life-long learners.

Vision Statement

Vision Statement

The Wilkes-Barre Area Career and Technical Center, through its programs of study and dedicated and experienced Instructors, administrators, and staff, will serve as a leading educational institution and community resource for all citizens seeking to explore, develop, and enhance their career and technical skills in a nurturing and supportive enviornment.

Shared Values

The shared value statements were developed by the members of the CP planning committee. Below is a compilation of what each committee member felt were foundational to a quality education at the Wilkes-Barre Area Career and Technical Center:

We believe that education received through school provides the foundation for life-long learning.

We believe that every student has a right to the opportunity to learn and succeed.

We believe that schools must enrich the economic life of the community.

We believe that schools must help students prepare to be a positive part of the community's economic life.

We believe that access to technology is a part of the opportunity to learn.

We believe that quality schools foster effective communication.

We believe that students must develop critical thinking skills.

We believe in respecting our students' diverse backgrounds, abilities, interests, and needs.

We believe students must be treated as individual learners.

We believe that, along with the school, parents share in the responsibility for the students' educational success.

Educational Community

Wilkes-Barre Area Career & Technical Center

Demographical Data Report

School Year 2013-2014

Student Population

Total Students: 880

Total Male Students: 548

Percentage of Male Students: 63%

Total Female Students: 332

Percentage of Female Students: 37%

Total IEP's: 342

Percentage of Students with IEP's: 39%

Total Black Students: 91

Black Student IEP: 46

Percentage Black Students: 10%

Percentage Black Student IEP: 13%

Total Asian Students: 2

Asian Student IEP: 1

Percentage Asian Students: <1%

Percentage Asian Student IEP: <1%

Total White Students: 716

White Student IEP: 267

Percentage White Students: 81%

Percentage White Student EIP: 78%

Total Spanish Students: 62

Spanish Student IEP: 25

Percentage Spanish Students: 7%

Percentage Spanish Student IEP: 7%

Free and Reduced Lunch

Total Students: 880

Total Receiving Free Lunch: 501

Percentage Receiving Free Lunch: 57%

Total Receiving Reduced Lunch: 68

Percentage Receiving Reduced Lunch: 8%

Student Achievement Data

Total Graduates: 153

Total Completers: 122

Percentage of Completers: 80%

Number of IEP Completers: 51

Percentage of IEP Completers: 33%

Total ESL Completers: 3

Percentage of ESL Completers: 2%

Total Non-Traditional Completers: 3

Percentage of Non-Traditional Completers: 2%

Total Completers: 122

Total Advanced Completers: 68

Percentage Advanced Completers: 56%

Total Basic Completers: 20

Percentage Basic Completers: 16%

Total Competent Completers: 34

Percentage Competent Completers: 28%

IEP Completer Data

Total IEP Completers: 51

Total IEP Advanced Completers: 26

Percentage IEP Advanced Completers: 51%

Total IEP Basic Completers: 11

Percentage IEP Basic Completers: 22%

Total IEP Competent Completers: 14

Percentage IEP Competent Completers: 27%

ESL Completer Data

Total ESL Completers: 3

Total ESL Advanced Completers: 1

Percentage of ESL Advanced Completers: 34%

Total ESL Basic Completers: 0

Percentage of ESL Basic Completers: 0%

Total ESL Competent Completers: 2

Percentage of ESL Competent Completers: 66%

Non Traditional Completer Data

Total Non-Traditional Completers: 3

Total Advanced Non-Traditional Completers: 1

Percentage of Advanced Non-Traditional Completers: 34%

Total Basic Non-Traditional Completers: 0

Percentage of Non-Traditional Completers: 0%

Total Competent Non-Traditional Completers: 2

Percentage of Competent Non-Traditional Completers: 66%

Planning Committee

Name	Role
Allison Banks	Secondary School Teacher - Special Education
Amy Brady	Business Representative
Michelle Egidio-Oko	Business Representative
Dr. Tony Guariglia	Administrator
Cindi Heyen	Parent
David Joyce	Secondary School Teacher - Regular Education
Jill King	Secondary School Teacher - Special Education

