

Erie County Technical School

Planning Retreat 2009-2010

**Excellence in Career and
Technical Studies**

<i>Monday, June 14, 2010</i>			
Management Review			
8:30 – 8:50	a. Quality Policy Review	Natalie	Pg. 7
8:50 – 9:10	b. Audit Results Review	Natalie	Pg. 8
9:10 – 9:30	c. Corrective Actions Review	Natalie	Pg. 10
9:30 – 9:50	d. ISO Standard Changes	Natalie	Pg. 12
10:00 – 10:15	Break		
Priority/Strategic Review			
10:15 – 11:05	e. Campus Committees Recycling Communications Scope & Sequence Standardized Grading Guidance & Advisement		Pg. 17 Pg. 18 Pg. 19 Pg. 24
11:05 – 12:00	f. Priority Action Plans Review Guidance & Advisement NOCTI Performance SchoolDESX Processes		Pg. 25 Pg. 26 Pg. 28
12:00 – 12:30	Lunch		
12:30 – 1:00	g. Strategic Plan Review Academic Standards & Assessment Student Services Educational Technology Professional Education Teacher Induction	Aldo	Pg. 29 Pg. 40 Pg. 51 Pg. 58 Pg. 69
Performance Review			
1:00 – 1:20	h. Key Indicators of Performance Success		Pg. 73
1:20 – 1:40	i. Operations & Management Survey	Aldo	Pg. 76
1:40 – 2:00	j. Student Satisfaction Survey	Natalie	Pg. 89
2:00 – 2:20	k. NOCTI Review—Norms & Proficiencies	Jan	Pg. 100
2:20 – 2:40	Break		
3:00 – 3:20	l. Graduate Follow-up Review	Elaine	Pg.
3:20 – 3:40	m. Senior Exit Survey	Elaine	Pg.
3:40 – 4:00	n. Special Education Review	Pat	Pg. 121

<i>Tuesday, June 15, 2010</i>			
Issues Review			
8:30 – 9:30	o. Enrollment Review Process	Aldo	Pg. 129
9:30 – 10:30	p. Marketing & Retention Plans	Lisa	Pg. 135
10:30 – 10:50	Break		
10:50 – 11:10	q. SREB/TCTW Faculty Survey	Aldo	Pg. 161
11:10 – 11:40	r. Literacy	Pat	Pg. 191
11:40 – 12:20	Lunch		
12:20 – 12:50	s. Numeracy	Joe	Pg.
12:50 – 1:10	Break		
1:10 – 3:30	Consensus on the Priorities	All	
<i>Wednesday, June 16, 2010</i>			
8:30 – 10:00	Action Plan to Address Priority 1	Sub-group/All	Pg. 197
10:00 – 11:30	Action Plan to Address Priority 2	Sub-group/All	Pg. 198
11:30 – 12:30	Lunch		
12:30 – 2:00	Action Plan to Address Priority 3	Sub-group/All	Pg. 199
2:00 – 3:30	Action Plan to Address Priority 4	Sub-group/All	Pg. 200

Erie County Technical School

Day 1

**Planning Retreat
2009-2010**

Erie County Technical School

Management Review

**Planning Retreat
2009-2010**

Erie County Technical School Quality Policy

The Erie County Technical School is committed to providing career and technical education that exceeds the expectations of our customers while continually measuring our progress and improving our programs and services.

AUDIT SUMMARY LOG 2009-2010					
Process	Area Audited	Improvement Opportunities	Corrective Action Required	Strengths	Action taken
Quality Management Services	Management Responsibility, Internal auditing, customer satisfaction, Improvement	Encourage more staff involvement in Corrective action process. Communicate process so staff has better understanding. Use the visual diagrams as an aide to auditors. Track dates on sub process audits. Make CAR process more visible so that the customer can follow the process. use CAR process to document feedback from guidance counselors. CAR's that may not have funding are flagged so they are not removed.	Update forms list to correct links for Standard Teaching Application; Declaration of Citizenship; FBI form, PSERS enrollment; PDE336	Well-documented system available on line. KIPS report is an active document. Expectations of NOCTI performance is above state standard. Customer satisfaction is collected in a variety of surveys. Students have an understanding of the corrective action process. CARs have decreased. Using fingerprinting customers to solicit feedback. Small wins are communicated with adm staff. 2 students randomly picked had an understanding of CAR process. Staff know about the form but not what happened when turned in.	
Resource Management	Human Resources, Facility Services, Technology Services, Financial Services	Opportunities for improvement include evaluation of outsourced vendors services in the business office. We could explore making the campus calendar easier for people to access. Continue Training in technology as there are constant changes.	None	Preparation of the individuals being interviewed. (A sampling of questions were emailed in advance of the audit) Documentation was provided by individuals. Focus on improvement. Audit demonstrated the process of updating computer equipment with a response from Admin regarding the OAC minutes for Art and Design. Tech Dept investigated further to end up with the conclusion of purchasing Mac's. Processes exist and are followed to sign out lap tops. MAD Wednesdays exist to address training needs. A disaster recovery plan exists and is located in Tech Managers office.	
Curriculum	Curriculum Design, Delivery and Review	List of pre-requisites listed in program guides are not consistent. Add National Skills Standards to Curriculum Development Process.	Wording in the pre-requisites needs to be change from must have to should possess. Add National Skills Standards to Curriculum Development.	Designing the curriculum for ECTS is well pannier and thought out. Input is received from many areas which in turn provides the best learning process for students whether they enter the work force or go on to further education. 9 labs have participated in the DACUM process	

AUDIT SUMMARY LOG 2009-2010					
Process	Area Audited	Improvement Opportunities	Corrective Action Required	Strengths	Action taken
Student Services	Enrollment	It is recommended that retention be added to the process audited. We suggest the measurement of retention rates be reviewed. It shows retention of 92% it may not accurately reflect the real rate. Drop reasons should be recorded and acted upon. Work instructions should be finalized and controlled through the quality system.	Review forms index	Great deal of documentation on this process. Process recently changed and new flow charts are being developed as well as work instructions charts and check sheets. A system exists of flagging at risk students so that preventative measures can be implemented.	
Student Services	Recruitment	New recruiting process not finalized. It is still evolving. Documentation should be finalized and controlled through the work instructions and forms index.	Complete review of Forms index	Great deal of documentation on this process. Process has been under review. Marketing committee has outlined a process in detail on a timeline. New flow charts are being developed. Timeline presented to JOC and faculty. OAC's and guidance counselors have reviewed. Studies have been done and data collected on sending school population statistics. Marketing emphasis on points of contact (drips) with students and parents. Recruiting lit has been revised and new postcards, letters, and brochures have been developed. The framework for a culture emphasizing marketing and recruiting exists.	
Student Services	Attendance/Guidance	Provide a process for follow-up with faculty to reinforce attendance policies and procedures.	None	Clear attendance policy exist and the principal faculty and support staff are all familiar with the policy and engaged in the process. Documentation exists with faculty for student absences as the faculty are the attendance recorders. Each teacher is responsible for notification of chronic attendance issues. Currently a committee exists to discuss the facets of Guidance and Advisement. Guidance and Advisement committee is working to define services available to ECTS students. Career Cruising is explained to teachers. May need more exposure as it may be underutilized.	
Student Services	Placement and follow-up	Verify and document all employers for worker compensation coverage. Implement Life Track for graduate follow-up. Add seminar rules to co-op info packet. Update forms index for current forms delete 2100.03.03.	None	Coordinator is very experienced and trained and shows desire to promote and deliver the co-op program. Coordinator maintains required documentation and was cooperative with the audit team. Students interviewed were enthusiastic.	

**ERIE COUNTY TECHNICAL SCHOOL
CONTINUOUS IMPROVEMENT LOG**

Initiated By	Description	Issue Date	Short Term Action Required	Long Term Action Required	Other Comments	Corrective (C) Preventative (P) Continuous Improvement (I)	Implementation Date	Date Effective-ness Verified	Continuous Improvement No.	NOTES	Date /Notes applied	Closed
Paul Fritz	AG Observation 4/15/2009 Unmonitored access and logical access Committee should review recommendations and determine action plans	4/21/2009	Committee to review	Process Rewritten		I	2/25/2010	2/25/2010	252			
Paul Fritz	Adding Accounts receivable module to Pro-soft accounting to generate and track invoices school wide	9/4/2009				I	6/10/2010	6/10/2010	253			
Paul Fritz	Food Service receipts account reconciliations and refunds per audit management letter	9/2/2009				I	5/20/2010	5/20/2010	254			
Paul Fritz	Auditor General Report observation recommendation 1 Execute non-disclosure agreement with student software	12/15/2009				I	2/25/2010	2/25/2010	256			
Paul Fritz	Auditor General Report observation recommendation 3 Develop a statement and require all employees to sign agreement to abide by policy	12/15/2009	8/1/2010			I			257			
Paul Fritz	Auditor General Report Observation recommendation 4 Require student software vendor to sign agreement that their employees abide by ECTS security policies	12/15/2009				I			258			
Paul Fritz	Auditor General Report Observation Recommendation 5 ECTS will develop policies and procedures to require written authorization for all changes to user ID's	12/15/2009	8/1/2010			I			259			

Initiated By	Description	Issue Date	Short Term Action Required	Long Term Action Required	Other Comments	Corrective (C) Preventative (P) Continuous Improvement (I)	Implementation Date	Date Effective-ness Verified	Continuous Improvement No.	NOTES	Date /Notes applied	Closed
Paul Fritz	Auditor General Report Observation Recommendation 7 Help Desk Request service tickets will be created to monitor vendor access to the system	12/15/2009				I			260			
Paul Fritz	Auditor General Report Observation Recommendation 8 Develop list of key holder with access to equipment oom and proof of signage for authorized only	12/15/2009				I			261			
Aldo Jackson	Student withdrawal process- no standard documented procedure: inconsistencies between practice and record	3/9/2010				I	4/26/2010	6/10/2010	262			
Devin Blackmer	I would like the grading system changed to be like homeschool	4/13/2010	Review at summer planning			I	4/20/2010	4/20/2010	263			
Shelby Perry, Doug Myers, Shane Westerberg	Grading System needs changed projects and tests shouldn't be weighted the same as homework	4/12/2010	Discussed grading to check			I	4/21/2010	4/21/2010	264			
Katrina Causmasse	Problem with the grading system. Homework should not be such a huge part of the grade	4/12/2010	See CAR 264			I			265			
Katrina Causmasse	Suggestion about the layout of the progress report	4/21/2010	Working on new portal and new reporting system			I	6/10/2010	6/10/2010	266			

Changes in the ISO Standard
Recommendations for Erie County Technical School
March 2, 2010

IMPLEMENTED
Prior to our 2010
EXTERNAL AUDIT

Standard Section	Summary of Changes	Recommendation	Assistance From
0.1 General	Adds language on risk and the business environment	Evaluate how well we identify risk and take action	?
0.2 Process Approach	Reinforcement of Plan Do Check Act Cycle	Continue with corrective action, internal audits	Natalie
0.4 Compatibility with <u>other management systems</u>	Emphasizes the importance of processes being capable of achieving desired outputs.	Discuss the concept of the sustainable organization	
1.1 Scope General	Expands the term product to include any intended output resulting from the product realization process	Already taken into consideration "technical training"	N/A
1.2 Application	Added concept of statutory requirements	Already follow mandated guidelines	N/A
2.0 Normative references	Provides definitions and discussion of quality system concepts	Review	N/A
4.1 General Requirements	Changes identify processes to determine processes adds modifier to monitor and measure	Increased control of outsourced processes - need to review vendor management and outsourced process evaluation	Paul, Natalie
4.2.1 Documentation Requirements	Added note to clarify the term documented procedures	Review Document and Records control, Internal Audit and Control of Non-conforming Product and Corrective /Preventive Action Procedures	Natalie
4.2.2 Quality Manual	Emphasis on scope statement	Review scope statement	Admin Staff

77 / OK

Standard Section	Summary of Changes	Recommendation	Assistance From
4.2.3/4 Control of Documents/Records	Clarifies scope of control of external documents	May want to review approach to external document control; Review records retention	Natalie, Paul
5.5.2 Management Rep	Must be a part of Management, internally involved and evidence to support	Already accomplished <i>PROMOTING AWARENESS OF CUSTOMER REQUIREMENTS</i>	N/A
6.2.1 Human Resources General <i>PRODUCT REQ'S V. CUSTOMER REQ'S</i>	Organizations should review all individuals including those overlooked to ensure that they are aware of roles and responsibilities in meeting customer requirements	Accomplished with job description review and 90 Day reviews with all support staff <i>OVERLAP OF CUSTOMER IDENTITY & SERVICE</i>	N/A
6.3 Infrastructure	Information Services added in support services ; Emphasis on information management in QMS	Review processes of information management <i>u o</i>	Jeff, Natalie
6.4 Work Environment	Notes added including safety, environmental etc.	Safety training already conducted and feasibility study addressing other issues	N/A
7.2.1 Determination of Requirement Related to the Product	Broader definition of post delivery activities	None	N/A
7.3.1 Design and Development Planning	More flexibility on how to achieve	None	N/A
7.3.3 Design and Development Outputs	Organizations should consider preservation of product along with packaging and labeling	None	N/A

7.3.4. ?? S&S Survey Committee

ALL ASPECTS OF "TECHNICAL TRAINING"

Standard Section	Summary of Changes	Recommendation	Assistance From
7.4.1 Purchasing Process	More emphasis on review of suppliers	Review vendor evaluation process	Natalie, Paul
7.5.4 Customer property	Personal data is a key example of a type of customer property	Review all forms of customer property, already have reviewed student data, should review employee data process including safeguarding data ie ss#'s	Natalie, Jeff
7.6 Control of Monitoring Measuring devices	Clarifies that calibration status identification may not be physically on equipment	Review calibration process	Steve
8.2.1 Customer Satisfaction	Note added indication of additional samples of customer perception besides customer surveys	Review <u>other avenues</u> that exist to obtain customer satisfaction data	Aldo, Natalie, Joe
8.2.2 Internal Audit	Management required to make corrections and that corrective actions are taken	Review Audit process and follow-up process	Internal Audit team

Erie County Technical School

Priority/Strategic Review

**Planning Retreat
2009-2010**

Date: May 3, 2010

Recycling Meeting Minutes



Committee: Mark Cyphert, Stephanie Hamilton, Roach Hewitt, Andrea Lucarotti, Tracy Massello, Lesa Scalise, Steve Sceiford, Phylis Zimmermann, Theuerkauf, David Yanosko

Old Business:

First, a note that this will be the last meeting of the year. Kudos was given to all committee members for involving students, making signage and the recycling efforts made in each of our classroom and the cafeteria.

New Business:

The committee reached a unanimous consensus that the proposed plan for next year will be:

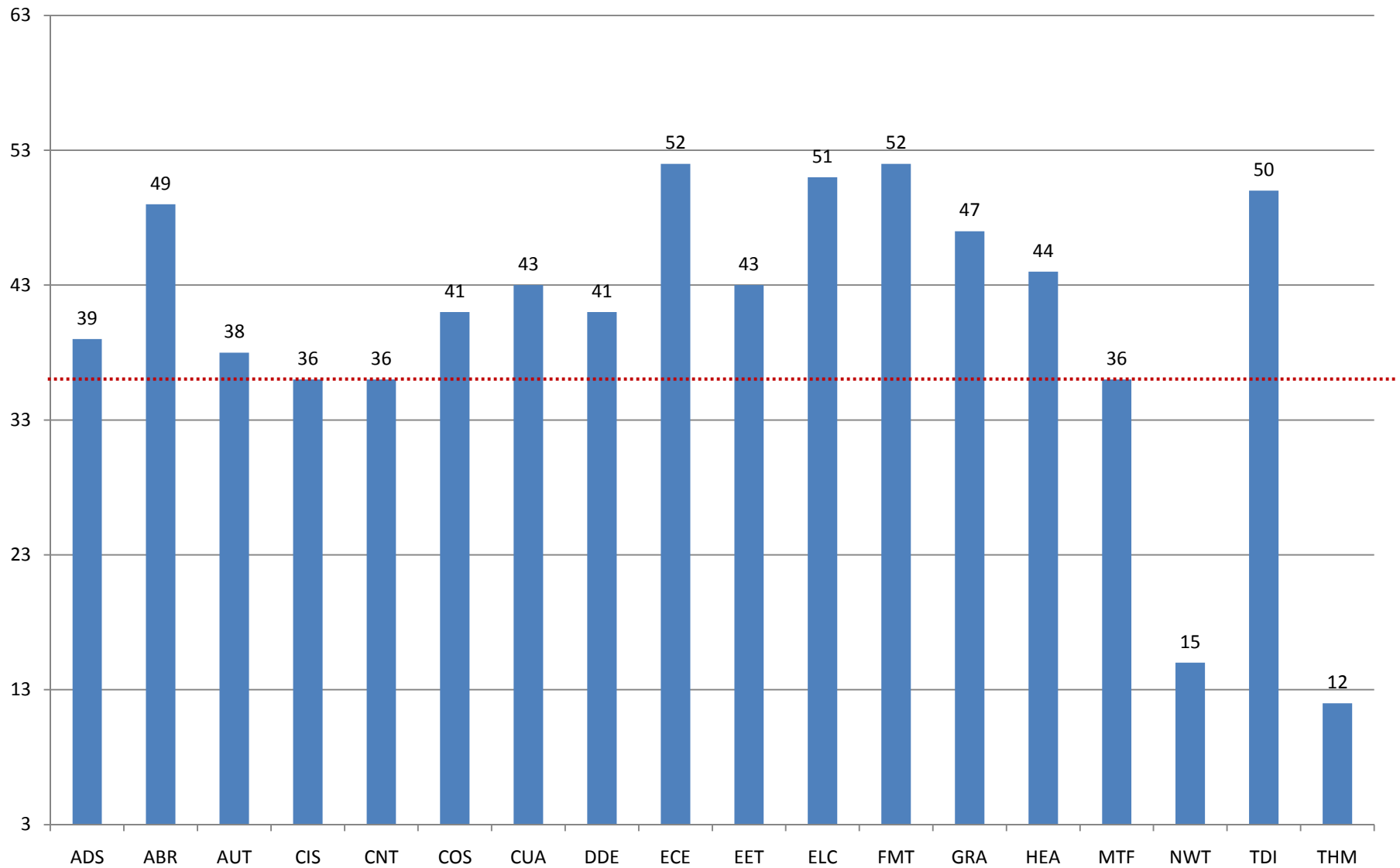
- We would like to maintain the same group members for next school year
- The committee's labs will continue to recycle in their individual classrooms
- Inventory of current school containers by D. Yanosko.
- Any class/common area (including the Skill Center) needing containers will be obtained and distributed.
- Reach out to the entire school population during the "FIRST 7 DAYS". We will utilize students to inform the entire student body of how to be a green school.
- We will create signage and have appropriate recycling containers for a grand kick-off
- Pilot all inclusive efforts at transition center with Lesa Scalise, incl. containers for food, bins, etc.

Committee: COMMUNICATIONS Paul Fritz; Natalie Fatica; Roseanne Gangemi; Patty Kalinowski ; Elaine Shaffer; Mariea Sargent; Janet Grossman; Patty Palo; Sandy Carr
Statement of the Issue: There are communication gaps throughout the school.
Root Cause(s) of Issue: Multifaceted issues due to lack of training, access, and no simplicity of use of existing communication tools. (eg Campus calendar)
Action Plan/Steps: 1. Make Campus Calendar more accessible to all. Give it more depth with more information available at a glance 2. Invite Jeff Smith to help with this project 3. Revisit Outlook to improve simplicity, knowledge of use and access.

