

Director's Report September 2004

Strategic Plan Mid-Point Review. The Pennsylvania Department of Education requires that all school entities complete a six-year strategic plan and a mid-point review. ECTS is due for its mid-point review this year. The school completed its original strategic plan in 2001. During August and September, the administrative team will be working with faculty, staff, board members and community members to review and refine our strategic plan. A brief review of the plan by administrative staff indicated that the original plan still has merit.

After a brief review by operating committee members in August, it board members suggested the vision anchors be summarized for inclusion with the original strategic plan. A summary of the vision anchors is included in this month's board packet. The vision anchors have been integrated into the action plan. Both the anchors summary and revised action plan will be reviewed during this month's work session.

Performance Indicators. The performance indicators are closely associated with our quality management system and give faculty, staff and other interested parties a good glimpse of how the school is performing across all aspects of our operation. The "grade card" is now available for public review from our web page. We have coined the phrase "KIPS" for the document, meaning "Key Indicators of Performance Success."

ILWD Grant. The Pennsylvania Department of Education, Bureau of Career and Technical Education is making a grant available to career and technical schools for the eighth consecutive year. The grant, Innovative Learning and Workforce Development focuses on:

- Enhancing and facilitating the development and implementation of partnerships with postsecondary institutions, business, industry, labor and community groups.
- Enhancing and facilitating skill attainment and/or certification for proficiency that is based on occupational analysis and academic standards.
- Enhancing integrated learning that gives students the occupational and academic skills and knowledge required to perform successfully in the workplace.

Our 2004-2005 grant application of \$50,000 will mirror our 2003-2004 grant that focused on curriculum development. Last year's grant allowed us to work with ten of our 19 programs in reviewing and revising duty and task lists, program guides and course syllabi. This year's application will allow us to continue and finish our curriculum development.

Rigor & Relevance. As indicated on the vision anchors, one of the initiatives within the Culture anchor is a focus on rigor and relevance. The essence of this initiative is to enhance the "instructional challenge" of our daily teaching. We have adopted this initiative for three reasons. They include public and legislative accountability pressures, an aim to attract a higher quality student and efforts to improve the perception of the quality of our programs.

In an effort to assess the quality (i.e., rigor and relevance) of the instruction that occurs daily in our classrooms and laboratories, the administrative staff is undertaking a weekly review of assignments given by our faculty. Faculty members submit a sample (three or four) of assignments they have used that week. The “instructional leadership team” then reviews assignments based on criteria detailed in a rubric. The entire effort is to assess the level of rigor and relevance that is occurring in our classrooms. There is no intent to use the data gathered for faculty appraisal. It is solely a “continuous improvement” effort. A sample of the *Rigor and Relevance Assessment Rubric* is included in the supplemental information section of the board agenda.

Opening Enrollment. Our 2004-2005 *Total Enrollments* are up by 36 students from the prior year. The following programs have noticeable increases: Automotive Technologies, Commercial Art, Metal Fabrication, Construction Trades, Cosmetology, Auto Body Repair, Culinary Arts and Graphic Communications. However, *Total Enrollments* are down when compared to *Total Admissions*. Between the end of school and the opening of school, 89 students left our “rolls.”