Mr. Bruce Knick	Community Representative
John Kozerski	Ed Specialist - School Counselor
Mr. Joe Lakkis	Secondary School Teacher - Regular Education
Amy Patton	Secondary School Teacher - Regular Education
Joseph Salvo	Community Representative
Jennifer Scull	Parent
Chris Shrader	Secondary School Teacher - Regular Education
Tony Testa	Administrator
Hayden White	Ed Specialist - School Counselor

Core Foundations

Standards

Mapping and Alignment

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

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

This narrative is empty.

Adaptations

- Career Education and Work
- Common Core Standards: English Language Arts
- Common Core Standards: Mathematics
- Family and Consumer Sciences
- Science and Technology and Engineering Education

Explanation for any standards checked:

This narrative is empty.

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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Each Program of Study Task List contain PACore, Reading, Writing, and Mathematics standards. Each Program of Study holds the student to this requirement as well as any and all associated Industry Certifications associated with a specific Program of Study.
Many Programs of Student (I.E. Cosmetology) demand a specific number of minimum hours to achieve "Completer" status. WBACTC holds those students on those Programs of Study accountable to those hours.

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.

The Pennsylvania Department of Education Program of Study Task List is used to track each student through their CTC experience. For those students with an IEP, the instructor follows the instructions on the accommodation sheets within the approved IEP for each student. Each student is made aware of the expectations necessary to achieve success in their specific program of study and within that program of study, the level of expectation in the lab.
The Program of Study Instructor is responsible to communicate to students, parents, and administration, if a student is identified as not meeting any expected task on that task list for any reason, including IEP. Appropriate meetings follow and additional accommodations or other options are identified.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review
- Administrators
- Instructional Coaches

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

The Since Pennsylvania adopted the Charlotte Danielson framework for teaching as the evaluation tool to be used, the Wilkes-Barre Area CTC has, in turn, trained its Administration to understand and effectively implement this model. According to state law, the 2013-2014 school year was the starting point for the realization of this new evaluation. As a result the administration evaluated each Instructor according to this model. Because of the comprehensive approach to this model, the Instructors planning and preparation, classroom environment, actual instruction, and professional responsibilities were reviewed and assessed. The following strategies were applied to ensure standards aligned instruction and consistency between classrooms; grades; subjects; and/or programs existed. The Danielson model allowed the administration to document formal classroom observations focused on a preordained instruction expectation. The administration has walked through each Instructional area, focusing specifically on instruction. This resulted in the annual Instructional evaluations targeted on self-exploration, self-reflection, and self-improvement by each Instructor. This includes evaluation of the appropriate certification exams - including NOCTI.

Peer evaluation and coaching is accomplished by each new Instructor being provided a mentor teacher to help the new teacher assimilate into the classroom. Each new teacher is also mandated to complete the New Teacher Induction Program as approved by the Joint Operating Committee. Peer evaluation / coaching is also implemented and suggested on a case by case basis by the administration as the administration observes or becomes aware that a gap in the Instructional model is present and needs to be bridged. Existing teachers are utilized through peer evaluation and coaching to help with identified gaps in the Instructional process.

The Wilkes-Barre Area CTC utilizes the administration of WBACTC and the Luzerne Intermediate Unit #18 as Instructional coaches to help the classroom Instructors with curriculum alignment and other needs, such as 30 Hours of small group iPad training during the 2013-2014 school year.

The Wilkes-Barre Area CTC utilizes the administration of WBACTC and the Luzerne Intermediate Unit #18 as Instructional coaches to assist in the Regular Lesson Plan Review; which is done through both the Danielson model and through our ongoing 339 review of each Instructor Program of Study.