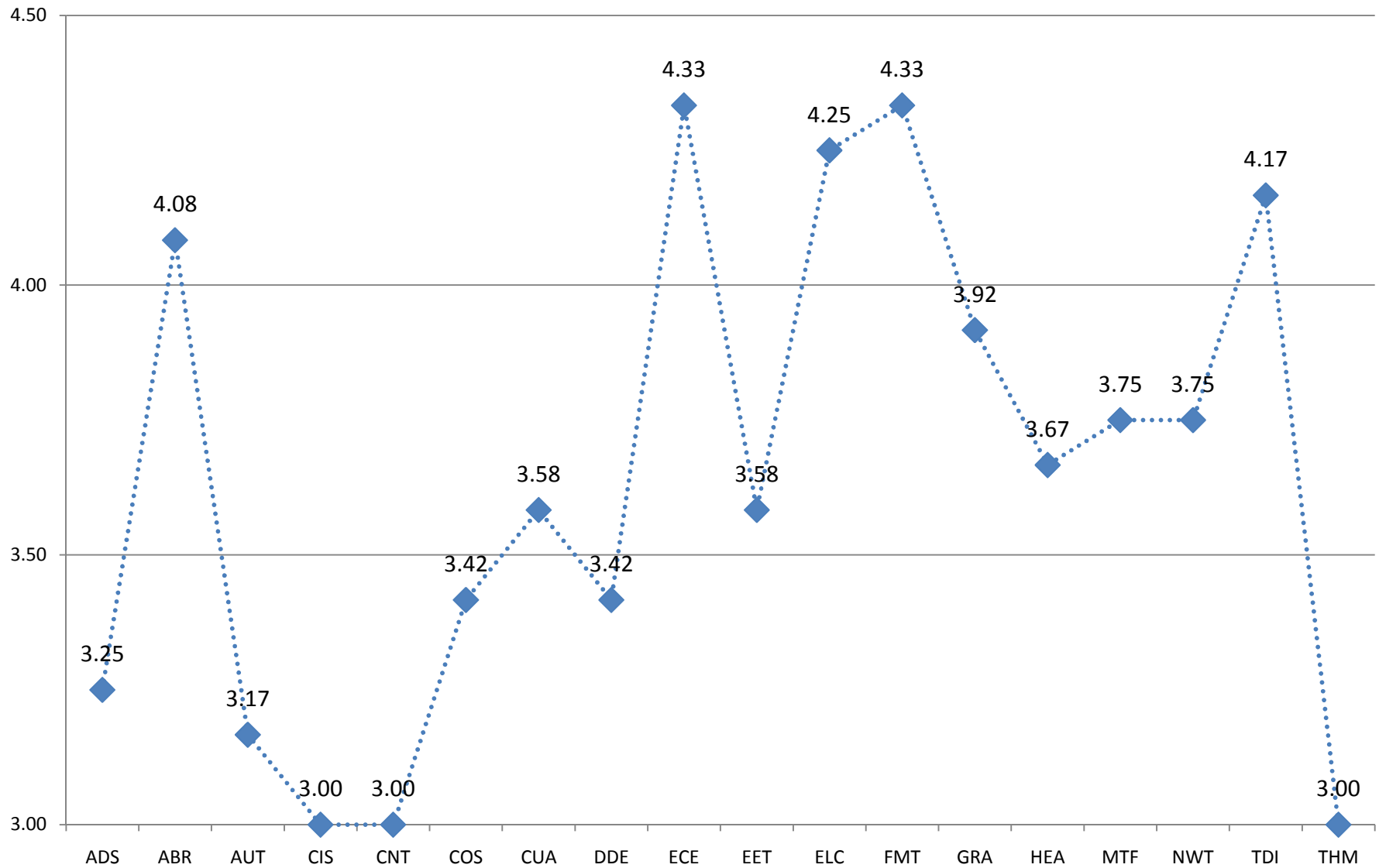
After numerous meetings, four of the five committee members, namely Donna Erdman, Dave Michalak, Charlie Lytle, and Jan Kennerknecht, recommend the following:

The committee recommends that while the course sequence is necessary to keep the course on track, breaking the classes into specific hours does not fit the needs of the faculty in the assessment of students. Therefore it is recommended that the course hours be eliminated from the course sequence and assignments be entered into one grade book with appropriate weighting of specific assignments.

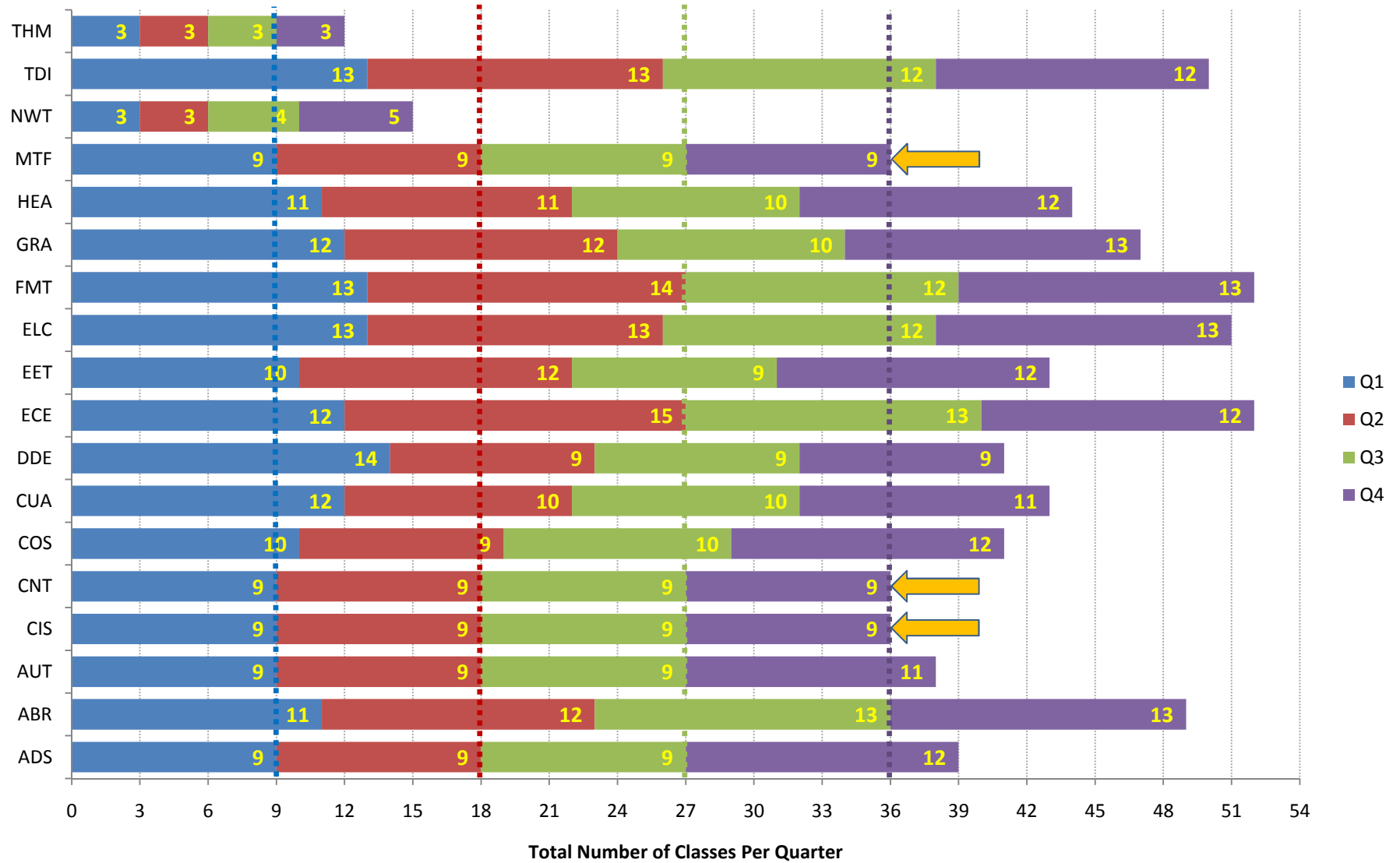
**Erie County Technical School
Curriculum Framework Analysis
Total Number of Classes Over Three Years**



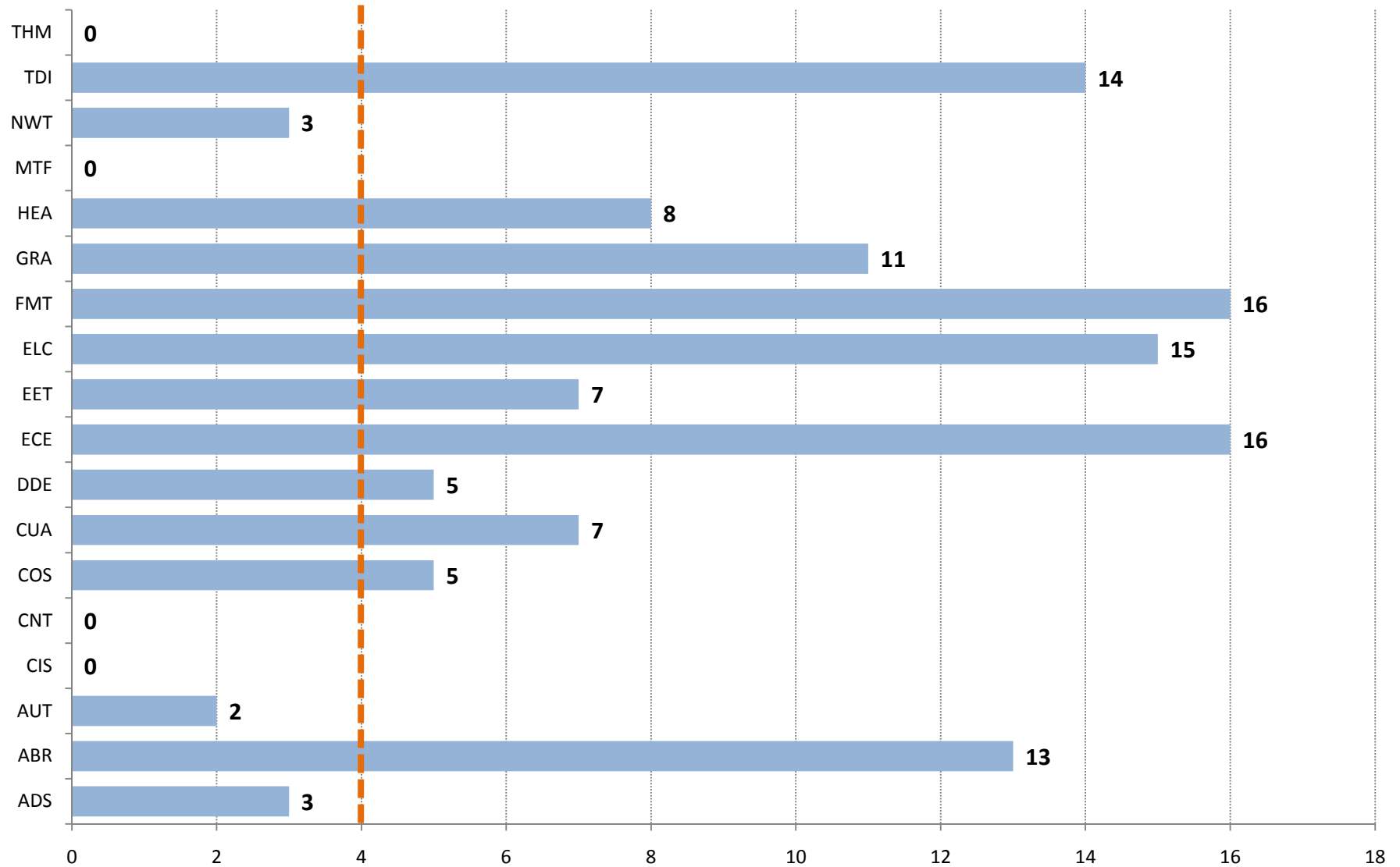
**Erie County Technical School
Curriculum Framework Analysis
Average Number of Classes Per Quarter Over Three-Years**



Erie County Technical School Curriculum Framework Analysis Number of Classes Per Quarter Over Three Years



**Erie County Technical School
Curriculum Framework Analysis
Number of Classes Over Minimum Over Three Years**



Aldo Jackson

From: Joe Tarasovitch
Sent: Tuesday, June 08, 2010 1:00 PM
To: Aldo Jackson; Patrick Holland
Cc: Joe Tarasovitch
Subject: RE: Standardized Grading?

The Standardized Grading Committee has made great strides in developing this DRAFTED recommendation. It is the recommendation that each lab has a grading system that would have Three Identified areas of grading:

1. Employability
2. Academic Skills
3. Technical Skills

These three categories would have the same percentage weight across the campus, Employability=40% Academic Skills=30% and Technical Skills=30% Totaling the Complete grade of 100%.

Each these areas would have the following subcategories:

1. Employability-Daily Grade, Participation, and Safety
2. Academic Skills: Literacy Material, Quizzes, and Test
3. Technical Skills: Performance Projects, Labs, Competencies, and CO-OP if appropriate

These individual subcategories could be given the percentage that each instructor deemed appropriate for their lab, but the total of the subcategories would have to equal the percentage of the main category. It was discussed that this would still allow the instructor the flexibility to place emphasis on the items of importance in their lab.

Joseph Tarasovitch
Principal
814-464-8682

From: Aldo Jackson
Sent: Tuesday, June 08, 2010 10:22 AM
To: Joe Tarasovitch; Patrick Holland
Subject: Standardized Grading?

Joe & Pat,

Does this committee have a final report or recommendation? I'd like to include it in the planning retreat documents.

Thanks,

Aldo

Aldo R. Jackson, Ph.D.
Director
814.464.8661

Priority 1: Guidance and Advisement			
Co-Captains: Palo and Tarasovitch			
Measurable/Observable Product: A Comprehensive Guidance and Advisement Plan Submitted to the JOC for Approval			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A. Identify Activities and Opportunities			
1. Analyze the findings of the G & A Committee work from 2008-2009	G & A Committee	2009-2010	0
2. Develop and analyze results from a student survey regarding guidance and career advisement	G & A Committee	June 2010	\$100
3. Develop and analyze results from a parent survey regarding guidance and career advisement	G & A Committee	June 2010	\$400
4. Prioritize guidance and advisement activities from Steps 1-3	G & A Committee	September 2010	0
Objective B. Identify and Adapt a Standard			
1. Evaluate guidance models (ASCA and SREB)	Palo/Shaffer/Tarasovitch	October 2010	0
2. Fit activities into selected or adapted model	Jackson & Tarasovitch	February 2010	0
Objective C. Develop a Planned Guidance and Advisement Program			
1. Establish a school-wide calendar of guidance and advisement activities-3 year plan	G & A Committee	June 2010	0
2. Train staff on guidance and advisement model	Palo/Shaffer/Tarasovitch	September 2010	\$200
3. Develop clustered mentoring groups	Open		
4. Involve participating school districts	Palo & Sorensen	2009-2010	0
5. Secure resources for implementation of plan	Jackson	2010-2011	
Objective D. Develop a Decision Making and Monitoring Process			
1. Analyze admissions scores and attendance against student success	Sorensen, Jackson, Smith		
Projected Cost			

Priority 2: NOCTI scores to state standard			
Co-Captains: Jackson and Kennerknecht			
Measurable/Observable Product: Each program will have 55% of the students scoring at or above the Competent level.			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A. Work with all faculty to analyze NOCTI data			
1. Order Study Guides and Task Analysis Report	Jackson	August 15-Sept. 1	\$200
2. Conduct Fall 2009 NOCTI pre-tests with seniors	Faculty Members & Administration	Sept. 21-30	-0-
3. Conduct an in-service program to analyze Spring 2009 NOCTI scores—Class of 2009	Kennerknecht, Jackson & Faculty	Program Group A: Oct. 6-7 Program Group B: Oct. 8-9 (prep period)	-0-
4. Conduct an in-service program to analyze Fall 2009 NOCTI pre-tests scores—Class of 2010	Kennerknecht, Jackson & Faculty		-0-
5. Conduct an in-service program to develop a plan for addressing low-performing competencies by program	Kennerknecht, Jackson & Faculty		-0-
Objective B. Work with all programs, especially low performing programs, to increase NOCTI performance.			
1. Identify programs not meeting the PDE benchmark (ABR, ECE, EET, GRA, NWT)	Jackson & Kennerknecht	August 2009	-0-
2. Implement program level plans as developed in A.5	Faculty	Q1, Q2, Q3	Possible program costs
3. Share best practices in NOCTI preparation activities of high performing programs with low performing programs	Kennerknecht & Faculty Members	Oct. 6-9	-0-
4. Deliver test-taking strategies seminar to students in all programs	Vendor or Guidance Staff	Feb. 16-19	Possible Costs
5. Utilize NOCTI study guides for all programs	Faculty Members	February	-0-
6. Utilize on-line practice tests for students in targeted programs	Kennerknecht & Faculty Members	March	-0-
Objective C. Monitor NOCTI preparation activities.			
1. Observe targeted NOCTI competency preparation activities (i.e. use of study	Principal, Director &	Q1 & Q2	-0-

guides, planned program activities, use of practice tests)	Supervisors		
2. Measure and review performance levels on targeted competencies on a planned schedule (correlated class grades or class activity grades, practice test results, teacher-prepared materials)	Faculty Members & Administrators	Q1 thru Q3	-0-
Objective D. Place special emphasis on NOCTI test taking period.			
1. Identify a shorter period to administer NOCTI written test.	Palo, Kennerknecht & Faculty	April 7-16	-0-
2. Conduct special activities to reinforce positive test performance—see below	Palo & Faculty		
3. Conduct mini rallies to motivate students to take the test	Guidance Staff & Faculty	March	Possible Costs
4. Send letter to parents communicating the importance of NOCTI and encourage their support	Director or Principal	March	\$300

Priority 3: Control process for SchoolDESX information			
Co-Captains: Smith and Sorensen			
Measurable/Observable Product: More consistent and accurate data reporting			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A. Develop procedures for frequently used SchoolDESX functions.			
1. Identify critical data elements			
2. Identify enrollment procedures			
3. Identify procedures for submitting attendance data			
4. Identify procedures for submitting grades			
5. Identify procedures for reporting			
Objective B. Train staff and faculty on procedures			
1. Develop a local user's manual			
2. Develop an in-service refresher course on SchoolDESX navigation			
3. Communicate procedures for grades and attendance reporting		August 2009	
Objective C. Monitor input and frequency of updating data			
1. Develop verification procedures, quality checks			
2. Develop verification procedures, quality checks for reports			
Objective D. Mesh standardized grading recommendations with SchoolDESX control procedures.			
1. Investigate common components of CTE program grading systems			
2. Develop recommendations for parent folder names			
3. Develop recommendations for clearly identifying assignments			
Projected Cost			

Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Academic Standards and Assessment Report Tuesday, June 08, 2010 (Receipt Acknowledged: Wednesday, August 13, 2008)

Entity: Erie County Technical School
Address: 8500 Oliver Road
Erie, PA 16509-4699
Phone: (814) 464-8661
Contact Name: Aldo Jackson

Educational Community

The Erie County Board of Education created the Erie County Technical School (ECTS) in 1966. Two years later, the school opened its doors to its first students. Over the next 40 years, the Technical School has evolved into the county's leading career and technical education center. While the mission of the school has remained virtually unchanged, the ways and means for that mission have changed with the times.

The ECTS serves as the vocational-technical education department for 11 of the 13 Erie County school districts. The school fulfills its primary mission through its 19 career and technical programs, and serves nearly 800 secondary students annually. The career training programs include Art & Design, Computer Information Systems, Drafting & Design, Graphic Communications and Networking Technologies in the Communications area, Construction and Facility Maintenance Technologies in the Construction area, Early Childhood Education, Cosmetology, Culinary Arts, Diversified Occupations, Health Assistant and Tourism & Hospitality Management in the Human Services area, Electrical Engineering, Electronics, Metal Fabrication and Tool and Die in the Manufacturing area and Auto Body Repair and Automotive Technologies in the Transportation area. The school also offers a full complement of student or instructional support services that include personal and career guidance, learning support, transition and placement services, and student leadership organizations. For those students wishing to continue their education after high school, the school has over 80 articulation agreements with postsecondary institutions across the state and throughout the tri-state region.

The programs and services available through the ECTS reach beyond its primary mission. The school has served the technical training needs of adults in the county through its adult and continuing education operations. Today, the school's Regional Career and Technical Center (RCTC) provides over 150 classes in 13 technical areas. The RCTC annually trains over 800 students with its five seven-week sessions.