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

WBACTC does not have "Cluster Chairs". The WBACTC does ask vetran teachers to sit on various committees dedicated to Instructional Study. However, as of today, Career Cluster Chairs are

being considered by the Joint Operating Committee. As WBACTC continues to grow and expand, the need for Cluster Chairs and Chairs of Programs of Study with more than one instructor becomes increasingly necessary to assure proper accountability and consistency of the POS.

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

The Joint Operating Committee added two Special Education Teachers to our staff here at WBACTC for this 2014-2015 school year. These additions allow 100% of our special and regular education population flexible instructional time and access to additional differentiated instruction in order to best meet the needs of each individual student.

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.

The JOC has an approved vetting proceedure in place to help identify the most qualified candidate for all open positions. Included in the process is an evaluation sheet which is then averaged with all other evaluations to produce the "recommended" candidate.

Assessments

Local Graduation Requirements
(Comprehensive CTC who graduate students only)

Course Completion	2015–2016	2016–2017	2017–2018
Total Courses			
CTE Specific Content			
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						
Common Core Standards: English Language Arts						
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
Common Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						

2015 and beyond Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language Arts

No methods have been identified for this standard.

Algebra I

No methods have been identified for this standard.

Biology

No methods have been identified for this standard.

Methods and Measures

Summative Assessments
- NOCTI Testing
- NIMS testing

Benchmark Assessments
- Teacher specific benchmarks based on the Approved Task List for the Program of Study

Formative Assessments
- Think-Pair-Share
- Curriculum-Based Assessment (progress monitoring)
- Questioning strategies

Diagnostic Assessments
- SAS Classroom Assessment
- Teacher specific assessments based on the expected PA Core standards needed for success

Validation of Implemented Assessments

(Comprehensive CTC only)

No validation methods have been identified for this content area.

Provide brief explanation of your process for reviewing assessments.

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.

WBACTC is currently adding Child Care Management and support Services Program of Study. We are expecting to assign students to enter local facilities and work with Care providers. These employers may have specific requirments which we will need to address before sending our studets. This has the potential of developing into a locally administred assessment. If it is necessary WBACTC will address.

Collection and Dissemination

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

The NOCTI and NIMS testing, as well as our many Industry Certification tests, are broken down and educational gaps are located and addressed. This information is compiled by the teachers and administration, then shared with the teacher and teacher groups to allow for differenciated Instructional decisions and professional development opportinities to be created to bridge the educational gaps identified. The entire process is shared and viewed by each POS's Occupational Advisory Committee and feedback is encouraged and gathered.

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.

In the same was as above, the NOCTI and NIMS testing, as well as our many Industry Certification tests, are broken down and educational gaps are located and addressed. as above, this information is compiled by the teachers and administration, then shared with the teacher and teacher groups to allow for differentiated Instructional decisions and professional development opportunities to be created to bridge the educational gaps identified. WBACTC has two Special Education Teachers on staff which addresses the needs of all of our students, especially those with an IEP. In addition, we have four academic instructors on staff. In addition to their teaching responsibilitites, they are required to work with students on a one-one and/or small group environment to help students bridge educational gaps identified through testing.

Assessment Data Uses
(Comprehensive CTC only)

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

Provide brief explanation of the process for incorporating selected strategies.

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

- 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

- Press Releases

- School Calendar

- Student Handbook

Provide brief explanation of the process for incorporating selected strategies.

WBACTC has a media relations position defined in the CBA, and held by a full time Instructor. They follow a proceedure to provide information to local media concerning communications. In addition, WBACTC does communicate with mass calling. The handbook contains information as well as our website. Administration is accountable to provide a strong community presence.

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

WBACTC has a form of newsletter on our website but does not currently have any plans for a paper version at this time.

Safe and Supportive Schools

Programs, Strategies and Actions

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

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

In order to best address the of barriers to student learning, which include bullying, child abuse/neglect, cultural diversity, divorce/ blended families, drug and alcohol use/abuse, English language learning, family issues, grief and loss, homelessness, immigration status, low socioeconomic status, mental health issues, military deployment, physical illness, poor nutrition, relocation, sporadic parental involvement, teen pregnancy/parenting, unemployment of parent/guardian and being a victim or witness to violence, Wilkes-Barre Area CTC has been addressing each of these issues with direct programs and dedicated staff and faculty

In regard to schoolwide positive behavior programs, the Wilkes-Barre Area CTC has designed and will be implementing a school-wide positive behavior plan. This program will be part of the Students Against Destructive Decisions chapter here at the school, along with our Law Enforcement program of Study, spearheaded and supported by our Dean of Discipline and Resource Officer.

Identifying and Programming for Gifted Students

(Comprehensive CTC only)

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

This narrative is empty.

Developmental Services

- Academic Counseling
- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization

- Emergency and Disaster Preparedness
- Guidance Curriculum
- Health and Wellness Curriculum
- Health Screenings
- Individual Student Planning
- Nutrition
- Orientation/Transition
- RtII
- Wellness/Health Appraisal
- Coordination of Services with Sending School
- WBACTC is fortunate to have the cooperation of Instructors with a plethora of backgrounds to help holistically educate each student.

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

- 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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

- Course Planning Guides

- Directing Public to the PDE & Test-related Websites

- Individual Meetings

- Letters to Parents/Guardians

- Local Media Reports

- Website

- Meetings with Community, Families and Board of Directors

- Mass Phone Calls/Emails/Letters

- Press Releases

- School Calendar

- Student Handbook

- Coordination of Services with Sending School

Communication of Student Health Needs

(Comprehensive CTC only)

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

Frequency of Communication

Frequency of communication: **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.

Currently, administrators coordinate with Instructors and staff to utilize various student data, providing appropriate interventions and progress monitoring to improve student achievement. For students with IEP's, two on-site WBACTC special Education teachers are moving from POS to POS instructing teachers on research based best practices to best meet the needs of each student.

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

In regard to Child Care, the WBACTC JOC just approved the addition of the Child CAre Managemnent and Support Servces Program of Study. As part of theis POS, WBACTC will open a child care facility here at the school.
WBACTC does not currently have any after school programs.
Youth workforce development programs like Cooperative Education (Capstone and Diversified) are currently being offered at our school.
Turoring is currently offered to our students through the effective use of our Head Start academic teachers and our on-staff Special Education Students.

Materials and Resources

Description of Materials and Resources

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The WBACTC is currently developing the Student Learning Objectives as outlined and mandated by PDE. Differentiated Instruction, along with the SLO's will ensure every teacher that each student will meet all expectations.

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

Further explanation for columns selected "

WBACTC does not currently teach the areas marked as (N/A). Other areas related to Chapter four (4) standards are marked with the uderstanding that they are addressed in the appropriate Program of Study. Career education and work standards are addressed in each Program of Study and in both our Diversified and Capstone Cooperative Education Programs of Study. Our Head Start (9th grade drop out prevention exploratory) program does directly align to SAS - Math, Science, History, English, and Physical Education standards.

Professional Education

Characteristics

Which of the following describes your professional education program for classroom teachers, school counselors and education specialists? (Check all that apply)

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- 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.

Professional Development is assured through daily, bi-annual and annual evaluations (Teacher Effectivesness Model), as well as In-Service days. Needs are identified and addressed based on faculty and staff actions, issues, and mandates. In additoin to our Administration providing daily feedback, the Luzerne Intermediate Unit 18 provides a plethora of In-Service trainings. Several recent In-Service training provided by the IU18 for our staff includes:
Reading Literacy Training
PA Core Standards
PA Standards Aligned Systems (SAS)
iPad training (Technology Education – 10 Sessions throughout SY 13-14)

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

Other than the accommodation sheet and behavior plans surrounding our students with an (G)IEP, no current program at WBACTC directly provides materials and interventions for students identified as gifted.

Strategies Ensuring Fidelity

- 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.