The ECTS also offers one of Pennsylvania's most unique alternative education programs. The Career Alternative Education Program (CAEP) is designed for middle school youth and high school students. It combines behavior modification with career exploration. Serving sixth through twelfth graders, the program operates on a standard school calendar. The school is proud of its partnership with the Sarah A. Reed Children's Center, which provides the academic instruction and the behavior modification components of the CAEP. During its most recent year of operation, the CAEP provided this essential service to over 120 students. Many of them have successfully completed the program and successfully transitioned back into the regular instructional environment at their home school districts.

The Erie County Technical School faculty and staff take great pride in being one of Pennsylvania's leading career and technical schools. We know it is important to "focus on and improve" the quality of our product and to be responsive to our customers. This quality management initiative is just another example of how the organization is seeking to provide "Excellence in Career and Technical Studies."

Mission

Our mission statement is:

Erie County Technical School delivers career success to Northwest Pennsylvania through:

- Employ-Ability
- Career planning

- Technical education
- Supporting academics

Vision

The Erie County Technical School is committed to providing career and technical education that exceeds the expectations of our customers while continually measuring our progress and improving our programs and services.

Shared Values

The principles and values followed by the faculty and staff of the Erie County Technical School include:

1. Ensure the *safety & welfare* of the students.
2. Provide *opportunities for learning*.
3. Protect the *public trust*.
4. Provide for the *transition from school* to work, more schooling or the military.
5. Embrace the *diversity* in our classrooms.

Goals

Goal: 4. Provide student services and support to ensure success

- A study skills program has been implemented.

Goal: 6. Mathematics

- The gap between PSSA standards and CTC student performance is reduced by 75%.

Goal: 7. Reading

- The gap between PSSA standards and CTC student performance is reduced by 75%.

Goal: 2. Elevate the public perception of the value and opportunity of technical education

Description: • A community survey indicates an increase in awareness of ECTS (2007 survey as base).

Goal: 3. Develop programs that provide opportunities for students to meet needs

Description:

Goal: 4. Provide student services and support to ensure success

Description: The gap between PSSA standards and CTC student results is reduced by 75%. The following tools and services are in place as part of a career development system:

1. Authentic portfolio
2. Middle school presentations
3. Faculty and staff mentors
4. Cross training occurring within clusters
5. Retention factors have been analyzed
6. Elementary school career awareness program
7. A study skills program has been implemented

Goal: 6. Mathematics

Description: The gap between PSSA standards and CTC student performance is reduced by 75%.

Goal: 7. Reading

Description: The gap between PSSA standards and CTC student performance is reduced by 75%.

Goal: 9. Meet State Standards for Participation in Assessments

Description: • The state benchmark of 90% attendance has been reached.

Academic Standards

The school, through various activities and resources, will focus on the mathematics and reading achievement of its students. CTCs are now held accountable to academic achievement through our federal funding, the Perkins Act. This funding, made available through the Bureau of Career & Technical Education, is dependent upon the satisfactory progress of our students to adequate yearly progress. This progress is monitored locally and at the state level.

Significant resources have been allocated to the academic achievement of ECTS students. A fulltime mathematics instructor has been on staff for five years; extensive faculty time and board funds have been invested in curricular alignment; several years of staff development have focused on literacy and the integration of academic content into the technical curriculum; and, a parttime literacy coach will be on-staff for the 2008-2009 school year.

In a Fall 2008 initiative led by the Bureau of Career & Technical Education, ECTS will be one of 20 CTCs participating in a technical assistance project. The goal of the project is to raise the academic achievement of CTE students by 13% in mathematics and 11% in reading.

The curricula of the school is aligned to four academic standards--mathematics, reading, writing and Career, Education & Work. Through the technical content of our programs, we hope to reinforce the academic standards and achievement of our students. The curricula of the school's programs are also aligned to the National Occupational Competency Testing Institute, the CTE version of the PSSA.

Graduation Requirements

Since ECTS is a half day career and technical school, which receives students from 11 different school districts, we do not graduate students. Instead, we have students who are participants, concentrators or completers.

The definitions for these classifications of students is guided by the Carl D. Perkins legislation, through the Bureau of Career & Technical Education. The definitions are:

Participant —

A student, who by the end of the reporting school year, was reported as having earned at least 10% of the minimum technical instructional hours required for Pennsylvania Department of Education program approval.

Concentrator —

A student, who by the end of the reporting school year, was reported as having earned at least 50% of the minimum technical instructional hours required for Pennsylvania Department of Education program approval.

Completer (State Budget Definition) —

A secondary concentrator who (1) completed all program requirements necessary to achieve his/her career objective, (2) completed a PDE approved occupational end-of-program assessment, and (3) attained a high school diploma or equivalent.

The school also requires all students, despite the classification, to compose and present a portfolio of their technical studies in their final year of enrollment. CTE students are also required to take an end-of-program assessment (NOCTI) based on the technical program. Any student with a failing final grade, or foregoes the portfolio or does not take the NOCTI exam is considered not certified (graduated).

Strategic Planning Process

Strategic Planning Committee

There are currently no participants selected for this plan report.

Goals, Strategies and Activities

Goal: 2. Elevate the public perception of the value and opportunity of technical education

Description: • A community survey indicates an increase in awareness of ECTS (2007 survey as base).

Strategy: B. Create a program that connects ECTS to its graduates

Description:

Activity: Establish a professional mentor program with ECTS graduates and current students.

Description: Guidance & Advisement program

Person Responsible Timeline for Implementation Resources

Patricia Palo	Start: 1/1/2008 Finish: Ongoing	\$6,000.00
---------------	------------------------------------	------------

Status: In Progress — Upcoming

Date Comment

7/7/2009	This type of activity is under consideration by the Guidance & Advisement Committee.
6/8/2010	Guidance and advisement committee is reviewing the potential of a mentor program. Activity is rescheduled for 2010-2011.

Goal: 3. Develop programs that provide opportunities for students to meet needs

Description:

Strategy: B. Enhance professional development plans for faculty and staff

Description:

Activity: Continue to utilize the observation and assessment process to obtain information regarding the strengths and needs of the ECTS faculty.

Description:

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2007 Finish: 9/1/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Improvement of instructional skills by observation of classroom teaching and management.		<i>For classroom teachers, school counselors and education specialists:</i> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
Classroom teachers	High school (grades 9-12)

Follow-up Activities	Evaluation Methods
Analysis of student work, with administrator and/or peers	

Status: In Progress — Upcoming

Date	Comment
8/15/2008	Database collecting observation data created in 2007-2008. Additional analysis and continued collection needs to occur.

Strategy: Create a “Program Development System” and implement programs based on employer needs, student interest, financial support, facilities availability, partnerships, etc.

Description: Approval process for new and revised programs.

Activity: Acquire JOC approval, through policy, of a new program approval process.

Description: Program development

Person Responsible	Timeline for Implementation	Resources
Professional Advisory Council	Start: 7/1/2010 Finish: 6/30/2011	-

Status: In Progress — Upcoming

Date	Comment
6/8/2010	Focus of this activity has changed to a 'continuing' program approval process. Any proposal submitted and accepted for 'continuing' program approval could double as a new program approval process.

Activity: Procure resources for new programs.

Description: Program development

Person Responsible	Timeline for Implementation	Resources
Aldo Jackson	Start: 1/27/2011 Finish: Ongoing	\$200,000.00

Status: No Longer Occurring

Date	Comment
6/8/2010	Activity placed 'on hold' due to economic and enrollment concerns.

Goal: 4. Provide student services and support to ensure success

Description: The gap between PSSA standards and CTC student results is reduced by 75%. The following tools and services are in place as part of a career development system:

1. Authentic portfolio
2. Middle school presentations
3. Faculty and staff mentors
4. Cross training occurring within clusters
5. Retention factors have been analyzed
6. Elementary school career awareness program
7. A study skills program has been implemented

Strategy: A. Provide academic programs that meets the needs of students

Description:

Activity: Analyze results from the PSSA and other assessments to identify areas for improvement in mathematics, reading and writing.

Description: Review of PSSA results

Person Responsible Timeline for Implementation Resources

Tarasovitch, Joe	Start: 8/1/2007 Finish: 7/31/2008	-
------------------	--------------------------------------	---

Status: Complete

Date	Comment
------	---------

8/15/2008	Collection and analysis of PSSA results are on going. Additional approaches to analysis will be explored as part of the 'academic achievement' technical assistance project through the BCTE.
-----------	---

1/7/2009	Data collection and analysis practices are in place for PSSA and academic achievement. These practices will be refined and expanded with continued usage.
----------	---

Activity: Conduct curriculum development to create cross-program classes in mathematics and technical writing.

Description:

Person Responsible Timeline for Implementation Resources

Jan Kennerknecht	Start: 7/1/2008 Finish: 3/1/2010	\$60,000.00
------------------	-------------------------------------	-------------

Status: No Longer Occurring

Date	Comment
------	---------

7/7/2009	This activity is influenced by the Scope & Sequence Committee, Cluster Committees and Programs of Study.
----------	--

6/8/2010	The value of this kind of activity is not highly regarded. Activity is occurring on a small scale in some programs. Enrollments and program scheduling may raise the value of this activity in the future. Activity set aside.
----------	--

Activity: Investigate and implement minimum academic requirements as a pre-requisite for admission to ECTS.

Description: Guidance & Advisement program, student recruitment and retention

Person Responsible Timeline for Implementation Resources

Lisa Sorensen	Start: 7/1/2008 Finish: 6/30/2009	-
---------------	--------------------------------------	---

Status: No Longer Occurring

Date	Comment
------	---------

7/7/2009	Withdrawn in light of changes to Articles of Agreement and renovation/expansion planning.
----------	---

Activity: Research and adopt improvement programs that address PSSA mathematics standards.

Description: Includes the use of Internet-based and software programs to provide remediation, tutoring, and applied instruction.

Person Responsible Timeline for Implementation Resources

Tarasovitch, Joe	Start: 9/1/2009 Finish: Ongoing	\$40,000.00
------------------	------------------------------------	-------------

Status: Complete

Date	Comment
------	---------

8/15/2008	Some strategies have been researched and put into practice. Other strategies are still needed and under consideration.
-----------	--

1/7/2009	Currently conducting two strategies to improve student performance on the PSSA mathematics standards--Math League Challenge and PSSA Prep course.
----------	---

1/7/2009	An additional part-time mathematics instructor has been hired to assist with all strategies.
----------	--

Activity: Research and adopt improvement programs that address PSSA reading standards.

Description: Includes the use of Internet-based and software programs to provide remediation, tutoring, and applied instruction.

Person Responsible Timeline for Implementation Resources

Patrick Holland	Start: 9/1/2009 Finish: Ongoing	\$40,000.00
-----------------	------------------------------------	-------------

Status: Complete

Date	Comment
------	---------

8/15/2008	Some strategies have been research and put into practice. Other strategies are still needed and under consideration.
-----------	--

8/15/2008	A literacy/reading coach has be recommended to the JOC and pending approval. Strategic planning with the coach is underway.
-----------	---

1/7/2009	Several strategies have been put into place to address the PSSA reading standards. The Newspapers in Education program was started this Fall. The Literacy Coach has been working with faculty and students on a regularly scheduled basis. And, selected students are taking part in an on-line remediation program called Study Island.
----------	---

Activity: Research and adopt improvement programs that address PSSA writing standards.

Description: Includes the use of Internet-based and software programs to provide remediation, tutoring, and applied instruction.

Person Responsible Timeline for Implementation Resources

Patrick Holland	Start: 7/1/2008 Finish: Ongoing	\$20,000.00
-----------------	------------------------------------	-------------

Status: In Progress — Upcoming

Strategy: B. Implement a career development system to facilitate student success

Description: A career development system includes a variety of planned activities that contribute to student success in career and technical education programs leading to employment or post-secondary education.

Activity: Convene a committee to research district graduation requirements and revise ECTS portfolio procedures to establish benchmarks leading to authentic assessment.

Description: Compliance with graduation requirements.

Person Responsible Timeline for Implementation Resources

Patricia Palo	Start: 7/1/2010 Finish: 6/30/2011	-
---------------	--------------------------------------	---

Status: In Progress — Upcoming

Date	Comment
------	---------

1/7/2009	The Supervisor of Instructional Support Services--Curriculum is convening a local committee to review portfolio requirements and to evaluate an electronic portfolio.
----------	---

Goal: 6. Mathematics

Description: The gap between PSSA standards and CTC student performance is reduced by 75%.

Strategy: Provide programs and services to improve Student performance on PSSA Mathematics

Description:

Activity: Analyze results from the PSSA and other assessments to identify areas for improvement in mathematics.

Description: Review of PSSA results by anchor.

Person Responsible Timeline for Implementation Resources

Tarasovitch, Joe	Start: 1/1/2008 Finish: Ongoing	-
------------------	------------------------------------	---

Status: Complete

Date	Comment
------	---------

8/15/2008	Data collection and analysis continue to occur.
-----------	---

1/7/2009	PSSA data available through e-Metric has been acquired for the past two years.
----------	--

1/7/2009	Analysis of PSSA data has been completed to the anchor level.
----------	---

1/7/2009	As part BCTE's Technical Assistance Project, ECTS has completed the "Getting Results in CTE" planning document. The planning document is modeled after the state's continuous improvement plan for schools not meeting AYP.
----------	---

Activity: Conduct curriculum development to create cross-program classes in mathematics.

Description:

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008
Finish: Ongoing -

Status: In Progress — Upcoming

Date	Comment
7/7/2009	This activity is influenced by the Scope & Sequence Committee, Cluster Committees and Programs of Study.

Activity: Investigate and implement minimum academic requirements as a pre-requisite for admission to ECTS.

Description:

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008
Finish: Ongoing -

Status: Complete

Date	Comment
7/7/2009	Minimum academic requirements have been foregone for the consideration of academic achievement and PSSA performance as part of the application process.

Activity: Research and adopt improvement programs that address PSSA mathematics standards.

Description: Includes the use of Internet-based and software programs to provide remediation, tutoring and contextual instruction.

Person Responsible Timeline for Implementation Resources

Tarasovitch, Joe Start: 1/1/2008
Finish: Ongoing -

Status: Complete

Date	Comment
8/15/2008	Study Island, additional mathematics faculty and Math League will be utilized during the 2008-2009 academic year.

Goal: 7. Reading

Description: The gap between PSSA standards and CTC student performance is reduced by 75%.

Strategy: Provide programs and services to improve student performance on PSSA Reading assessment

Description:

Activity: Analyze results from the PSSA and other assessments to identify areas for improvement in reading.

Description: Review PSSA results by anchor.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008
Finish: Ongoing -

Status: Complete

Date	Comment
8/15/2008	Collection and analysis of PSSA reading scores continues.
1/7/2009	As part BCTE's Technical Assistance Project, ECTS has completed the "Getting Results in CTE" planning document. The planning document is modeled after the state's continuous improvement plan for schools not meeting AYP.

Activity: Investigate and implement minimum academic requirements as a pre-requisite for admission to ECTS.

Description:

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008
Finish: Ongoing -

Status: Complete

Date	Comment
7/7/2009	See response to same item in other goal.

Activity: Research and adopt improvement programs that address PSSA reading standards.

Description: Includes the use of Internet-based and software programs to provide remediation, tutoring and contextual instruction.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 Finish: Ongoing -

Status: Complete

Date Comment

Date	Comment
8/15/2008	Study Island and a part-time literacy coach will be utilized during the 2008-2009 academic year.
1/7/2009	Study Island, Reading Across the Curriculum and Newspapers in Education have been implemented during the 2008-2009 school year.

Goal: 9. Meet State Standards for Participation in Assessments

Description: • The state benchmark of 90% attendance has been reached.

Strategy: Coordinate Participation with Affiliate Districts

Description:

Activity: Calendar Coordination

Description: Collect PSSA testing calendars from each district and disseminate to faculty and staff.

Person Responsible Timeline for Implementation Resources

None Selected Start: 10/1/2009 Finish: 1/8/2010 -

Status: Complete

Date Comment

Date	Comment
8/15/2008	New principal or other administrative staff member will have to develop strategy and rationale for the calendar coordination initiative.

7/7/2009 Work was postponed for one year for consideration by Professional Advisory Council.
6/8/2010 Achieved through the principal's office.

Measurable Annual Improvement Targets

Mid-Point Review Narrative

Beginning in 2008-2009, the Erie County Technical School joined the Technical Assistance Project sponsored by the Bureau of Career & Technical Education. The project is based on the "Getting Results" program provided by PDE. The project focuses on program improvement in five areas: Reading, Mathematics, NOCTI scores, attendance rates and graduation rates. After data and performance reviews, program improvement plans were developed to address low performing areas. Over a two-year cycle, plans will be reviewed, revised and implemented. Our "Getting Results in CTC" plan can be reviewed in the document archives.

Original Narrative for Strategic Plan

PSSA Mathematics--CTC Students: State Standards
PSSA Reading--CTC Students: State Standards

Unfortunately, with 11 different participating school districts; various instructional, remediation and assessment tools used within those 11 districts; limited access to historical PSSA performance or academic achievement data on current and prospective students; and a time-limited instructional day (2:45 hours) which is suppose to focus on technical training in the eyes of our students, the technical school has limited ability to measure growth and learning throughout the year.

We do download PSSA performance data from e-Metric and conduct a thorough analysis of that data for remediation planning purposes. A summary of those scores is provided annually by the Bureau of Career & Technical Education as part of our Perkins Performance Report. Based on that data we have to develop and implement strategies to raise the academic achievement of our students. As part of our participation in a technical assistance project through the bureau, we have targets of a 13% increase in mathematics and a 11% increase in the number of students performing at or above the competent level.

Curriculum, Instruction and Instructional Materials

At ECTS our primary product is technical training. Like any product on the consumer or industrial market, our curricula must undergo a specified design, development, verification and implementation process.

The success of our students and the success of a program pivot on the instructors. Their classrooms and laboratories are places of active learning. Students walk away each day feeling they *learned* something and *did* something. The instructors engage their students in the learning process and push them toward rigorous activities.

1. We Assure industry relevance by using a DACUM process for curriculum reviews. This process involves representatives from business and industry
 - To achieve this, we will acquire DACUM Facilitator certification by participating in the DACUM Institute at Ohio State
 - We have developed a five-year schedule for reviewing and updating curricula

We have instituted academic programming in support of student needs in the areas of reading and math.

Instructors are surveyed each fall to determine the instructional materials they will need for the upcoming year. Budgeted items include textbooks, instructional materials, software, and consumable supplies. New textbooks are submitted to the Joint Operating Committee for approval on a rotating basis, generally every four or five years.

In support of our curriculum and instructional materials, our instructional processes are supported through professional development. Our ongoing emphasis is on developing literacy skills within the technical content of the program. Our faculty in-service on MAX teaching strategies and Procedural Literacy are two examples. The addition of a literacy coach and additional mathematics faculty, along with remedial services like Study Island, is further evidence of our commitment and effort to enhance the academic achievement of CTE students.

Assessments and Public Reporting

The Erie County Technical School makes its performance information available to the public through the Public Information section of our web page. Multiple measures, including student performance data, are reported in our annual report, *Key Indicators of Performance Success*. The report is also presented to and reviewed by our joint operating committee. Relative to Chapter 4 guidelines, the following student performance measures will be reviewed on an annual basis:

1. PSSA Mathematics--CTC Students
2. PSSA Reading--CTC Students
3. National Occupational Competency Testing Institute Assessments by Program
4. Student Attendance
5. Participation in State assessments

The technical school must follow the standards relative to mathematics, reading, attendance and participation. We fully understand the role of supporting the efforts of our participating school districts in reaching the State benchmarks. However, the technical school has limited accountability to strategically affect PSSA results.

Targeted Assistance For Struggling Students

1. Improve the current pre-vocational assessment and placement procedure to assist students with special needs in choosing the Career and Technical program for which they are most suited. This format should help the student and their parents make an appropriate program choice.
2. Identify the Study /Organizational Skills needed for success for students to be able to learn and retain the theory and procedural knowledge of their chosen Career and Technical Program. To survey the student's needed personal traits that will help them reach their career goal.
3. Develop a plan and forum to implement support program for students to get assistance in the Study/Organizational Skills. Develop a basic routine to review steps in organization that aide could use to cover daily, weekly, quarterly planning. Students could use existing planners given out by home schools. Teach students to prepare this material before weekly meeting with aide. To give the students the needed tools/skills to be successful and demonstrate their desire in their chosen program of study.
4. Workshop for teachers on simple, effective time management and organizational tools emphasizing multi-tasking and practical methods. These methods would also be applicable

to students of all levels.