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

Professional Development at WBACTC is based on focused areas of need and implemented with fidelity through our Professional Development In-Service days and in small group meetings throughout the year. WBACTC's analysis of student data and teacher evaluations (observations) further insure the fidelity of the implementation of Professional Development. The evaluation process (based on the Danielson Model) allows the teacher and administrator to collaborate across the four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. This research based method of evaluation is proven to increase teacher effectiveness in the classroom.

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

n/a

Induction Program

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

- Understanding the role of the CTSO's in the development of skills and in NOCTI preparation

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

The new teacher induction program begins with a five (5) day orientation program. Ongoing staff development programs continue throughout the first year with the mentor teacher working directly with the Inductee and administration to expose, and discuss in depth, the new teacher to the world of career and technical education. WBACTC is currently following a comprehensive mentor based Induction Plan which is both monitored and overseen by WBACTC Administration. The areas of focus is as follows:
Teacher Handbook
CTSO's
Providing a Safe Enviornment
Task Lists, Programs of Study, Standards Aligned Systems, and PA Core standard alignment
Capstone and Diversified Cooperative Education
Occupational Advisory Committee
Review of the Collective Bargaining Agreement
Open House, Publics Relations and Recruitment
Industry Certification – NOCTI Certification
Teaching Skills (Temple University Teacher Program)
Regular Education – Special Education - NCLB
The roles of LEA's -District, Public, Private, Charter, Intermediate Unit, Career and Technical Center, ALC

Secondary and Post-Secondary roles in the CTC education process

Effective Classroom Management

As an additional note, The Administration at WBACTC is currently looking at the possible implementation of the comprehensive Induction plan offered at the Luzerne Intermediate Unit 18.

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

n/a

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- 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).

- NOCTI Scores and understanding the role of the CTSO's in the development of skills for NOCTI preparation

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

The Administration at WBACTC participates, as needed, in the weekly meetings between the mentor and the inductee to clarify and oversee the process. Administration meets with the mentor teacher monthly to discuss the Inductee and then meets with the inductee if necessary to help promote understanding of the Induction process.

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

n/a

Mentor Characteristics

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

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

The WBACTC Collective Bargaining Agreement outlines the compensation necessary for a teacher to act as a mentor teacher. The teacher who is a viable candidate for the role of "Mentor" must have a firm and complete understanding of Career and Technical Center education and its role in providing opportunities for students to gain valuable skills needed for success in the workplace. The tenured teacher must have an impressive score in the teacher evaluation and must have a history in school involvement such as the Comprehensive Plan and CTSO's. The mentor teacher must be recommended by Administration and approved by the Joint Operating Committee. Once chosen, the first time Mentors complete an introcudtion to being a mentor process administred by WBACTC administration.

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

n/a

Induction Program Timeline

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

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

If necessary, provide further explanation.

WBACTC Induction addresses the following:
(NOTE: The timeline alters on a case by case basis and as "Teachable Moments" occur, a checklist is filled out with specifics on when and where each teachable mement occured.
Teacher Handbook
CTSO's
Providing a Safe Enviornment
Task Lists, Programs of Study, Standards Aligned Systems, and PA Core standard alignment
Capstone and Diversified Cooperative Education
Occupational Advisory Committee
Review of the Collective Bargaining Agreement
Open House, Publics Relations and Recruitment
Industry Certification – NOCTI Certification
Teaching Skills (Temple University Teacher Program)
Regular Education – Special Education - NCLB
The roles of LEA's -District, Public, Private, Charter, Intermediate Unit, Career and Technical Center, ALC
Secondary and Post-Secondary roles in the CTC education process
Effective Classroom Management

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The comprehensive Induction Plan has several areas of evaluation and Monitoring. The Inductee Needs assessment instrument and the semi-annual evaluation (Danielson Model) is the primary evaluator in assessing the teacher's progress.
The Inductee Self-Evaluation form is the initial instrument used in assessing the concerns of the beginning teacher prior to entrance into the teacher induction program.
Each quarter (45 days), Administration, the mentor teacher, and the inductee will meet and prepare a culminative assessment of needs of the inductee by utilizing the inductee needs assessment form.
At the conclusion of the experience, the second Inductee Self-Evaluation form is completed to assure all areas were properly explained. The Administration and Mentor Teacher meet and discusses the process and modifies the process as necessary to best meet the needs of the Inductee.
The Mentor teacher completes the Inductee checklist as the year progresses and this form is monitored and approved by the Inductee, Mentor teacher, and Administration. The checklist identifies each area as ("Mastered", "Progressing", or "To be further studied")

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Administrator 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

- 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:
Pennsylvania Builders Association Endorement for our Masonry, Electrial, Capentry, Building Trades, Residential Construction, Plumbing,and HVAC Programs of Study.

Accomplishment #2:
Integrated the PA Core standards into our curriculum

Accomplishment #3:
Successfully transitioned from Fashion Design Program of Study to Chaild Care Management and Support Services Program of Study to better meet the needs of local Business and Industry needs.

Accomplishment #4:
NOCTI Assessment: 80% or more Certificate of Achievement and Certificate for exceeding the expected level of performance in Reading, Mathematics, and Occupational Skills.

CTC Concerns

Concern #1:
Increase the Reading and Literacy rates at Wilkes-Barre Area CTC

Concern #2:
Increase the number of Industry recognized certifications achieved at WBACTC.

Concern #3:
Design, implement, and maintain K-12 strategies to better identify, promote, and guide students to our programs of study as part of each students comprehensive K-12 career curriculum.

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #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:**
>
> Increase the Reading and Literacy rates at Wilkes-Barre Area CTC
>
> Increase the number of Industry recognized certifications achieved at WBACTC.
>
> Design, implement, and maintain K-12 strategies to better identify, promote, and guide students to our programs of study as part of each students comprehensive K-12 career curriculum.

Systemic Challenge #2 *(System #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:**
>
> Increase the Reading and Literacy rates at Wilkes-Barre Area CTC
>
> Increase the number of Industry recognized certifications achieved at WBACTC.
>
> Design, implement, and maintain K-12 strategies to better identify, promote, and guide students to our programs of study as part of each students comprehensive K-12 career curriculum.

Systemic Challenge #3 *(System #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: Increase the Reading and Literacy rates in the content and organizational sections of the Keystone English Composition Exam of the students attending the Wilkes-Barre Area CTC by 5%.

Related Challenges:

- 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.
- Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: The Keystone English Composition Exam scores, sections: content and organizational) as obtained from the sending districts.

Specific Targets: Student achievement will increase by 5%.

Strategies:

Differentiated Instruction based on identified gaps

Description:

Differentiated Instruction based on summative and former formative data indicating identified gaps in the educational process as related to the need of each student. Instructors are currently being educated on Literacy in Professional Development at WBACTC through the Luzerne Intermediate Unit. Teachers will use this information to help differentiate their instruction to best meet the needs of each student. Teachers have already been educated on progress monitoring through the use of the task list per student on the Instructors iPad.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Data Analysis

Description:

Obtain PSSA results in Reading from all schools for all students attending WBACTC. Create a process for the data team to follow reulting in a clear path to fill educational gaps.Progress monitoring is a research based best practice to produce results. This team will continue to meet as neww data is made available.

Start Date: 11/3/2014   **End Date:** 1/5/2015

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

Supported Strategies:

- Differentiated Instruction based on identified gaps

Data results shared with Instructors

Description:

The data results of each student PSSA score will be aggregated and shared with their POS Instructor. Differentiated Instructional strategies will be introduced (reintroduced) to the Instructors complete with examples of exemplary work done by CTC instructors.