1. Analyze results from the PSSA and other assessments to identify areas for improvement in mathematics, reading and writing.
2. Research and adopt improvement programs that address PSSA mathematics standards (i.e. online programs, remediation, tutoring, applied instruction, etc).
3. Research and adopt improvement programs that address PSSA reading standards (i.e. online programs, remediation, tutoring, applied instruction, etc).
4. Research and adopt improvement programs that address PSSA writing standards (i.e. online programs, remediation, tutoring, applied instruction, etc).
5. Conduct curriculum development to create cross-program classes in mathematics and technical writing.
6. Investigate and implement minimum academic requirements as a pre-requisite for admission to ECTS.
7. Grant graduation credit for academic courses at ECTS.

Support for Struggling Schools

Mid-Point Review Narrative

The school is working with the Bureau of Career & Technical Education's technical assistance project which addresses low performing areas in reading, mathematics, technical competency, attendance and graduation.

Original Narrative for Strategic Plan

The Erie County Technical School will monitor the progress of its students on Pennsylvania academic standards relative to mathematics, reading and other standards as they are mandated. The ECTS seeks the assistance of its 11 participating school districts to address areas where career and technical education students are performing below proficient. The school is committed to providing whatever resources it has at its disposal to assist its students reach the level of proficiency. However, it is important to note that the technical school has limited resources to effectively address the issue of a struggling school.

Qualified, Effective Teachers and Capable Instructional Leaders

1. Continue to utilize the observation and assessment process to obtain information regarding the strengths and needs of the ECTS faculty.
2. Use the developed data base to make decisions regarding professional development and in-service offerings for ECTS faculty.
3. Create a professional growth team to recommend professional development options including pedagogy and occupational specific topics.
4. Review and update professional development plan.
5. Identify gaps in current processes identified in the professional development plan.
6. Start processes to implement the professional development plan.

7. Start processes and appoint personnel to implement the induction plan.

The qualifications to be a teacher in a career and technical center are mandated through the PDE. Essentially a qualified candidate or teacher needs two years of wage-earning experience in their certificated field. The school extends this requirement, where possible, to a combination of 7 years work experience and postsecondary education. Other requirements, as mandated by PDE include:

- (1) Been accepted for enrollment in a State approved vocational teacher preparation program at one of the universities listed below;
- (2) Passed the appropriate occupational competency examination or credentials review for those competency areas where occupational competency examinations do not exist;
- (3) Been recommended for the Vocational Intern Certificate by the university at which they are enrolled or accepted; and,
- (4) Met all other requirements provided by law (School Code 1209 and Title 22, Pa. Code, Section 49.12).

As noted in the table that starts this section, we utilize our professional assessment system to identify opportunities that will ensure our faculty are qualified, effective teachers and capable instructional leaders.

Parent and Community Participation

The Erie County Technical School will continue to make a concerted effort to involve parents and the community in our strategic efforts to meet state standards in mathematics, reading, attendance and participation in state-required assessments. Through the advisory committee for each of our programs, which includes parents, students and community members, our progress on standards and assessments will be monitored on at least an annual basis. Performance and assessment data will be shared regularly with guidance counselors, principals, superintendents and school board members.

Pre-Kindergarten Transition

Does not apply to this school.

Utilization of Resources and Coordination of Services

Service/Resource	Description	Type
		Special Education
		Special Education
Academic Proficiency Assessment: ECTS obtains 8th Grade PSSA Scores for each incoming student. These scores are analyzed to produce a list of students in need of remedial academic services.	A "Study Island" program is offered to students who have tested below the Proficient Level on the Math and/or Reading PSSA.	Student Services

Attendance: Student attendance is monitored on a quarterly basis and more frequently for at-risk students.	Attendance warning letters are sent at periodic intervals to the student's home. Telephone calls are also made to obtain parent support. Certificates are awarded for outstanding attendance. The guidance counselor meets with students who have chronic attendance concerns. Co-op placement is associated with outstanding attendance. Situational attendance problems are dealt with on an individual basis.	Student Services
Attendance: Student attendance is monitored on a quarterly basis and more frequently for at-risk students.	Attendance warning letters are sent at periodic intervals to the student's home. Telephone calls are also made to obtain parent support.	Special Education
Budget 2007-2008	Most recently approved budget.	Other
Career and Personal Guidance Counseling Services: A full-time guidance counselor provides services to students and families as needed.	After reviewing career options with their instructors, each student's Career Objective is recorded on a Personal Educational Objective form. Parent conferences are held with parents, home school representatives if necessary, ECTS staff and pupil personnel as needed. Our guidance counselor maintains a log of the conferences. Students are able to see our counselor and schedule appointments with her through the High School Secretary. Communication between ECTS and the sending school counselors is constant.	Student Services
Disability Distribution: ECTS analyzes the disability distribution annually to assign appropriate support services to each program based on need.	Of our 745 students, 212 (28%) students are identified with some type of disability. Students with specific learning disabilities are the largest category at 139 students. Emotional disturbance- 22 students; Mentally Impaired- 20 students; Other Health Impaired- 13 students; 504 Service Agreements- 10 students; Speech & Language Impaired- 5 students; Hearing Impaired- 2 students; Autism- 1 student.	Special Education
Enrollment: ECTS contracts with Career Planning Associates to deliver testing of potential students with disabilities.	To better prepare students, families and home school guidance counselors with qualitative data for making appropriate CTE program enrollment decisions, ECTS contracts for vocational services from Career Planning Associates, Erie, PA. They administer testing to ninth grade students with disabilities who are considering ECTS programs. Testing involves eleven categories, including reading levels, math levels, mechanical & spacial reasoning abilities, color discrimination, dexterity, and interests.	Special Education
Enrollment: The school has an admissions coordinator that works closely with guidance counselors at our participating school districts.	Sending school guidance counselors attend four meetings per year at ECTS. Agenda items include information on program application process, pre-requisites for programs, academics in CTE, etc. The ECTS admissions coordinator visits every sending school to conduct recruiting sessions and to schedule visitations at ECTS. Parent/guardian and student visitations are encouraged and scheduled.	Student Services

Liaison and Monitoring Services: Two Supervisors of Instruction Support provide services to guidance counselors, parents, special education teachers and ECTS instructors throughout the year.	Services include providing instructors with specific disability profile information and specially designed instruction required for individual students. ECTS supervisors monitor student progress, provide for and assign assistance from instructional aides in ECTS classrooms and labs; serve as liaisons between school districts and ECTS; send grades at mid-quarter and quarterly to sending school special education case managers and attend IEP meetings. Supervisors analyze data to determine current trends and future needs, communicate information to the JOC and plan support services as needed and for standardized testing.	Special Education
Placement: The school has a guidance counselor and business partnerships coordinator that work closely with students and the community to ensure effective Cooperative Education and post-program placements in either the workforce, post-secondary education or the military.	ECTS currently holds 87 articulation agreements with 37 post-secondary institutions. An "Advanced Training Day" job fair is held annually at ECTS with 30-40 post-secondary training or military representatives participating. An annual survey of graduates is completed and the data is compiled in a follow-up survey chart that shows placement statistics. In addition, ECTS Supervisors of Support Services work with sending school district personnel and representatives of the Office of Vocational Rehabilitation (OVR) to plan post-secondary transition activities for each eligible student during the junior and senior year.	Special Education
Placement: The school has a guidance counselor and business partnerships coordinator that work closely with students and the community to ensure effective Cooperative Education and post-program placements in either the workforce, post-secondary education or the military.	ECTS currently holds 87 articulation agreements with 37 post-secondary institutions. An "Advanced Training Day" job fair is held annually at ECTS with 30-40 post-secondary training or military representatives participating. An annual survey of graduates is completed and the data is compiled in a follow-up survey chart that shows placement statistics. Prior to graduation, each senior completes a "Post High School Plan" and plans are announced at the Awards Night Assembly.	Student Services
Professional Skills Classes: All ECTS students participate in a three part "soft skills" training class.	To be successful in today's jobs, an individual needs strong technical, academic and employability skills. Employers have told the technical school that employability skills are just as important, if not more so, than technical or academic skills. To make sure our graduates enter the workforce with the necessary employability skills, all of our students participate in this three-part program. Leadership Principles, Business Principles, and Total Quality Principles make up the topics covered in this award winning program offered to all students at the Erie County Technical School.	Student Services

Retention: Retention has been identified as a clear challenge for students attending the technical school.	ECTS faculty participated in an inservice program in October 2007 conducted by Kordell Norton, Synergy Solutions to explore strategies for increasing student recruitment and retention. Students are surveyed in the spring to determine the following year's placement.	Student Services
Retention: Retention has been identified as a clear challenge for students attending the technical school.	ECTS faculty participated in an inservice program in August 2007 conducted by Kordell Norton, Synergy Solutions to explore strategies for increasing student recruitment and retention.	Special Education
Support Services: Students who have been identified as having a current Individualized Education Plan (IEP) receive services that are mandated under the "Specially Designed Instruction" section of their IEP. Push-In Services are provided by Instructional Aides.	The Erie County Technical School provides a variety of support services for students with learning disabilities. These services, funded through local school district contributions and the Carl A. Perkins Vocational Education and Applied Technology Grant, allow students to succeed in the both their technical and academic training. Students with disabilities who take advantage of these services usually achieve at a higher level than they have previously in the studies. Instructors receive information from the IEP so that they can plan for specially designed instruction. Push-In Services may include: Assist student in project preparation and completion, assistance with modifying tests, assistance with modifying curriculum, behavior contracts, behavior intervention/support, books on tape, check homework, communication on reinforcement/completion of work, computer assistance, contact with parents, enlarged text worksheets, hands on demonstration review, identify key vocabulary, make flash cards, monitor progress/documentation, NCR paper for taking notes, notebooks, supplies, etc. for needy special education students, note-taking presentation, one to one assistance with Special Needs students, outlining, portfolio development, portfolio follow-up, read directions, read tests, redirect student attention, reminders, safety procedures and deadlines, specialized equipment, step by step task analysis, structured study guide creation, study guides/review, supplementary support/remediation material, time management, videotaping of key lectures, work banks for tests, written/verbal prompts for assignments	Special Education
Technical Competence: ECTS tests each program completer annually.	End-of-Program testing includes use of NOCTI Assessments or "Other Industry Approved" Assessments outlined by PDE. Historical data is analyzed annually for program improvement. CTE programs have been aligned to the NOCTI Assessments for their CIP Code. ECTS exceeds the PDE recommended guidelines for testing	Student Services

Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Student Services Report **Tuesday, June 08, 2010** **(Last Approved: Monday, May 12, 2008)**

Entity: Erie County Technical School
Address: 8500 Oliver Road
Erie, PA 16509-4699
Phone: (814) 464-8661
Contact Name: Aldo Jackson

Educational Community

The Erie County Board of Education created the Erie County Technical School (ECTS) in 1966. Two years later, the school opened its doors to its first students. Over the next 40 years, the Technical School has evolved into the county's leading career and technical education center. While the mission of the school has remained virtually unchanged, the ways and means for that mission have changed with the times.

The ECTS serves as the vocational-technical education department for 11 of the 13 Erie County school districts. The school fulfills its primary mission through its 19 career and technical programs, and serves nearly 800 secondary students annually. The career training programs include Art & Design, Computer Information Systems, Drafting & Design, Graphic Communications and Networking Technologies in the Communications area, Construction and Facility Maintenance Technologies in the Construction area, Early Childhood Education, Cosmetology, Culinary Arts, Diversified Occupations, Health Assistant and Tourism & Hospitality Management in the Human Services area, Electrical Engineering, Electronics, Metal Fabrication and Tool and Die in the Manufacturing area and Auto Body Repair and Automotive Technologies in the Transportation area. The school also offers a full complement of student or instructional support services that include personal and career guidance, learning support, transition and placement services, and student leadership organizations. For those students wishing to continue their education after high school, the school has over 80 articulation agreements with postsecondary institutions across the state and throughout the tri-state region.

The programs and services available through the ECTS reach beyond its primary mission. The school has served the technical training needs of adults in the county through its adult and continuing education operations. Today, the school's Regional Career and Technical Center (RCTC) provides over 150 classes in 13 technical areas. The RCTC annually trains over 800 students with its five seven-week sessions.

The ECTS also offers one of Pennsylvania's most unique alternative education programs. The Career Alternative Education Program (CAEP) is designed for middle school youth and high school students. It combines behavior modification with career exploration. Serving sixth through twelfth graders, the program operates on a standard school calendar. The school is proud of its partnership with the Sarah A. Reed Children's Center, which provides the academic instruction and the behavior modification components of the CAEP. During its most recent year of operation, the CAEP provided this essential service to over 120 students. Many of them have successfully completed the program and successfully transitioned back into the regular instructional environment at their home school districts.

The Erie County Technical School faculty and staff take great pride in being one of Pennsylvania's leading career and technical schools. We know it is important to "focus on and improve" the quality of our product and to be responsive to our customers. This quality management initiative is just another example of how the organization is seeking to provide "Excellence in Career and Technical Studies."

Mission

Our mission statement is:

Erie County Technical School delivers career success to Northwest Pennsylvania through:

- Employ-Ability
- Career planning

- Technical education
- Supporting academics

Vision

The Erie County Technical School is committed to providing career and technical education that exceeds the expectations of our customers while continually measuring our progress and improving our programs and services.

Shared Values

The principles and values followed by the faculty and staff of the Erie County Technical School include:

1. Ensure the *safety & welfare* of the students.
2. Provide *opportunities for learning*.
3. Protect the *public trust*.
4. Provide for the *transition from school* to work, more schooling or the military.
5. Embrace the *diversity* in our classrooms.

Strategic Planning Process

Strategic Planning Committee

There are currently no participants selected for this plan report.

Current Student Services

Service/Resource	Description
Academic Proficiency Assessment: ECTS obtains 8th Grade PSSA Scores for each incoming student. These scores are analyzed to produce a list of students in need of remedial academic services.	A "Study Island" program is offered to students who have tested below the Proficient Level on the Math and/or Reading PSSA.
Attendance: Student attendance is monitored on a quarterly basis and more frequently for at-risk students.	Attendance warning letters are sent at periodic intervals to the student's home. Telephone calls are also made to obtain parent support. Certificates are awarded for outstanding attendance. The guidance counselor meets with students who have chronic attendance concerns. Co-op placement is associated with outstanding attendance. Situational attendance problems are dealt with on an individual basis.
Career and Personal Guidance Counseling Services: A full-time guidance counselor	After reviewing career options with their instructors, each student's Career Objective is

provides services to students and families as needed.

recorded on a Personal Educational Objective form. Parent conferences are held with parents, home school representatives if necessary, ECTS staff and pupil personnel as needed. Our guidance counselor maintains a log of the conferences. Students are able to see our counselor and schedule appointments with her through the High School Secretary. Communication between ECTS and the sending school counselors is constant.

Enrollment: The school has an admissions coordinator that works closely with guidance counselors at our participating school districts.

Sending school guidance counselors attend four meetings per year at ECTS. Agenda items include information on program application process, pre-requisites for programs, academics in CTE, etc. The ECTS admissions coordinator visits every sending school to conduct recruiting sessions and to schedule visitations at ECTS. Parent/guardian and student visitations are encouraged and scheduled.

Placement: The school has a guidance counselor and business partnerships coordinator that work closely with students and the community to ensure effective Cooperative Education and post-program placements in either the workforce, post-secondary education or the military.

ECTS currently holds 87 articulation agreements with 37 post-secondary institutions. An "Advanced Training Day" job fair is held annually at ECTS with 30-40 post-secondary training or military representatives participating. An annual survey of graduates is completed and the data is compiled in a follow-up survey chart that shows placement statistics. Prior to graduation, each senior completes a "Post High School Plan" and plans are announced at the Awards Night Assembly.

Professional Skills Classes: All ECTS students participate in a three part "soft skills" training class.

To be successful in today's jobs, an individual needs strong technical, academic and employability skills. Employers have told the technical school that employability skills are just as important, if not more so, than technical or academic skills. To make sure our graduates enter the workforce with the necessary employability skills, all of our students participate in this three-part program. Leadership Principles, Business Principles, and Total Quality Principles make up the topics covered in this award winning program offered to all students at the Erie County Technical School.

Retention: Retention has been identified as a clear challenge for students attending the technical school.

ECTS faculty participated in an inservice program in October 2007 conducted by Kordell Norton, Synergy Solutions to explore strategies for increasing student recruitment and retention. Students are surveyed in the spring to determine the following year's placement.

Technical Competence: ECTS tests each program completer annually.

End-of-Program testing includes use of NOCTI Assessments or "Other Industry Approved" Assessments outlined by PDE. Historical data is analyzed annually for program improvement. CTE programs have been aligned to the NOCTI Assessments for their CIP Code. ECTS exceeds the PDE recommended guidelines for testing

program completers.

Needs Assessment

Reflections

There are currently no reflections selected for this section.

Various facets of our students services program were analyzed as preparation for the needs assessment. At the quarterly Guidance Counselor meetings, student services are discussed. The group brainstorms ways to improve delivery of services. Each of our customers (students, parents, employers) completes annual as well as semi-annual surveys. The results are tabulated and shared with staff as well as home school counselors. As noted above in the reflections section, enrollments by ethnicity and special education are areas of concern for Erie County Technical School.

Retention statistics were analyzed.
Declining enrollment was documented.
Consistent enrollment as a percentage of high school population was found to be a concern.
Participation in postsecondary education will assist students in obtaining high priority occupation employment. Articulation agreements will continue to be developed and promoted.
Career Guidance: ECTS analyzes data regarding enrollment in CTE that is reflective of workforce realities. ECTS offers pre-vocational evaluation procedures to ensure that enrollment reflects individual student interests, abilities and aptitudes.

ECTS should strengthen career planning services for our students.
A stronger connection to ECTS mentors should be established for every student.
Tech Prep and Dual Enrollment options should be developed.
Students who are not proficient in academics should receive remedial, supporting services at ECTS.

Action Plan

Goal: 2. Elevate the public perception of the value and opportunity of technical education

Description: • A community survey indicates an increase in awareness of ECTS (2007 survey as base).

Strategy: A. Develop and fund a marketing campaign that attracts students

Description:

Activity: Build relationships and activities with our sending school districts that enable them to play a more effective role in our marketing plan.

Description: Guidance & Advisement, student recruitment and retention

Person Responsible Timeline for Implementation Resources

Lisa Sorensen	Start: 7/1/2009 Finish: 6/30/2011	\$60,000.00
---------------	--------------------------------------	-------------

Status: In Progress — Upcoming

Date	Comment
1/7/2009	Admissions Coordinator working with selected school districts to arrange new interactions at the 8th grade.
6/8/2010	Activity was funded and preliminary campaign developed. Campaign will be refined during 2010-2011.

Activity: Develop a marketing plan that utilizes a variety of media to reach prospective students, parents, sending school personnel, business and industry, and the community as a whole.

Description: Student recruitment and retention

Person Responsible Timeline for Implementation Resources

Lisa Sorensen	Start: 1/1/2008 Finish: Ongoing	\$35,000.00
---------------	------------------------------------	-------------

Status: In Progress — Upcoming

Date	Comment
8/15/2008	Marketing committee will convene in August 2008 and meet throughout the 2008-2009 academic year.

Activity: Enhance the role and effectiveness of faculty as key players in the marketing process through staff development.

Description: Guidance & Advisement, student recruitment and retention.

Person Responsible Timeline for Implementation Resources

Lisa Sorensen	Start: 9/1/2009 Finish: Ongoing	\$2,500.00
---------------	------------------------------------	------------

Status: In Progress — Upcoming

Date	Comment
1/7/2009	Conducted a workshop with Mark Perna, Tools4Schools, on the role and value of faculty involvement in the admissions process.
1/7/2009	Enlisted Mark Perna, Tools4Schools, to assist faculty and staff to design a recruitment and retention program.