Start Date: 1/20/2015   **End Date:** 1/20/2015

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

Supported Strategies:

- Differentiated Instruction based on identified gaps

Goal #2: Increase the number of PDE recognized Industry Certifications achieved by the students at WBACTC by 10% over each of the next 3 years.

Related Challenges:

- 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.
- Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: PDE report on Industry certifications achieved as reported to PDE

Specific Targets: PDE recognized Industry Certifications achieved by the students at WBACTC will increase by 10%. WBACTC expects to implement OSHA certification for all seniors and cooperative education students, then move to Juniors and the Sophomores.

Strategies:

Industry Certification Exam schedule

Description:

The Industry Certifications will include the 10 hour OSHA on-line certification given to all seniors and those students on cooperative education. The following year WBACTC will expand the opportnity to obtain this Industry certification to the Juniors, and in year thrree, to include the Sophomores as well. Several other Industry Certifications will come on-line as well. Thgese Include, but are not limited to, IC3 certification for students in Child Care, Drafting, and Law Enforcement, as well as in Data Processing. This also includes ServeSafe for all Child Care students. This will also include First Aid for all Child Care and Law enforcement students.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Industry Certification Preparation

Description:

The Instructors will meet with Administration and the appropriate Occupational Advisory Committes. The team will identify and create / purchase Industry Certification Preperation materials for those Industry Certifications which are recignized by the Pennsylvania Department of Education. Research clearly concludes that rigar produces results.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Administration identification of Industry Certifications

Description:

The Administration will meet in small groups with Instructors to identify Industry certifications which are both recignized by PDE and able to be prepared for and successfully available to our students.

Start Date: 11/3/2014   **End Date:** 1/20/2015

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Industry Certification Preparation

Instructors prepare and test appropriate students

Description:

Each Instructor will prepare and test each qualifying student all Industry Certification(s).

Start Date: 1/12/2015   **End Date:** 6/3/2015

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

Supported Strategies:

- Industry Certification Exam schedule
- Industry Certification Preparation

Data Analysis

Description:

Research based best practices clearly indicate Data Driven decisions are best to achieve student success. The data teams, including the Industry Certification Teacher, will meet and analyze results of the test and identify areas needing improved to produce better results.

Start Date: 6/4/2015   **End Date:** 9/1/2015

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

Supported Strategies:

- Industry Certification Preparation

Results Shared with Instructors

Description:

The Administration will meet in small groups to help teachers implement strategies to better meet the Industry Certification preparation needs of students.

Start Date: 9/2/2015   **End Date:** 10/2/2015

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

Supported Strategies: None selected

Goal #3: Design, implement, and maintain K-12 strategies to better identify, promote, and guide students to our programs of study as part of each students' comprehensive K-12 career curriculum.

Related Challenges:

- 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.
- Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Interim

Data Source: The Comprehensive School Counseling Program (as required as part of 339) and Open house list of potential students attending.

Specific Targets: WBACTC will increase sending school participation of students at our open house by 5% each year for the next 3 years.

Strategies:

WBACTC Tour by all students in the fifth grade

Description:

The Comprehensive K-12 plan will include mandatory visitation of all 5th grade classes to tour the WBACTC.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

WBACTC recruiter visitation to each of the WBACTC coverage area 5th, 8th, and 9th grade schools.

Description:

Research clearly concludes students who are exposed to choices throughout their formative years make more informed decisions based on their strengths.

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

Implementation Steps:

Recruiter meets with sending schools to discuss presentation and tour

Description:

The recruiter will Pre-Visit each school administration and explain how the tour and on-site presentation of the CTC is both important and necessary for all students in fifth grade.

Start Date: 9/15/2014   **End Date:** 4/1/2015

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

Supported Strategies:

- WBACTC Tour by all students in the fifth grade
- WBACTC recruiter visitation to each of the WBACTC coverage area 5th, 8th, and 9th grade schools.

WBACTC visitation to sending school and WBACTC tours

Description:

Our recruiter will visit the sending shools and discuss career and tech options. The 5th grade students form all associated WBACTC sedding districts will visit WBACTC.