Activity: Establish a campus marketing committee which provides guidance to the marketing process.

Description: Student recruitment and retention.

Person Responsible Timeline for Implementation Resources

Lisa Sorensen	Start: 9/3/2007	-
	Finish: 1/3/2008	

Status: Complete

Date	Comment
8/15/2008	Committee formed late Spring 2008. Tools for School (Mark Perna) contracted with by JOC to provide consultative services in marketing, recruitment and retention.

Activity: Secure the resources of a marketing coordinator that manages the marketing effort.

Description: Guidance & Advisement program, student recruitment and retention

Person Responsible Timeline for Implementation Resources

Lisa Sorensen	Start: 1/1/2008	\$150,000.00
	Finish: Ongoing	

Status: Complete

Date	Comment
8/15/2008	Tools for Schools (Mark Perna) has been approved by JOC at its July 2008 meeting.

Strategy: B. Create a program that connects ECTS to its graduates

Description:

Activity: Analyze the ECTS family connection.

Description: Guidance & Advisement, student recruitment and retention

Person Responsible Timeline for Implementation Resources

Patricia Palo	Start: 1/1/2008	-
	Finish: Ongoing	

Status: No Longer Occurring

Date	Comment
7/7/2009	Activity withdrawn for additional consideration by Guidance & Advisement Committee.

Activity: Establish a professional mentor program with ECTS graduates and current students.

Description: Guidance & Advisement program

Person Responsible Timeline for Implementation Resources

Patricia Palo	Start: 1/1/2008	\$6,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
7/7/2009	This type of activity is under consideration by the Guidance & Advisement Committee.
6/8/2010	Guidance and advisement committee is reviewing the potential of a mentor program.
	Activity is rescheduled for 2010-2011.

Goal: 3. Develop programs that provide opportunities for students to meet needs

Description:

Strategy: C. Build Career Pathways

Description:

Activity: Adopt and publish career pathways for use by prospective students, parents and others.

Description: Programs of study and Guidance & Advisement

Person Responsible Timeline for Implementation Resources

Jan Kennerknecht	Start: 9/24/2009 Finish: Ongoing	\$20,000.00
------------------	-------------------------------------	-------------

Status: In Progress — Upcoming

Date	Comment
------	---------

8/15/2008	Career pathways for the majority of our programs have been developed. Those that are completed need to be scheduled for adoption and publication.
-----------	---

Activity: Create a career pathway diagram for each ECTS program.

Description: Guidance & Advisement, Programs of study

Person Responsible Timeline for Implementation Resources

Jan Kennerknecht	Start: 7/1/2008 Finish: 6/30/2009	-
------------------	--------------------------------------	---

Status: Complete

Date	Comment
------	---------

8/15/2008	Layout and design of pathway has been created. Form and function of pathway diagram still needs input from relevant parties.
-----------	--

Activity: Engage relevant agencies to build or modify career pathways.

Description: Guidance & Advisement program

Person Responsible Timeline for Implementation Resources

Jan Kennerknecht	Start: 7/2/2007 Finish: 6/30/2008	\$10,000.00
------------------	--------------------------------------	-------------

Status: Complete

Date	Comment
------	---------

8/15/2008	Career pathways should be shared with the Regional Career Education Partnership, industry partnerships and occupational advisory committees for input.
-----------	--

Activity: Research model career pathway programs that match with ECTS programs.

Description: Curriculum development to ensure student transitional success.

Person Responsible Timeline for Implementation Resources

Jan Kennerknecht	Start: 7/2/2007 Finish: 6/30/2011	\$10,000.00
------------------	--------------------------------------	-------------

Status: Complete

Date	Comment
------	---------

8/15/2008	A career pathway model, acceptable to ECTS needs, has been identified through the Somerset Career & Technology Center.
-----------	--

Strategy: Create a “Program Development System” and implement programs based on employer needs, student interest, financial support, facilities availability, partnerships, etc.

Description: Approval process for new and revised programs.

Activity: Survey employers’ needs and students’ interests for new programs.

Description: Program development

Person Responsible Timeline for Implementation Resources

Patricia Palo	Start: 7/1/2008 Finish: 6/30/2009	-
---------------	--------------------------------------	---

Status: No Longer Occurring

Date	Comment
------	---------

7/7/2009	Another technique will be used to identify potential new programs. Significant direction is provided through PDE's focus on high priority occupations.
----------	--

Goal: 4. Provide student services and support to ensure success

Description: The gap between PSSA standards and CTC student results is reduced by 75%. The following tools and services are in place as part of a career development system:

1. Authentic portfolio
2. Middle school presentations
3. Faculty and staff mentors
4. Cross training occurring within clusters
5. Retention factors have been analyzed
6. Elementary school career awareness program
7. A study skills program has been implemented

Strategy: A. Provide academic programs that meets the needs of students

Description:

Activity: Grant graduation credit for academic courses at ECTS.

Description: Program development, Programs of study, Guidance & Advisement program

Person Responsible Timeline for Implementation Resources

Tarasovitch, Joe	Start: 7/1/2008 Finish: 6/30/2009	-
------------------	--------------------------------------	---

Status: No Longer Occurring

Date	Comment
------	---------

7/7/2009	Activity withdrawn due to considerations of Guidance & Advisement Committee and Feasibility Study.
----------	--

Activity: Investigate and implement minimum academic requirements as a pre-requisite for admission to ECTS.

Description: Guidance & Advisement program, student recruitment and retention

Person Responsible Timeline for Implementation Resources

Lisa Sorensen	Start: 7/1/2008 Finish: 6/30/2009	-
---------------	--------------------------------------	---

Status: No Longer Occurring

Date	Comment
------	---------

7/7/2009	Withdrawn in light of changes to Articles of Agreement and renovation/expansion
----------	---

planning.

Strategy: B. Implement a career development system to facilitate student success

Description: A career development system includes a variety of planned activities that contribute to student success in career and technical education programs leading to employment or post-secondary education.

Activity: Convene a committee to research district graduation requirements and revise ECTS portfolio procedures to establish benchmarks leading to authentic assessment.

Description: Compliance with graduation requirements.

Person Responsible Timeline for Implementation Resources

Patricia Palo	Start: 7/1/2010 Finish: 6/30/2011	-
---------------	--------------------------------------	---

Status: In Progress — Upcoming

Date	Comment
------	---------

1/7/2009	The Supervisor of Instructional Support Services--Curriculum is convening a local committee to review portfolio requirements and to evaluate an electronic portfolio.
----------	---

Activity: Create advisory teams of faculty and staff as mentors in career guidance.

Description: Guidance & Advisement program

Person Responsible Timeline for Implementation Resources

Patricia Palo	Start: 9/1/2010 Finish: Ongoing	\$1,000.00
---------------	------------------------------------	------------

Status: In Progress — Upcoming

Date	Comment
------	---------

7/7/2009	This activity is under consideration by the Guidance & Advisement Committee.
----------	--

Activity: Develop a plan for district guidance personnel to visit and explore ECTS academies/clusters.

Description: Guidance & Advisement program, student recruitment and retention

Person Responsible Timeline for Implementation Resources

Patricia Palo	Start: 1/8/2010 Finish: Ongoing	\$2,200.00
---------------	------------------------------------	------------

Status: In Progress — Upcoming

Date	Comment
------	---------

7/7/2009	This activity is under consideration by the Guidance & Advisement Committee. Home school counselors will be consulted on the value and process for this activity.
----------	---

Activity: Develop Associate Degree plans for students.

Description: Guidance & Advisement. programs of study

Person Responsible Timeline for Implementation Resources

Jan Kennerknecht	Start: 9/1/2010 Finish: Ongoing	-
------------------	------------------------------------	---

Status: In Progress — Upcoming

Date	Comment
------	---------

7/7/2009	This activity will be directed by the work of the Guidance & Advisement Committee.
----------	--

Activity: Develop procedures for promoting articulation agreements and dual enrollment options to ECTS students.

Description: Guidance & Advisement program

Person Responsible Timeline for Implementation Resources

Jan Kennerknecht	Start: 9/1/2009 Finish: Ongoing	-
------------------	------------------------------------	---

Status: In Progress — Upcoming

Date	Comment
------	---------

7/7/2009	A committee has been established to review the guidance and advisement services
----------	---

available through the school. The committee has already started their work and hopes to finalize their plans during the 2009-2010 school year.

Activity: Implement an ECTS presentation/recruiting program for middle school students, parents, faculty and administration.

Description: Student recruitment and retention

Person Responsible Timeline for Implementation Resources

Lisa Sorensen	Start: 7/2/2007 Finish: 6/30/2008	\$5,000.00
---------------	--------------------------------------	------------

Status: Complete

Date	Comment
------	---------

8/15/2008	Pilot presentation/recruiting programs were conducted during the 2007-2008 academic year with Harbor Creek.
-----------	---

Activity: Investigate the barriers that discourage students from continuing their enrollment at ECTS

Description:

Person Responsible Timeline for Implementation Resources

Patricia Palo	Start: 7/1/2008 Finish: 6/30/2011	-
---------------	--------------------------------------	---

Status: In Progress — Upcoming

Date	Comment
------	---------

8/15/2008	This data has been requested for consideration as part of the the Tools for School marketing, recruitment and retention program.
-----------	--

1/7/2009	The contract for pre-vocational assessment was reviewed by the Supervisor of Instructional Support Services--Literacy to enhance the viability of the report and to conduct the assessment in a more time relevant manner.
----------	--

6/8/2010	This activity is a current focus of the guidance and advisement committee. Data is being collected to better understand the issue. Activity will continue into 2010-2011.
----------	---

Activity: Work with school districts to develop a career awareness program for elementary school children, parents, faculty and administration.

Description: Guidance & Advisement, student recruitment and retention

Person Responsible Timeline for Implementation Resources

Lisa Sorensen	Start: 9/1/2011 Finish: Ongoing	\$5,000.00
---------------	------------------------------------	------------

Status: In Progress — Upcoming

Date Comment

7/7/2009	This activity will be considered by the Guidance & Advisement Committee and the Marketing Committee.
----------	--

Strategy: C. Develop “student success” services (i.e. counseling, placement, articulation, etc.)

Description: Student success services are designed to meet the needs of students with disabilities and those with organizational needs, leading to employment or post-secondary education.

Activity: Develop a plan and forum to implement support program for students to get assistance in the Study/Organizational Skills Develop a basic routine to review steps in organization that aide could use to cover daily, weekly, quarterly planning.

Description: Guidance & Advisement program

Person Responsible Timeline for Implementation Resources

Patrick Holland	Start: 9/1/2010 Finish: Ongoing	-
-----------------	------------------------------------	---

Status: In Progress — Upcoming

Date Comment

7/7/2009	The start of this activity has been extended to account for considerations of the Guidance & Advisement Committee.
6/8/2010	Activity is under review by guidance and advisement program. Will be considered in 2010-2011.

Activity: Identify the Study /Organizational Skills needed for success for students to be able to learn and retain the theory and procedural knowledge of their chosen Career and Technical Program.

Description: Guidance & Advisement program

Person Responsible Timeline for Implementation Resources

Patrick Holland	Start: 7/1/2010 Finish: 6/30/2011	-
-----------------	--------------------------------------	---

Status: In Progress — Upcoming

Date Comment

6/8/2010	A guidance and advisement committee is in place. There is interest in the committee to address study/organizational skills. This activity has been somewhat supported by campus efforts in the area of literacy and numeracy.
----------	---

Activity: Improve the current pre-vocational assessment and placement procedure to assist students with special needs in choosing the Career and Technical program for which they are most suited.

Description: Guidance and advisement program.

Person Responsible Timeline for Implementation Resources

Patrick Holland	Start: 8/1/2008 Finish: 6/30/2011	-
-----------------	--------------------------------------	---

Status: In Progress — Upcoming

Date Comment

8/15/2008	A discussion with our pre-vocational assessor has occurred. Opportunities for improvement have been identified and shared with the assessor. Follow-up on requests will occur during the 2008-2009 academic year.
6/8/2010	A committee of special education staff members from three CTCs met to develop a proposed assessment and enrollment process for special education students. The process is under review by home school special education and guidance staff members.

Activity: Workshop for teachers on simple, effective time management and organizational tools emphasizing multi-tasking and practical methods. These methods would also be applicable to students of all levels.

Description: Guidance & Advisement program, faculty efficiency

Person Responsible Timeline for Implementation Resources

Tarasovitch, Joe	Start: 9/1/2009	\$7,500.00
------------------	-----------------	------------

Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
7/7/2009	A committee will be established in 2009-2010 to review the efficiency of our daily faculty schedule.

Goal: 8. Student Attendance (any school that does not graduate seniors)

Description: • The state benchmark of 90% attendance has been reached.

Strategy: Monitor

Description:

Activity: Annual Evaluation

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
8/15/2008	Attendance analysis for 2007-2008 has yet to be completed.
1/7/2009	Data has been collected and is ready for review and analysis. Data is available through the 1st quarter of the 2008-2009 school year.

Activity: Quarterly Monitoring

Description: Attendance monitoring to ensure compliance with NCLB standards.

Person Responsible Timeline for Implementation Resources

Tarasovitch, Joe	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
8/15/2008	Procedures for collecting and analyzing attendance data for the 2008-2009 academic year need to be established.
1/7/2009	A SchoolDESX report and Excel spreadsheet have been adapted to allow for quarterly analysis of attendance.

Goal: 9. Meet State Standards for Participation in Assessments

Description: • The state benchmark of 90% attendance has been reached.

Strategy: Coordinate Participation with Affiliate Districts

Description:

Activity: Calendar Coordination

Description: Collect PSSA testing calendars from each district and disseminate to faculty and staff.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 10/1/2009	-
	Finish: 1/8/2010	

Status: Complete

Date	Comment
8/15/2008	New principal or other administrative staff member will have to develop strategy and rationale for the calendar coordination initiative.
7/7/2009	Work was postponed for one year for consideration by Professional Advisory Council.
6/8/2010	Achieved through the principal's office.

Narratives

Developmental Services

The ECTS cooperates with our participating school districts in the provision of developmental services. We do provide developmental services such as:

Personal and Career Guidance Services
Teen Parenting Program (Thurston House)- referrals are made for WIC, Food Stamps, information is provided on nutrition.
Free and Reduced Lunches
Federal Breakfast Program
Financial assistance for economically disadvantaged students
Referrals to appropriate agencies for various personal, academic and social reasons.

Diagnostic, Intervention and Referral Services

ECTS works with sending school districts to diagnose, intervene and provide referral services for students who are experiencing problems attaining educational achievement appropriate to their learning potential. Our Supervisors of Instructional Support Services and our Guidance Counselor work closely with administrative, instructional and special education staff at the eleven sending schools as needed to ensure student learning success. ECTS honors the home school "at-risk" programs and provides additional support as needed (i.e. Trojan Watch).

At-risk students are invited to participate in a special counseling program at ECTS. Instructional aides provide monitoring and assistance to students with special needs. Referrals to other school based or school-linked professionals and community-based services are made as needed by our Guidance Counselor.

Consultation and Coordination Services

Consultation services are used by student services staff, in partnership with parents or guardians, to obtain assistance to address barriers and issues that are outside the scope of the student services professional. Examples include working with sending school psychologists, special education supervisors, principals, guidance counselors, probation officers, therapeutic support staff and their agencies.

Outside professionals, i.e. Juvenile Probation, work in conjunction with ECTS Student Services staff. Oftentimes agency personnel will meet with students at ECTS.

Professional referrals are made on an individual basis with information shared with home schools as appropriate.

A Teen Parenting program is held at ECTS for all eligible Erie County students twice per month. The program is operated by Thurston House, Meadville, Pennsylvania.

ECTS contracts with a vocational evaluation service, Career Planning Associates, to diagnose strengths and weaknesses- "barriers to success."

ECTS works with post-secondary institutions to develop articulation agreements to assist students in meeting educational goals. Scholarship opportunities are made available to all students.

Student Assistance Program

ECTS cooperates with each of our sending school districts as they plan and provide for a student assistance program regarding alcohol, chemical and tobacco abuse program. When notified of a

student in a SAP status, we will observe the student, provide information to sending school contacts and support the student in the regular education setting at ECTS.

Communication

1. Information is provided to students and parents or guardians regarding educational opportunities through a variety of media, including through our school website (www.ects.org). Our 19 Career and Technical Education programs can be explored and the following information is provided: career research; course description; employment opportunities and "plus" employment opportunities; post-secondary partners and articulation agreements and national skill standard information. Students and parents/guardians may print detailed course duty/task lists, course sequence charts and program guides. Our Admissions Coordinator visits each sending school and conducts recruiting sessions. We offer a Fall Fest Open House for the general public in October, a 9th Grade Recruiting Open House in November. In addition, professionally printed recruitment materials are mailed directly to the homes of 9th grade students.

2. On our website, students, parents or guardians can use a link provided to O'Net, the Occupational Information Network, a source of information about a large variety of careers. Students with special needs from our sending school districts may participate in a Vocational Evaluation, conducted by Val Leone of Career Planning Associates.

3. Parents or guardians are given information regarding student health via the ECTS Student Handbook and as needed on an individual student basis. Students enrolled in our Culinary Arts, Health Assistant, and Early Childhood Education programs must provide proof that they have tested negative for tuberculosis. If students are exposed to a communicable illness, informational notices are mailed to the homes of affected students. Our sending school districts provide health information to their students. Many of our programs require students to complete an Act 116 form, specifying the types of protective eyewear needed. Eye and ear protection is given to students on an as-needed basis. Every lab has first aid kits and we have a defibrillator available. We also provide training to all students on MSDS. Our staff completes regular CPR training.

4. Student and parent satisfaction surveys are posted on our website and are voluntary. Course evaluation instruments are presented to students by our Human Resources Manager, who explains the purpose of the survey and the fact that completion is voluntary. Any surveys mailed to homes come with purpose, instructions and an option to not participate. Survey completion is not tied to student evaluation in any way.

5. At our annual administrative retreat, Parent Communication was identified as our first priority. (This came to the forefront as we analyzed our Parent Satisfaction Surveys). We developed a plan for communicating with parents and providing information on student progress and school activities. Our action plan (Goal 2, Objective B) addresses communication with our alumni in order to connect with our graduates and use them as mentors and speakers. Goal 3, Objective A calls for surveying student interests for new developing new CTE programs. Goal 3, Objective C calls for adopting and publishing career pathways for our students. Goal 4, Objective B deals with communicating with sending school counselors to investigate barriers that discourage students from continuing their enrollment at ECTS.

6.-7. Information for these activities will be communicated through meetings, postings on our website, telephone calls, email and U.S. mail correspondence, and printed publications. ECTS publishes a board-approved school calendar on our website and in our ECTS Student Handbook. Each student receives a handbook at the beginning of each school year and the information enclosed is reviewed with students in an assembly by our school principal. Our ECTS website is maintained by our Technology Manager. The website address is printed on every mid-term and quarterly grade report. Postal mailings are conducted at the beginning of the school year, in advance of our Fall Fest Open House, for mid-term grades and for quarterly

grades. In addition, many of our instructors send mailings out over the summer to prepare students for the beginning of the school year.

Assurance for the Collection, Maintenance, and Dissemination of Student Records

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures the following:

- ☒ The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with § 12.31(a) and § 12.32
- ☒ The plan shall be maintained in compliance with § 12.31(b) and made available to PDE in compliance with § 12.31(c)

Assurance for the Operation of Student Services and Programs

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- ☒ Free Education and Attendance (in compliance with § 12.1)
- ☒ School Rules (in compliance with § 12.3)
- ☒ 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)
- The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- ☒ The Student Services Report complies with § 12.41(b), § 12.41(c), and § 12.42 (consistent with the Early Intervention Services System Act (11 P.S. § § 875-101—875-503))
- ☒ Consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (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))

Supporting Documents

Supporting Documents - Attachment

- Supporting Documentation

Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Educational Technology Report Tuesday, June 08, 2010 (Last Approved: Tuesday, June 10, 2008)

Entity: Erie County Technical School
Address: 8500 Oliver Road
Erie, PA 16509-4699
Phone: (814) 464-8661
Contact Name: Aldo Jackson

Mission

Our mission statement is:

Erie County Technical School delivers career success to Northwest Pennsylvania through:

- Employ-Ability
- Career planning
- Technical education
- Supporting academics

Vision

The Erie County Technical School is committed to providing career and technical education that exceeds the expectations of our customers while continually measuring our progress and improving our programs and services.

Shared Values

The principles and values followed by the faculty and staff of the Erie County Technical School include:

1. Ensure the *safety & welfare* of the students.
2. Provide *opportunities for learning*.
3. Protect the *public trust*.
4. Provide for the *transition from school* to work, more schooling or the military.
5. Embrace the *diversity* in our classrooms.

Needs Assessment

Reflections

There are currently no reflections selected for this section.

The needs assessment was based on a benchmark analysis conducted against other career and technical centers and the 11 districts that participate in our CTC consortium. By and large, the assessment indicated we were on par with most of the benchmark institutions. We did note that wireless capabilities, projection stations, and the availability of smart boards were areas where we could make improvements.

We also request that our occupational advisory committees from each of our technical programs provide suggestions to improve the technology available to the students. Those recommendations are processed through an administrative review process and then incorporated into our technology planning.

Our faculty and technology staff monitor technology development through participation in conferences, site visits and professional reading. As promising practices are identified, they are

channeled through a technology request system available to faculty and staff. Our annual budget process is utilized to secure the resources for these recommendations.

Our faculty and staff participate in periodic technology assessments relative to hardware, software and communication usage. The use of technology as an instructional and management tool are also assessed annually by our faculty observation and rating systems. Those results are reviewed and assessed by administrative staff to determine the need for professional development in the area of technology.

Goals and Strategies

Goal: 4. Provide student services and support to ensure success

Description: The gap between PSSA standards and CTC student results is reduced by 75%. The following tools and services are in place as part of a career development system:

1. Authentic portfolio
2. Middle school presentations
3. Faculty and staff mentors
4. Cross training occurring within clusters
5. Retention factors have been analyzed
6. Elementary school career awareness program
7. A study skills program has been implemented

Strategy: A. Provide academic programs that meets the needs of students

Description:

Activity: Research and adopt improvement programs that address PSSA mathematics standards.

Description: Includes the use of Internet-based and software programs to provide remediation, tutoring, and applied instruction.

Person Responsible Timeline for Implementation Resources

Tarasovitch, Joe	Start: 9/1/2009 Finish: Ongoing	\$40,000.00
------------------	------------------------------------	-------------

Status: Complete

Date Comment

8/15/2008	Some strategies have been researched and put into practice. Other strategies are still needed and under consideration.
-----------	--

1/7/2009	Currently conducting two strategies to improve student performance on the PSSA mathematics standards--Math League Challenge and PSSA Prep course.
----------	---

1/7/2009	An additional part-time mathematics instructor has been hired to assist with all strategies.
----------	--

Activity: Research and adopt improvement programs that address PSSA reading standards.

Description: Includes the use of Internet-based and software programs to provide remediation, tutoring, and applied instruction.

Person Responsible Timeline for Implementation Resources

Patrick Holland	Start: 9/1/2009 Finish: Ongoing	\$40,000.00
-----------------	------------------------------------	-------------

Status: Complete

Date Comment

8/15/2008	Some strategies have been research and put into practice. Other strategies are still needed and under consideration.
-----------	--

8/15/2008	A literacy/reading coach has been recommended to the JOC and pending approval. Strategic planning with the coach is underway.
-----------	---

1/7/2009	Several strategies have been put into place to address the PSSA reading standards. The Newspapers in Education program was started this Fall. The Literacy Coach has been working with faculty and students on a regularly scheduled basis. And, selected students are taking part in an on-line remediation program called Study Island.
----------	---

Activity: Research and adopt improvement programs that address PSSA writing standards.

Description: Includes the use of Internet-based and software programs to provide remediation, tutoring, and applied instruction.

Person Responsible Timeline for Implementation Resources

Patrick Holland	Start: 7/1/2008 Finish: Ongoing	\$20,000.00
-----------------	------------------------------------	-------------

Status: In Progress — Upcoming

Goal: 5. Provide and update facilities, equipment and technology to meet current and future needs.

Description: 1. Each program has a technology plan.
2. A digital classroom model has been implemented.
3. A construction/renovation feasibility study has been completed.
4. A Skill Center renovation plan has been completed.
5. An ECTS renovation/expansion plan has been completed.
6. Funding for construction and renovation has been secured.
7. Construction work has been scheduled.
8. A long-term equipment plan has been developed, funded and followed.

Strategy: A. Provide technology that maximizes student learning

Description:

Activity: Develop technology plans in each lab to address emerging and changing technology emphasizing on business practices, program collaboration, and resource sharing.

Description: a. create teams to identify and promote opportunities for intra-lab instruction, distance learning and emerging technologies

b. work with business and industry to align business processes to maximize intra-lab instruction

c. adapt curriculum to implement intra-lab instruction and distance learning

Person Responsible Timeline for Implementation Resources

Jeff Smith	Start: 10/1/2009 Finish: Ongoing	\$100,000.00
------------	-------------------------------------	--------------

Status: In Progress — Upcoming

Date Comment

7/7/2009	Program clusters will be started in the 2009-2010 school year. Each cluster will have co-chairs and meet on a regular basis to establish plans as identified in the description.
----------	--

Activity: Educate students, faculty and staff on use of current technology assets.

Description: Deliver training by creating a web portal to streamline content, and providing professional development for administering technology in every lab.

Person Responsible Timeline for Implementation Resources

Jeff Smith	Start: 1/1/2008 Finish: Ongoing	\$10,000.00
------------	------------------------------------	-------------

Status: In Progress — Upcoming

Date Comment

7/7/2009	Staff training occurred during the 2008-2009 school year for clerical and support staff members in Microsoft Office. Plans are also established to conduct additional training in 2009-2010.
----------	--

Activity: Implement a digital classroom model that enables computer-based instruction.

Description: a. Deploy teacher laptops, portable gradebooks, classroom projection systems, and web-based student account management.

b. Increase student computer accessibility by purchasing additional student computers (approx. 200), implementing student desktop sharing applications, and educating faculty on intra-computer collaboration.

Person Responsible Timeline for Implementation Resources

Jeff Smith	Start: 7/1/2008 Finish: 6/30/2011	\$120,000.00
------------	--------------------------------------	--------------

Status: In Progress — Upcoming

Date Comment

1/7/2009	Planning and purchases are underway to acquire and install the digital classroom model in each program. To date, approximately six programs have acquired the necessary equipment.
----------	--

Activity: Utilize technology solutions to engage students with interactive learning in all labs.

Description: Establish web-centric student interaction at school and at home that teachers can adapt to student learning (chats, forums, file sharing, etc.).

Person Responsible Timeline for Implementation Resources

Jeff Smith	Start: 9/2/2009 Finish: Ongoing	\$15,000.00
------------	------------------------------------	-------------

Status: In Progress — Upcoming

Date	Comment
------	---------

6/8/2010	Improvements in technology, with an emphasis on student learning, have been occurring annually.
----------	---

Goal: 6. Mathematics

Description: The gap between PSSA standards and CTC student performance is reduced by 75%.

Strategy: Provide programs and services to improve Student performance on PSSA Mathematics

Description:

Activity: Research and adopt improvement programs that address PSSA mathematics standards.

Description: Includes the use of Internet-based and software programs to provide remediation, tutoring and contextual instruction.

Person Responsible Timeline for Implementation Resources

Tarasovitch, Joe	Start: 1/1/2008 Finish: Ongoing	-
------------------	------------------------------------	---

Status: Complete

Date	Comment
------	---------

8/15/2008	Study Island, additional mathematics faculty and Math League will be utilized during the 2008-2009 academic year.
-----------	---

Goal: 7. Reading

Description: The gap between PSSA standards and CTC student performance is reduced by 75%.

Strategy: Provide programs and services to improve student performance on PSSA Reading assessment

Description:

Activity: Research and adopt improvement programs that address PSSA reading standards.

Description: Includes the use of Internet-based and software programs to provide remediation, tutoring and contextual instruction.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
---------------	------------------------------------	---

Status: Complete

Date	Comment
------	---------

8/15/2008	Study Island and a part-time literacy coach will be utilized during the 2008-2009 academic year.
-----------	--

1/7/2009	Study Island, Reading Across the Curriculum and Newspapers in Education have been implemented during the 2008-2009 school year.
----------	---

Budget

Potential Budget for a NEW plan report that will span 7/1/2011 to 6/30/2014

Funding Source	2011-2012	2012-2013	2013-2014	Total
010 - ADMINISTRATIVE BUDGET	\$5,000.00	\$0.00	\$0.00	\$5,000.00
020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$20,000.00	\$0.00	\$0.00	\$20,000.00
030 - EDUCATIONAL PLANNING SERVICES	\$10,000.00	\$0.00	\$0.00	\$10,000.00
040 - INSTRUCTIONAL MATERIALS SERVICES	\$25,000.00	\$0.00	\$0.00	\$25,000.00
050 - CONTINUING PROFESSIONAL EDUCATION SERVICES	\$2,500.00	\$0.00	\$0.00	\$2,500.00
674 - Part F - Supplementary State Grants For Facilities And Equipment And Other Program Improvement Facilities	\$25,000.00	\$0.00	\$0.00	\$25,000.00
Grand Total	\$87,500.00	\$0.00	\$0.00	\$87,500.00

Goal: 4. Provide student services and support to ensure success

The gap between PSSA standards and CTC student results is reduced by 75%. The following tools and services are in place as part of a career development system:

1. Authentic portfolio
2. Middle school presentations
3. Faculty and staff mentors
4. Cross training occurring within clusters
5. Retention factors have been analyzed
6. Elementary school career awareness program

7. A study skills program has been implemented

A. Provide academic programs that meets the needs of students	2011-2012	2012-2013	2013-2014	Total	Funding Source
Research and adopt improvement programs that address PSSA mathematics standards.	\$10,000.00	\$0.00	\$0.00	\$10,000.00	040 - INSTRUCTIONAL MATERIALS SERVICES
Research and adopt improvement programs that address PSSA reading standards.	\$10,000.00	\$0.00	\$0.00	\$10,000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Research and adopt improvement programs that address PSSA writing standards.	\$5,000.00	\$0.00	\$0.00	\$5,000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Subtotal	\$25,000.00	\$0.00	\$0.00	\$25,000.00	

Goal: 5. Provide and update facilities, equipment and technology to meet current and future needs.

1. Each program has a technology plan.
2. A digital classroom model has been implemented.
3. A construction/renovation feasibility study has been completed.
4. A Skill Center renovation plan has been completed.
5. An ECTS renovation/expansion plan has been completed.
6. Funding for construction and renovation has been secured.
7. Construction work has been scheduled.
8. A long-term equipment plan has been developed, funded and followed.

A. Provide technology that maximizes student learning	2011-2012	2012-2013	2013-2014	Total	Funding Source
Develop technology plans in each lab to address emerging and changing technology emphasizing on business practices, program collaboration, and resource sharing.	\$25,000.00	\$0.00	\$0.00	\$25,000.00	674 - Part F - Supplementary State Grants For Facilities And Equipment And Other Program Improvement Facilities
Educate students, faculty and staff on use of current technology assets.	\$2,500.00	\$0.00	\$0.00	\$2,500.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES
Implement a digital classroom model that enables computer-based instruction.	\$5,000.00	\$0.00	\$0.00	\$5,000.00	010 - ADMINISTRATIVE BUDGET
Implement a digital classroom model that enables computer-based instruction.	\$15,000.00	\$0.00	\$0.00	\$15,000.00	040 - INSTRUCTIONAL MATERIALS SERVICES
Implement a digital classroom model that enables computer-based instruction.	\$10,000.00	\$0.00	\$0.00	\$10,000.00	030 - EDUCATIONAL PLANNING SERVICES

instruction.

Utilize technology solutions to engage students with interactive learning in all labs.	\$5,000.00	\$0.00	\$0.00	\$5,000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Subtotal	\$62,500.00	\$0.00	\$0.00	\$62,500.00	
Grand Total	\$87,500.00	\$0.00	\$0.00	\$87,500.00	

Potential Budget for an AMENDMENT to the currently approved plan report that spans 7/1/2008 to 6/30/2011.

Funding Source	2008-2009	2009-2010	2010-2011	Total
010 - ADMINISTRATIVE BUDGET	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$15,000.00	\$20,000.00	\$20,000.00	\$55,000.00
030 - EDUCATIONAL PLANNING SERVICES	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
040 - INSTRUCTIONAL MATERIALS SERVICES	\$25,000.00	\$25,000.00	\$25,000.00	\$75,000.00
050 - CONTINUING PROFESSIONAL EDUCATION SERVICES	\$2,500.00	\$2,500.00	\$2,500.00	\$7,500.00
674 - Part F - Supplementary State Grants For Facilities And Equipment And Other Program Improvement Facilities	\$25,000.00	\$25,000.00	\$25,000.00	\$75,000.00
Grand Total	\$82,500.00	\$87,500.00	\$87,500.00	\$257,500.00

Goal: 4. Provide student services and support to ensure success

The gap between PSSA standards and CTC student results is reduced by 75%. The following tools and services are in place as part of a career development system:

1. Authentic portfolio
2. Middle school presentations
3. Faculty and staff mentors
4. Cross training occurring within clusters
5. Retention factors have been analyzed
6. Elementary school career awareness program
7. A study skills program has been implemented

A. Provide academic programs that meets the needs of students	2008-2009	2009-2010	2010-2011	Total	Funding Source
Research and adopt improvement programs that address PSSA mathematics	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00	040 - INSTRUCTIONAL MATERIALS SERVICES

standards.

Research and adopt improvement programs that address PSSA reading standards.	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
Research and adopt improvement programs that address PSSA writing standards.	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
Subtotal	\$25,000.00	\$25,000.00	\$25,000.00	\$75,000.00

020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES

Goal: 5. Provide and update facilities, equipment and technology to meet current and future needs.

1. Each program has a technology plan.
2. A digital classroom model has been implemented.
3. A construction/renovation feasibility study has been completed.
4. A Skill Center renovation plan has been completed.
5. An ECTS renovation/expansion plan has been completed.
6. Funding for construction and renovation has been secured.
7. Construction work has been scheduled.
8. A long-term equipment plan has been developed, funded and followed.

A. Provide technology that maximizes student learning	2008-2009	2009-2010	2010-2011	Total	Funding Source
Develop technology plans in each lab to address emerging and changing technology emphasizing on business practices, program collaboration, and resource sharing.	\$25,000.00	\$25,000.00	\$25,000.00	\$75,000.00	674 - Part F - Supplementary State Grants For Facilities And Equipment And Other Program Improvement Facilities
Educate students, faculty and staff on use of current technology assets.	\$2,500.00	\$2,500.00	\$2,500.00	\$7,500.00	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES
Implement a digital classroom model that enables computer-based instruction.	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00	010 - ADMINISTRATIVE BUDGET
Implement a digital classroom model that enables computer-based instruction.	\$15,000.00	\$15,000.00	\$15,000.00	\$45,000.00	040 - INSTRUCTIONAL MATERIALS SERVICES
Implement a digital classroom model that enables computer-based instruction.	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00	030 - EDUCATIONAL PLANNING SERVICES
Utilize technology	\$0.00	\$5,000.00	\$5,000.00	\$10,000.00	020 - CURRICULUM

solutions to engage students with interactive learning in all labs.

Subtotal \$57,500.00 \$62,500.00 \$62,500.00 \$182,500.00

Grand Total \$82,500.00 \$87,500.00 \$87,500.00 \$257,500.00

DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES

Staff Development

We have a number of staff members that avail themselves to opportunities from technology training vendors. The school's staff development funding does underwrite these opportunities. In addition, many of our teachers are required to participate in vocational teacher certification classes that emphasize technology in the classroom. Indiana University of Pennsylvania's vocational personnel Professional Development Center provides several excellent courses that our teacher interns must take. Some of our teachers have participated in our adult education division's computer training courses. These courses are offered at no expenses to the teacher (or the school). Lastly, our intermediate unit offers a number of excellent technology-based summer institute seminars to our teachers and staff.

Monitoring

The monitoring of our technology plan is the responsibility of our Information Systems and Technology Manager. The technology plan will be reviewed annually through the management review of our quality management system, as all priority plans are. This responsibility is shared with other administrative staff members, faculty and staff. Technology services are reviewed on a semi-annual basis through our Operations & Management Survey, which all faculty and staff participate in. Data from these reviews are then taken into consideration in our management retreat for priority action plan status. Both the Operations & Management Survey and the management review are shared with our Joint Operating Committee for their review, suggestions and endorsement.

Usage of technology is informally observed on a daily basis, especially in the area of management information systems. Technology as an instructional tool is observed with all faculty on at least three occasions--two observations and one annual assessment. The formal technology plan will be monitored on an annual basis. Corrective actions will be implemented as deemed necessary. The use of technology as an instructional tool has been an element of our annual curriculum development. Our plans call for a continued emphasis on technology in our curriculum development.

As noted in the assessment section, we will also utilized the business and industry representatives that serve on our occupational advisory committees to help us monitor our progress toward the goals of our program specific technology plans. These meetings occur on a semi-annual basis and will most likely include a review of technology at both meetings.

Evaluation

The Erie County Technical School will monitor the implementation of the technology plan in a number of ways:

1. The Information Systems and Technology (IST) Manager will monitor the use of the student computer workstations and faculty/staff workstations. This information will be used to plan for upgrades, possible redistribution, or acquisition of additional resources to maximize the usage of technology. This effort will be driven by the development of technology plans for each of our career and technical education programs.
2. The Information Systems and Technology (IST) Manager will monitor the use and efficiency of the internal and external network services (i.e. Internet, student accounts, student information management system). This information will be used to plan for upgrades or acquisition of other resources to maximize the usage of technology.
3. The IST Manager will monitor the use of computer hardware and other peripherals. This information will be used in planning future uses and acquisitions, per our hardware acquisition and rotation plan.
4. The Director, Principal, Curriculum Coordinator, along with faculty, will monitor the integration of technology into the curriculum. This information will be used in planning future uses and acquisitions. Annual requests for by faculty for instructional technology and instructional media (including software and online resources) will be evaluated.
5. The Coordinator for Human and Quality Resources will survey faculty, staff and students on their use of technology, information services, and telecommunications services. This information will be used in planning future services and acquisitions.
6. Information acquired from the surveys will be used in the planning for professional development. Survey data will also be evaluated as part of our quality management system, management review, and service development. As appropriate, continuous improvement actions will be utilized to make improvements in educational technology services.
7. The Supervisors of Instructional Support will monitor the use of technology-based instructional and remedial programs, primarily those associated with PSSA achievement. This monitoring will include achievement gains by students toward the PSSA assessment benchmarks.

Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Professional Education Report

Tuesday, June 08, 2010

(Last Approved: Wednesday, August 13, 2008)

Entity: Erie County Technical School
Address: 8500 Oliver Road
Erie, PA 16509-4699
Phone: (814) 464-8661
Contact Name: Aldo Jackson

Professional Education Planning Committee

There are currently no participants selected for this plan report.

Needs Assessment

Reflections

There are currently no reflections selected for this section.

The following is one way the Erie County Technical school has chosen to assess the needs of our staff. After putting the alternative rating system in place we have collected data on the strengths and areas that need improvement of individual instructors and the staff as a whole. This data will be used in the development of our in-service offerings as well as the feedback given to individual instructors.

Plan for Alternative Rating System Erie County Technical School Statement of Objectives

- 1) Assess instructors with a tool that is specifically related to career and technical education, the Erie County Technical School and the strategic vision of Erie County Technical School.
- 2) Enhance instructional practices at the Erie County Technical School by identifying areas for improvement on an individual and school-wide basis.
- 3) Identify the professional development needs of the faculty to assist in the expansion of staff development activities.
- 4) Institute a collaborative process between instructor and supervisor in order to set goals to ultimately improve instructional practices.

Process by which the Rating will be used to Improve Performance

Each professional staff member will complete a self assessment using the rating form. The principal will also complete the rating form. The staff member and principal will meet to discuss the discrepancies between the two ratings. The goal will be to reach agreement on the areas designated "need improvement." An action plan will be developed based on individual improvement needs. In addition, administration will review combined results of the entire staff. This will aid in designing staff development with the areas of improvement needed for the staff as a whole. Staff development activities will then be conducted to address these needs.