Start Date: 10/6/2014   **End Date:** 11/12/2014

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

Supported Strategies: None selected

Evaluation of process

Description:

The recruiter will meet with administration and discuss feedback by the sending districts and WBACTC to identify areas which can be improved before the process beings the following year.

Start Date: 6/1/2015   **End Date:** 9/1/2015

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

Supported Strategies:

- WBACTC Tour by all students in the fifth grade
- WBACTC recruiter visitation to each of the WBACTC coverage area 5th, 8th, and 9th grade schools.

Goal #4: 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.

Related Challenges:

- 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: PSSA scores are collected from all WBACTC students to identify gaps in education

Specific Targets: WBACTC will see an increase in the percentage of students passing the various available Industry Certification exams.

Strategies:

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report,

http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ;
Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ;
WWC: Assisting Students Struggling with Reading: Response to Intervention
and Multi-Tier Intervention in the Primary Grades,
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499;
Investigating the Impact of Differentiated Instruction in Mixed Ability
Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Implementation Steps:

Obtain PSSA scores for all WBACTC students to identify gaps in SAS education

Description:

WBACTC will obtain PSSA data from sending schools in order to identify
educational gaps. WBACTC will then analyze the data collected.

Start Date: 7/1/2015   **End Date:** 6/3/2016

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

Supported Strategies:

- Differentiating Instruction

Differenciate Instruction based on the data collection of PSSA data

Description:

WBACTC will differenciate Instruction to fill identified educational gaps
located through the analysis of the data collected.

Start Date: 10/1/2014   **End Date:** 6/3/2016

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

Supported Strategies:

- Differentiating Instruction

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Increase the Reading and Literacy rates in the content and organizational sections of the Keystone English Composition Exam of the students attending the Wilkes-Barre Area CTC by 5%.	Strategy #1: Differentiated Instruction based on identified gaps

Start	End	Title	Description
1/20/2015	1/20/2015	Data results shared with Instructors	The data results of each student PSSA score will be aggregated and shared with their POS Instructor. Differentiated Instructional strategies will be introduced (reintroduced) to the Instructors complete with examples of exemplary work done by CTC instructors.

Person Responsible	SH	S	EP	Provider	Type	App.
Dr. Guariglia / Mr. Majikes / LIU#18	2	1	13	Luzerne Inutermediate Unit #18 and WBACTC Administration	IU	Yes

Knowledge

Instructors will understand what Differenciated Instruction is and how to properly implement this research based best practice to achieve student success.

Supportive Research

Differenciated Instruction Implementation and strategies to achieve results

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.

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.

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

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional	**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 Creating lessons to meet	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

varied student learning styles
    Lesson modeling with mentoring
    Journaling and reflecting
    Survey to acquire feedback and address any pending questions.

Participant survey
Review of participant lesson plans

LEA Goals Addressed:	#1 Increase the number of PDE recognized Industry Certifications achieved by the students at WBACTC by 10% over each of the next 3 years.

Start	End	Title	Description
9/2/2015	10/2/2015	Results Shared with Instructors	The Administration will meet in small groups to help teachers implement strategies to better meet the Industry Certification preparation needs of students.

Person Responsible	SH	S	EP	Provider	Type	App.
Dr. Guariglia / Mr. Majikes	2	1	13	Administration	School Entity	Yes

Knowledge	Each Instructor will leave with a best practice plan to better meet the needs of students in their POS.
Supportive Research	Descisions to alter Curriculum which are based on data analysis is a research based best practice.

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.

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.

Training Format

Series of Workshops

| **Participant Roles** | Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir

School counselors
Paraprofessional | **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 | **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, |

peers

    Analysis of student work, with administrator and/or peers

    Creating lessons to meet varied student learning styles

    Joint planning period activities

instructional delivery and professionalism.

    Standardized student assessment data other than the PSSA

    Classroom student assessment data

    Participant survey

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