Professional Education Action Plan

Goal: 2. Elevate the public perception of the value and opportunity of technical education

Description: • A community survey indicates an increase in awareness of ECTS (2007 survey as base).

Strategy: A. Develop and fund a marketing campaign that attracts students

Description:

Activity: Enhance the role and effectiveness of faculty as key players in the marketing process through staff development.

Description: Guidance & Advisement, student recruitment and retention.

Person Responsible Timeline for Implementation Resources

Lisa Sorensen	Start: 9/1/2009 Finish: Ongoing	\$2,500.00
---------------	------------------------------------	------------

Status: In Progress — Upcoming

Date Comment

1/7/2009	Conducted a workshop with Mark Perna, Tools4Schools, on the role and value of faculty involvement in the admissions process.
1/7/2009	Enlisted Mark Perna, Tools4Schools, to assist faculty and staff to design a recruitment and retention program.

Goal: 3. Develop programs that provide opportunities for students to meet needs

Description:

Strategy: B. Enhance professional development plans for faculty and staff

Description:

Activity: Continue to participate in site safety training including but not limited to Right to Know

Description: Work with agencies to provide appropriate safety training for instructors and other staff members.

Person Responsible Timeline for Implementation Resources

Natalie Fatica	Start: 9/11/2007 Finish: 12/31/9999	-
----------------	--	---

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Erie County Technical School	School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Increased safety awareness to aide students in the understanding of the importance of safety in industry.		<i>For classroom teachers, school counselors and education specialists:</i> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Date Comment

8/15/2008	Fire extinguisher and RTK training scheduled during 2007-2008. RTK training scheduled for 2008-2009.
-----------	--

Activity: Continue to participate in workshops and learning experiences that instruct teachers in "best practice" methods of delivery instruction.

Description: Instructors will be offered workshops and encouraged to attend workshops based on best practices in the technical area and instructional area.

Person Responsible	Timeline for Implementation	Resources
Natalie Fatica	Start: 9/12/2007 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Erie County Technical School	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Additoinal instructional delivery methods.		For classroom teachers, school counselors and education specialists: Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

Evaluation Methods

- Peer-to-peer lesson discussions

Status: In Progress — Upcoming

Date	Comment
8/15/2008	Contingent of faculty participated in SREB Literacy Best Practices conference in Spring 2008.
8/15/2008	ECTS has joined a statewide initiative which includes a significant amount of professional development addressing literacy and numeracy improvement.
1/7/2009	Faculty and staff have participated in "best practices" staff development through the Technical Assistance Project, Technology Centers That Work and the Integrated Learning Conference.

Activity: Continue to utilize the observation and assessment process to obtain information regarding the strengths and needs of the ECTS faculty.

Description:

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2007 Finish: 9/1/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Improvement of instructional skills by observation of classroom teaching and management.		For classroom teachers, school counselors and education specialists: Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
Classroom teachers	High school (grades 9-12)

Follow-up Activities

Evaluation Methods

- Analysis of student work, with administrator and/or peers

Status: In Progress — Upcoming

Date	Comment
------	---------

8/15/2008 Database collecting observation data created in 2007-2008. Additional analysis and continued collection needs to occur.

Activity: Create a professional growth team to recommend professional development options including pedagogy and occupational specific topics.

Description:

Person Responsible	Timeline for Implementation	Resources
Natalie Fatica	Start: 9/1/2009 Finish: 9/1/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
----------------------------------	------------------	--

Erie County Technical School • School Entity Not approved

Knowledge and Skills	Research and Best Practices	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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers	• High school (grades 9-12)

Follow-up Activities	Evaluation Methods
----------------------	--------------------

- Peer-to-peer lesson

discussions

Status: In Progress — Upcoming

Date	Comment
6/8/2010	Recent faculty assessment practices will enable a more informed professional development planning process. Planning should incorporate a committee structure for this activity.

Activity: Each of the 18 Programs will establish and maintain an Occupational Advisory Committee.

Description: Meetings will occur twice per year including members of business and industry to validate curriculum taught.

Person Responsible	Timeline for Implementation	Resources
Elaine Shaffer	Start: 9/1/2009 Finish: 9/1/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	24

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
----------------------------------	------------------	--

Erie County Technical School • School Entity Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

Technical knowledge to enhance programs.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Empowers educators to work effectively with parents and community partners.

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.

Follow-up Activities

Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Validate Curriculum (OCA members will review and validate curriculum in programs)

Status: In Progress — Upcoming

Date	Comment
8/15/2008	OACs are in place for all current programs. Plans for 2008-2009 include pre-scheduled OAC meetings for all programs on the same days.
1/7/2009	The Business Partnerships Coordinator has reviewed each committee. Additional committee members have been added to each of the committees. The BPC is currently verifying committee membership in preparations for a Spring dinner meeting.

Activity: ECTS Faculty and Staff will receive training on relevant software used

Description: Relevant software includes but not limited to SchoolDESX, Microsoft Office Products and Prosoft

Person Responsible	Timeline for Implementation	Resources
Administrative Staff	Start: 9/6/2007 Finish: 12/31/9999	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Erie County Technical School	• School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Increased knowledge of technology provided for educators in the school.

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

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Follow-up Activities

Evaluation Methods

- Peer-to-peer lesson discussions
- Participant survey

Status: In Progress — Upcoming

Date	Comment
1/7/2009	Coordinator for Human and Quality Resources has preliminary plans to conduct software training for support staff.

Activity: ECTS Faculty to align curriculum to NOCTI exam

Description: Enhance assessment skills and analyze data to make instructional decisions

Person Responsible	Timeline for Implementation	Resources
Jan Kennerknecht	Start: 6/2/2008 Finish: 6/1/2012	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
20.00	1	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Erie County Technical School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Enhance assessment skills and analyze data to make instructional decisions.		<i>For classroom teachers, school counselors and education specialists:</i> - Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. - Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
Classroom teachers	High school (grades 9-12)
Follow-up Activities	Evaluation Methods
Analysis of student work, with administrator and/or peers	NOCTI data (Use assessment data from NOCTI test and analyze.)

Status: Complete

Date	Comment
8/15/2008	Faculty continue to participate in curricular development activities. A majority of the programs have analyzed NOCTI data and aligned the program content to available NOCTI standards.

Activity: ECTS staff encouraged to expand their computer and necessary work skills by attending RCTC or regional post-secondary institution.

Description: ECTS staff will work with their individual supervisors to establish possibilities to add to their skills.

Person Responsible	Timeline for Implementation	Resources
Administrative Staff	Start: 8/31/2009 Finish: 6/30/2010	\$5,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Erie County Technical School	- School Entity - College - Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Increased computer and technical skills to manage technology and resources effectively.		<i>For classroom teachers, school counselors and education specialists:</i> - Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. - Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. - Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. - Empowers educators to work effectively with <u>parents and community partners</u>.

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

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Subject Area
- Classroom teachers - Principals / asst.	Career Education and

- principals
- School counselors
- Other educational specialists

Work

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Assessment	- Participant survey - Employee Assessment

Status: Complete

Date	Comment
7/7/2009	Some faculty have participated in the LEARN initiative provided through IU5. Faculty members will be encouraged to participate in additional LEARN activities in 2009-2010.
6/8/2010	Support staff members have been receiving in-house computer training during 2009-2010.

Activity: Identify gaps in current processes identified in the professional development plan.

Description:

Person Responsible	Timeline for Implementation	Resources
Professional Growth Committee	Start: 9/1/2009 Finish: 9/1/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Erie County Technical School	School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of direction of training		For school and district

made available to instructors.

administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
Principals / asst. principals	High school (grades 9-12)

Follow-up Activities	Evaluation Methods
Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	

Status: In Progress — Upcoming

Date	Comment
6/8/2010	This activity was supported by end-of-year faculty assessments for 2009-2010. Analysis of gaps can occur with formation of committee.

Activity: Review and update professional development plan.

Description:

Person Responsible	Timeline for Implementation	Resources
Natalie Fatica	Start: 9/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Start processes and appoint personnel to implement the induction plan.

Description: Induction plan team.

Person Responsible	Timeline for Implementation	Resources
Professional Growth Committee	Start: 9/1/2009 Finish: 6/30/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
----------------------	-----------------------------	------------------------

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Review (Team review of the plan)

Status: In Progress — Upcoming

Date	Comment
------	---------

6/8/2010 Activity rescheduled for 2010-2011.

6/8/2010 Activity will be added to administrative staff members' performance check-ups. Could also be assigned to a campus committee for completion.

Activity: Start processes to implement the professional development plan.

Description:

Person Responsible	Timeline for Implementation	Resources
Professional Growth Committee	Start: 9/1/2009 Finish: 6/30/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	School Entity	Approved

Knowledge and Skills	Research and Best Practices	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.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Follow-up Activities**Evaluation Methods**

- 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
 - Peer-to-peer lesson discussions
 - Lesson modeling with mentoring
- Student PSSA data
 - Standardized student assessment data other than the PSSA

Status: In Progress — Upcoming

Date **Comment**

6/8/2010 Activity rescheduled for 2010-2011.

Activity: Use the developed data base to make decisions regarding professional development and in-service offerings for ECTS faculty.

Description:**Person Responsible** **Timeline for Implementation** **Resources**

Natalie Fatica Start: 9/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Workplace visitations based on the most current technology in the specific area of instruction.

Description:**Person Responsible****Timeline for Implementation****Resources**

Natalie Fatica

Start: 9/1/2009

Finish: 6/30/2011

-

Professional Development Activity Information**Number of Hours Per Session****Total Number of Sessions Per School Year****Estimated Number of Participants Per Year**

6.00

1

23

Organization or Institution Name**Type of Provider****Provider's Department of Education Approval Status**

- School Entity Approved

Knowledge and Skills**Research and Best Practices****Designed to Accomplish**

Most current practices of specific area of instruction. More keen awareness of industry standards.

For classroom teachers, school counselors and education specialists:

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

Educator Groups Which Will Participate in this Activity**Role**

- Classroom teachers
- Other educational specialists

Follow-up Activities**Evaluation Methods**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Date **Comment**

6/8/2010 Activity rescheduled for 2010-2011 school year.

Goal: 4. Provide student services and support to ensure success

Description: The gap between PSSA standards and CTC student results is reduced by 75%. The following tools and services are in place as part of a career development system:

1. Authentic portfolio
2. Middle school presentations
3. Faculty and staff mentors
4. Cross training occurring within clusters
5. Retention factors have been analyzed
6. Elementary school career awareness program
7. A study skills program has been implemented

Strategy: A. Provide academic programs that meets the needs of students

Description:

Activity: Research and adopt improvement programs that address PSSA mathematics standards.

Description: Includes the use of Internet-based and software programs to provide remediation, tutoring, and applied instruction.

Person Responsible Timeline for Implementation Resources

Tarasovitch, Joe	Start: 9/1/2009 Finish: Ongoing	\$40,000.00
------------------	------------------------------------	-------------

Status: Complete

Date Comment

8/15/2008	Some strategies have been researched and put into practice. Other strategies are still needed and under consideration.
1/7/2009	Currently conducting two strategies to improve student performance on the PSSA mathematics standards—Math League Challenge and PSSA Prep course.
1/7/2009	An additional part-time mathematics instructor has been hired to assist with all strategies.

Activity: Research and adopt improvement programs that address PSSA reading standards.

Description: Includes the use of Internet-based and software programs to provide remediation, tutoring, and applied instruction.

Person Responsible Timeline for Implementation Resources

Patrick Holland	Start: 9/1/2009 Finish: Ongoing	\$40,000.00
-----------------	------------------------------------	-------------

Status: Complete

Date Comment

8/15/2008	Some strategies have been research and put into practice. Other strategies are still needed and under consideration.
8/15/2008	A literacy/reading coach has be recommended to the JOC and pending approval. Strategic planning with the coach is underway.
1/7/2009	Several strategies have been put into place to address the PSSA reading standards. The Newspapers in Education program was started this Fall. The Literacy Coach has been working with faculty and students on a regularly scheduled basis. And, selected students are taking part in an on-line remediation program called Study Island.

Activity: Research and adopt improvement programs that address PSSA writing standards.

Description: Includes the use of Internet-based and software programs to provide remediation, tutoring, and applied instruction.

Person Responsible Timeline for Implementation Resources

Patrick Holland	Start: 7/1/2008 Finish: Ongoing	\$20,000.00
-----------------	------------------------------------	-------------

Status: In Progress — Upcoming

Strategy: C. Develop “student success” services (i.e. counseling, placement, articulation, etc.)

Description: Student success services are designed to meet the needs of students with disabilities and those with organizational needs, leading to employment or post-secondary education.

Activity: Workshop for teachers on simple, effective time management and organizational tools emphasizing multi-tasking and practical methods. These methods would also be applicable to students of all levels.

Description: Guidance & Advisement program, faculty efficiency

Person Responsible Timeline for Implementation Resources

Tarasovitch, Joe	Start: 9/1/2009 Finish: Ongoing	\$7,500.00
------------------	------------------------------------	------------

Status: In Progress — Upcoming

Date	Comment
------	---------

7/7/2009	A committee will be established in 2009-2010 to review the efficiency of our daily faculty schedule.
----------	--

Goal: 5. Provide and update facilities, equipment and technology to meet current and future needs.

Description: 1. Each program has a technology plan.
2. A digital classroom model has been implemented.
3. A construction/renovation feasibility study has been completed.
4. A Skill Center renovation plan has been completed.
5. An ECTS renovation/expansion plan has been completed.
6. Funding for construction and renovation has been secured.
7. Construction work has been scheduled.
8. A long-term equipment plan has been developed, funded and followed.

Strategy: A. Provide technology that maximizes student learning

Description:

Activity: Educate students, faculty and staff on use of current technology assets.

Description: Deliver training by creating a web portal to streamline content, and providing professional development for administering technology in every lab.

Person Responsible Timeline for Implementation Resources

Jeff Smith	Start: 1/1/2008 Finish: Ongoing	\$10,000.00
------------	------------------------------------	-------------

Status: In Progress — Upcoming

Date	Comment
------	---------

7/7/2009	Staff training occurred during the 2008-2009 school year for clerical and support staff members in Microsoft Office. Plans are also established to conduct additional training in 2009-2010.
----------	--

Annual Review Process

As a Vocational/ Technical high school we must create a Professional Education Plan that addressed the unique needs of our staff, students, and partners in business and industry. There are two primary differences between the technical high school and academic high school.

- Our faculty may be entering the teaching profession with little or no formal teacher training.
- It is imperative that our staff stay current in their specific trade or technical field.

The following planned activities will be reviewed each year by the professional development team:

1. The team will collect data from the survey conducted for professional development activities.
2. The team will review the professional assessment summary--data obtained and compiled based on the end-of-year assessment.
3. The team will review initiatives and issues as derived from the administrative staff retreat, the operations and management survey, the parent satisfaction survey and the student satisfaction survey.
4. The team will review the induction plan to assure its continued relevance.

As appropriate, the induction and professional development plan will be revised.

Supporting Documents

There are currently no supporting documents selected for this section.

Contact Information

Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Teacher Induction Report **Tuesday, June 08, 2010** **(Last Approved: Friday, May 30, 2008)**

Entity: Erie County Technical School
Address: 8500 Oliver Road
Erie, PA 16509-4699
Phone: (814) 464-8661
Contact Name: Aldo Jackson

Teacher Induction Planning Participants

There are currently no participants selected for this plan report.

Goals and Competencies

The Erie County Technical School Induction Plan is designed to provide a schedule of opportunities, activities and experiences that will assist the inductee with a smooth transition into his or her professional career. Participation of first year teachers and educational specialists will be required. The program required of all teachers certified after June 1, 1987 will be supportive and instructive in nature. The goals of the program are:

A. To provide inductees the experiences, activities, information, resources and support necessary to enhance the inductees probability of success during the formative years.

B. To provide multiple support system for inductees.

C. To assist inductees with the mastery of instructional delivery skills including communication skills, material selection, classroom management, effective teaching techniques, and curriculum planning.

D. To familiarize inductees with district policies and procedures.

E. To establish a collegial relationship between the inductee and a supportive mentor teacher.

F. To provide leadership opportunities for experienced teachers.

Assessment Processes

Assessment Process

A. Assessment of Induction needs
Assessment of Induction needs will be based on the following process and information gathered:
1) Post-induction interview with inductees
2) Monitoring of feedback as a provision of the induction program
3) Review observations completed on inductees
4) Review end of year assessments completed by principal on inductees
5) Review of results from campus wide compilation of observations in comparison to inductees

6) Review end of year results from campus-wide compilation of end of year assessment compared to inductees

Mentor Selection

Selection of Mentor Instructors

Mentors will be approved by the induction coordinator with input from the induction team.
Qualification of Mentors:

Three years of experience
Understand the importance of the mentoring role
Knowledge of ECTS policies and procedures
Willingness to accept the additional responsibility

Activities and Topics

§ Mentor meets with new instructor monthly at minimum with a recommendation of weekly for the first few months.

§ Support inductee in acclimation of ECTS and classroom

§ Aid in the setup of curriculum

§ Facilitate a smooth start of the year for inductee in classroom

§ Model good instructional techniques

§ Aid in use of grading system

§ Assist in the scheduling of inter-classroom visits to observe other experienced instructors

§ Suggest areas for improvement as meetings occur

§ Evaluate induction program with inductee and the end of the year

§ Assist in the following program activities

o Opening day procedures

o Holiday impact

o Portfolio guidelines

o Impact of special education

o Parent communication

o NOCTI

o End of year

Evaluation and Monitoring

A record of program participation will be maintained including the participation in and acclimation to each area.

Annual review of the induction program will be conducted by the induction team using data gathered from inductees.

Participation and Completion

A checklist will be maintained in each employee file stating the topics covered which will include the following:

A. Professional development

B. Role of sending districts

C. Classroom organization and management

D. Pupil grading system

E. Role and function of Occupational Advisory Committees

F. Process for managing budget

G. Purchasing card system

H. Guidance services

I. Cooperative education

J. Maintenance services

K. Technology services

L. Recruitment and retention

M. Professionalism

N. Student organizations

O. Personnel practices and procedures

Erie County Technical School

Performance Review

**Planning Retreat
2009-2010**

Revision Date 6/9/2009							Actual Performance						Target
Key Processes	Service or Operation	Performance Objective	Performance Measure	Performance Criteria	Criteria Schedule	Data Manager	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
Product Realization	Curriculum Design	Curriculum Reliability	NOCTI Exam Scores (Written) **new version of test, normative data unavailable	80% of students perform at or above the national norm	May 1	SISS-- Curriculum	Benchmark Missed		Progress Achieved		Benchmark Achieved		≥ 80% or improved
				Auto Body			100%	100%	75%	83%	75%	44%	
				Automotive Technologies			77%	72%	74%	82%	67%	46%	
				Early Childhood Education			80%	78%	86%	71%	63%	92%	
				Art and Design			78%	94%	79%	100%	**	88%	
				Computer Information Sys			83%	100%	100%	89%	91%	89%	
				Construction Trades			100%	92%*	89%	93%	75%	73%	
				Cosmetology			75%	80%*	54%	62%	88%	76%	
				Culinary Arts			100%	100%*	75%	71%	40%	36%	
				Drafting & Design			71%	88%	78%	89%	64%	60%	
				Electrical Engineering			44%	25%	10%	43%	**	23%	
				Electronics			100%	75%	100%	50%	78%	75%	
				Facilities Maintenance			67%	75%	33%	50%	**	50%	
				Graphic Communications			43%	73%	100%	43%	14%	70%	
				Health Assistant			93%	88%	62%	82%	71%	93%	
				Hospitality Management			78%	67%	55%	65%	31%	45%	
				Metal Fabrication			89%	13%*	73%	56%	33%	55%	
				Networking Technologies			56%	20%*	0%	33%	58%	38%	
				Tool & Die			100%	100%	100%	0%	25%	100%	
	Curriculum Review	Curriculum Validity	Craft Advisory Committee Minutes	Each CAC endorses curriculum	May 1	Principal	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Student Satisfaction	Student Satisfaction (High School)	90% of areas evaluated achieve a grade of B or better	June 1	CHQR	95%	100%	100%	100%	100%	100%	90%
		Student Satisfaction	Student Satisfaction (RCTC)	90% of areas evaluated achieve a grade of B or better	Quarterly	RCTC Manager	n/c	96%	n/c	88%	100%		90%
		Student Participation-- RCTC	Number of Adult Students Enrolled	Number of students enrolled increases by 3% from the prior year	July 1	RCTC Manager	-19%	10%	-4%	11%	-1%	-14%	≥ 3%
			Number of Courses Operated	Number of courses run increases by 2% over prior year			-7%	11%	-6%	6%	-1%	-7%	≥ 2%
			Revenues v. Expenses	Revenues exceed Expenses by 5%			13%	96%	-15%	46%	14%		≥ 5%

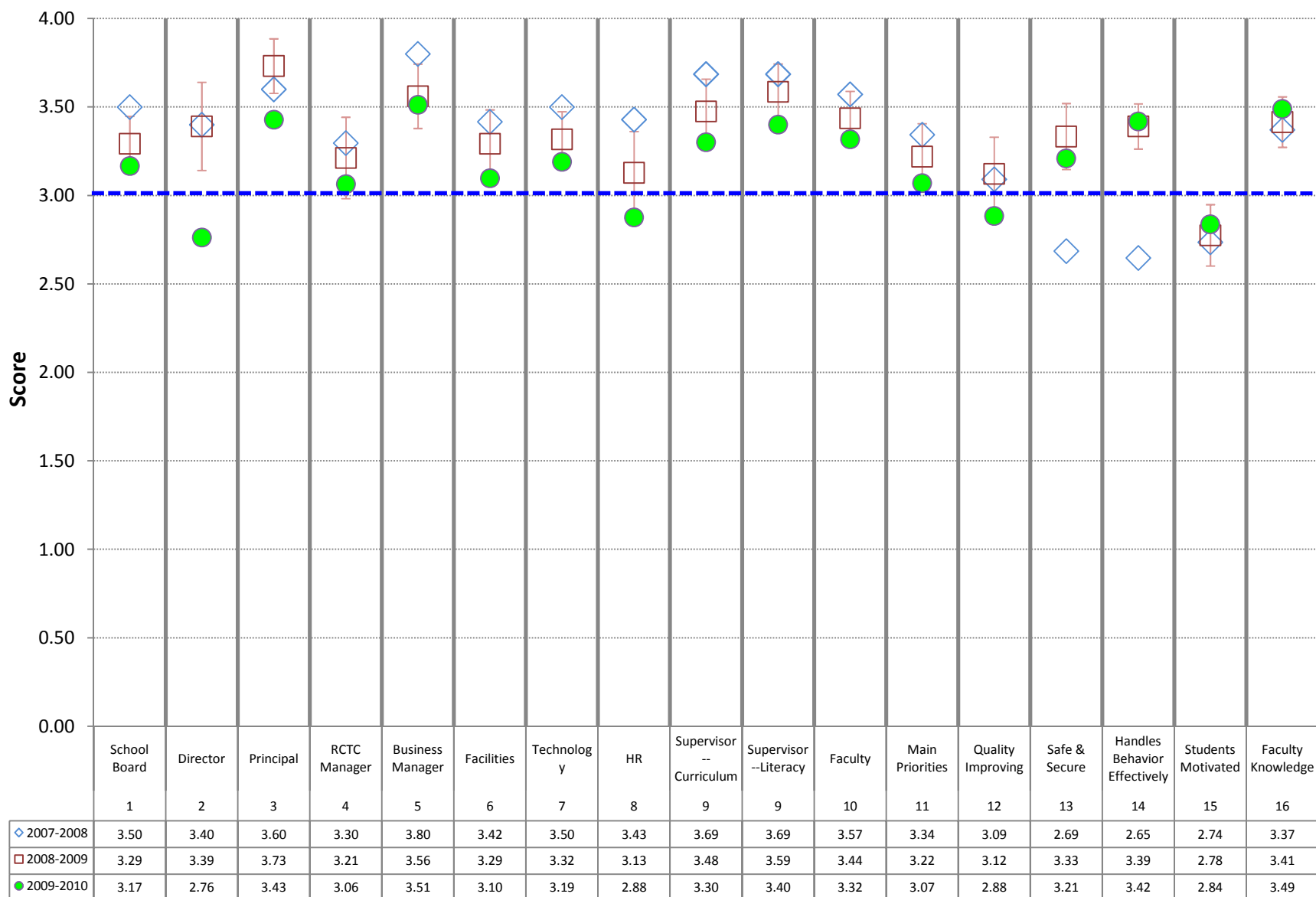
Revision Date 6/9/2009							Actual Performance						Target
Key Processes	Service or Operation	Performance Objective	Performance Measure	Performance Criteria	Criteria Schedule	Data Manager	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
Student Services	Guidance Services	Attendance Rates	Periodic Attendance Reports-- Campus	Average daily attendance is greater than 95%	Quarterly	Guidance Counselor	93%	n/c	93%	93%	94%	93%	95%
		Retention Rates	Periodic Enrollment Reports-- Campus	92% of the students remain enrolled			94%	97%	92%	94%	93%	93%	92%
		Enrollment Share	Enrollment Compared to Population	Enrollment equals 15% of ADM or a .25 point increase	August 1		13.2%	13.1%	13.0%	12.7%	12.5%	12.4%	15%
		Customer Satisfaction	Student Satisfaction Survey	Areas achieve a grade of B or better	June 1	CHQR	3.00	3.22	3.33	3.30	2.95	3.30	>2.68
	Placement Services	Co-op Participation	Co-op Participation Rate	30% of seniors participate in co-op	January 1 & June 1	Placement Coord.	33%	28%	30%	29%	25%	20%	30%
		Transition Rates	Workforce, Military or Postsecondary	90% of all graduates attain transition-- Campus	June 1		92%	93%	96%	89%	89%		90%
		Customer Satisfaction	Student Satisfaction Survey	Areas achieve a grade of B or better	June 1	CHQR	3.1	3.27	3.15	3.25	2.90	2.90	> 2.68
Resource Management	Fiscal Support Services	Annual Budget Consistency	Degree to Spending Plan	Major accounts are within 10% of quarterly fractional equivalent	Quarterly	Business Manager	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Audit Compliance	Audit Reports	Two or fewer findings and 6 or fewer recommendations	October 1		Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Technology Services	Repair Request Response	Response to Maint. Requests	90% of requests have an ave. age of less than 7 days	January 1 & June 1	IST Manager	93%	n/c	85%	91%	93%		90%
	Facilities Support Services	Facilities Cleanliness & External	Inspection Reports-- External	Compliance reports contain no critical violations.	June 1	Facilities Manager	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Repair Request Response	Response to Maint. Requests	Average age of pending requests is less than 7 days	January 1 & June 1		6.19	Yes	Yes	5.79	5.79		< 7
		Customer Satisfaction	Custodial & Maintenance Survey	90% of areas evaluated achieve a grade of B or better	June 1		Yes	Yes	3.39	Yes	Yes		90%
	Food Services	Facility Cleanliness	Internal & External Inspections	Compliance reports contain no critical violations.	June 1	Food Svc. Manager	Yes	Yes	Yes	Yes	Yes	Yes	Yes
		Customer Satisfaction	Food Service Satisfaction Survey	90% of areas achieve a grade of B or better	January 1 & June 1		n/c	67%	100%	80%	60%		90%
	Human Resources	Staff Development--	Log of Hours	90% participate in at least 6 hours of training	June 1		48%	30%	48%	44%	88%		90%

**Erie County Technical School
Quality Management System
Performance Indicators**

Revision Date 6/9/2009							Actual Performance						Target
Key Processes	Service or Operation	Performance Objective	Performance Measure	Performance Criteria	Criteria Schedule	Data Manager	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
Quality Management System	Administrative Services	Instructional Leadership	Operations & Management Survey	90% of areas achieve a grade of B or better	May 30	Director	81%	93%	89%	90%	92%	86%	90%
	Internal Auditing	Timely Audits	Audit Schedule	100% of all internal audits completed per schedule	June 1	CHQR	83%	100%	100%	100%	100%	100%	100%
	External Auditing	QMS Compliance	Audit Citations	Two or fewer audit citations from the auditor	October 1		0	2	0	0	0	0	≤ 2
	Improvement	Open Improvement Requests	Response to Improvement Requests	Aging summary of requests decreases by 3% from prior period	Annually	CHQR	50%	^15%	12%	30%	-15%		≥ 3%

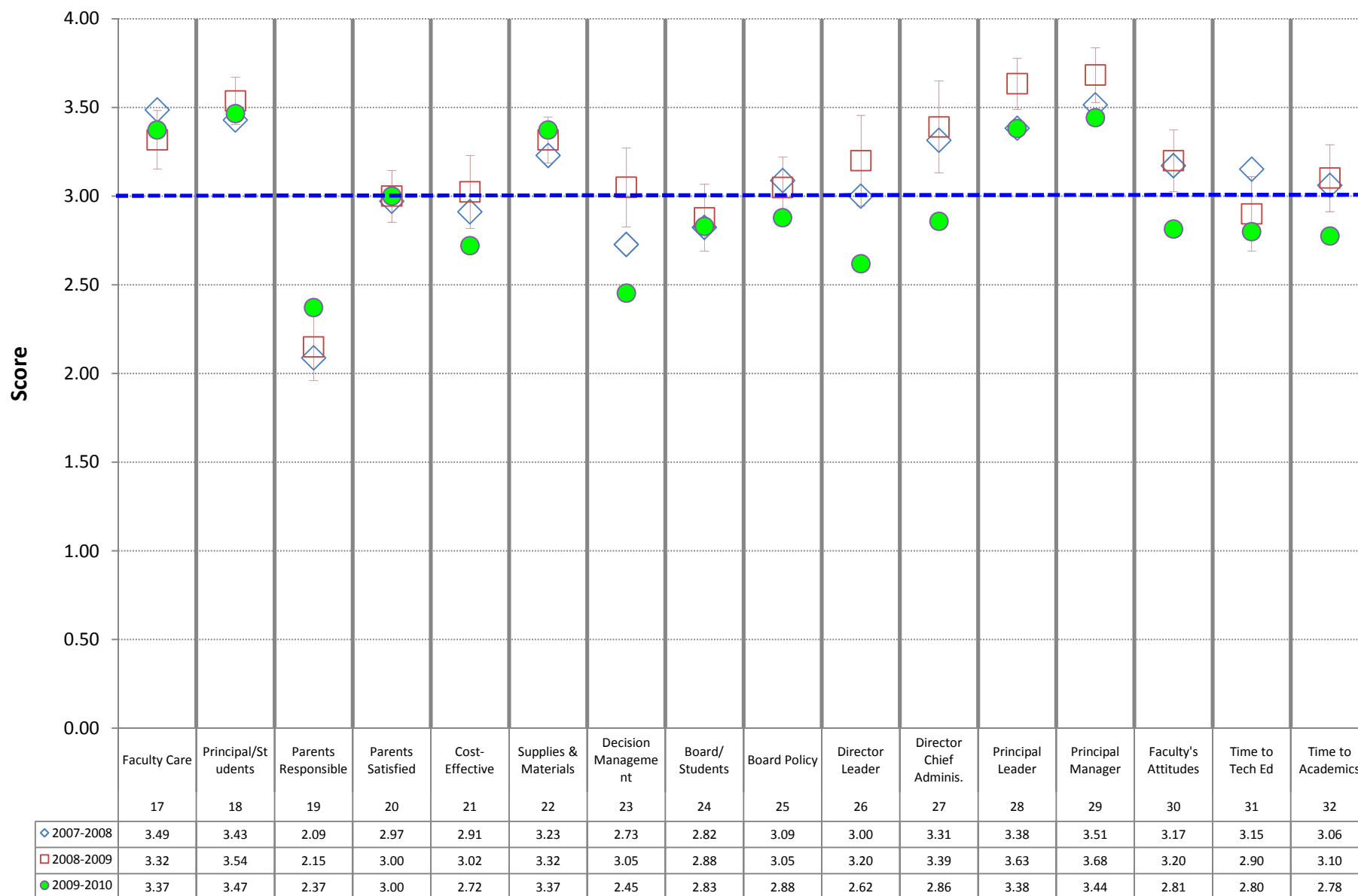
Erie County Technical School
Operations and Management Survey
2009-2010

Historical Scores Part 1



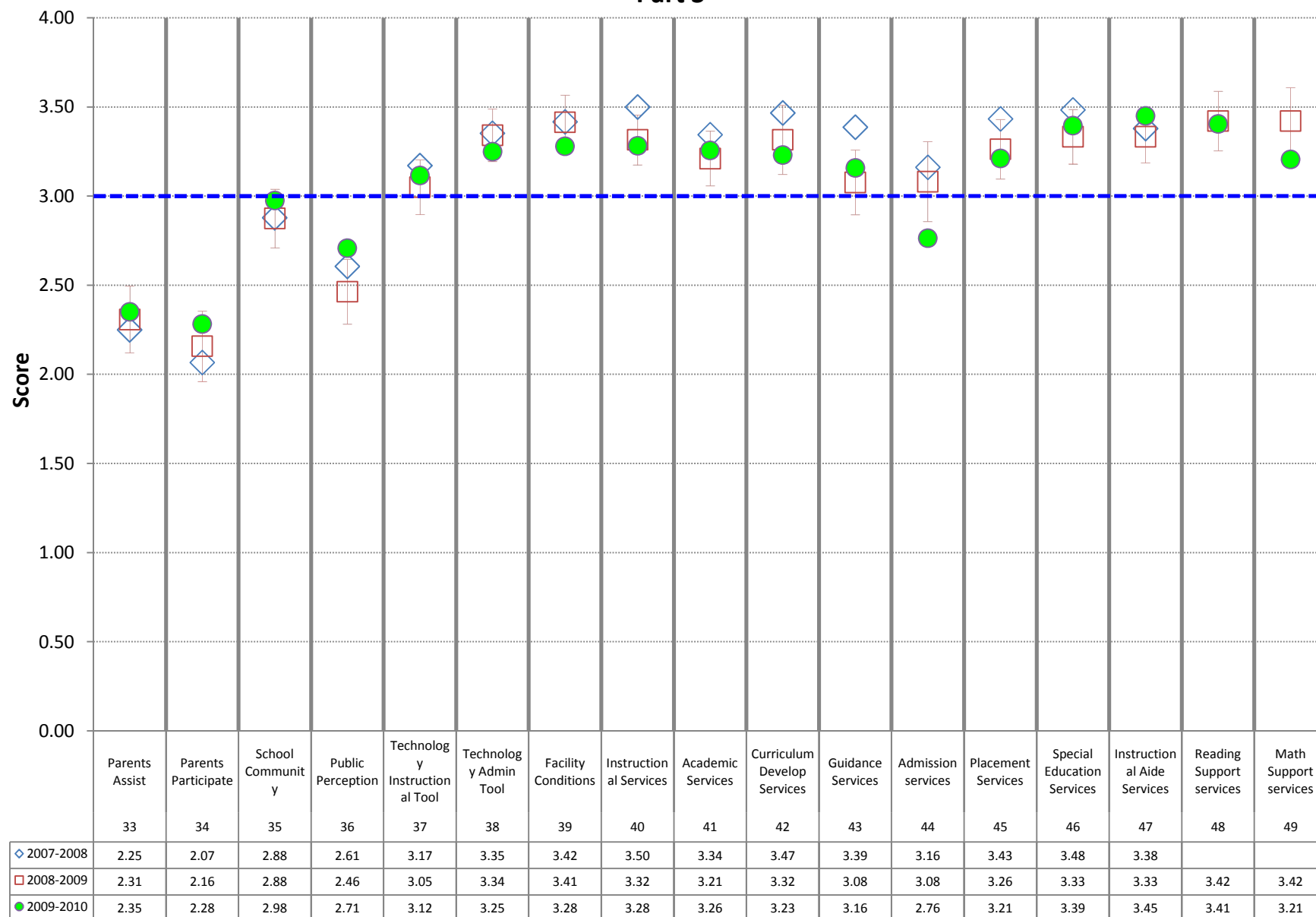
Erie County Technical School
Operations and Management Survey
2009-2010

Historical Scores Part 2



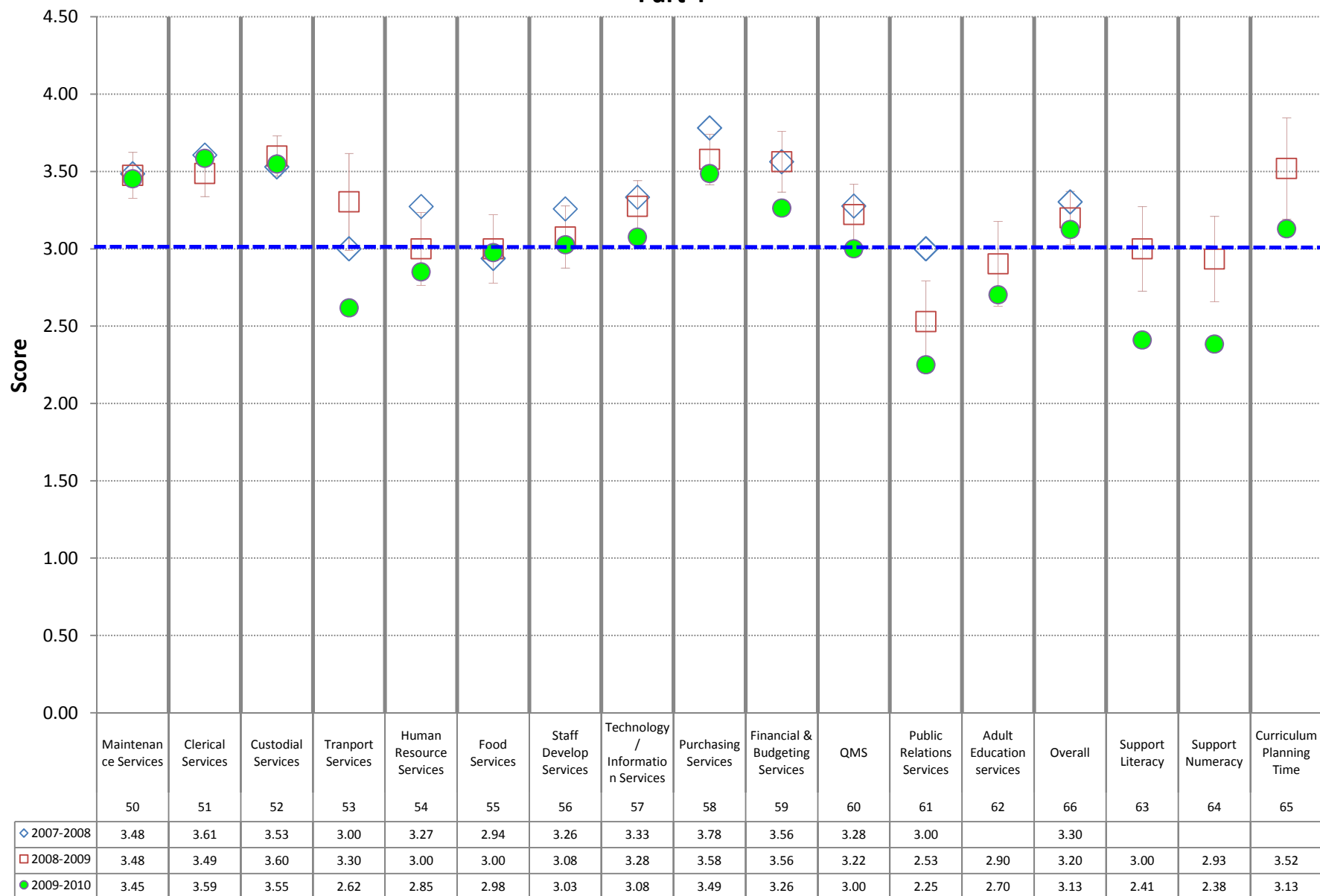
Erie County Technical School
Operations and Management Survey
2009-2010

Historical Scores Part 3



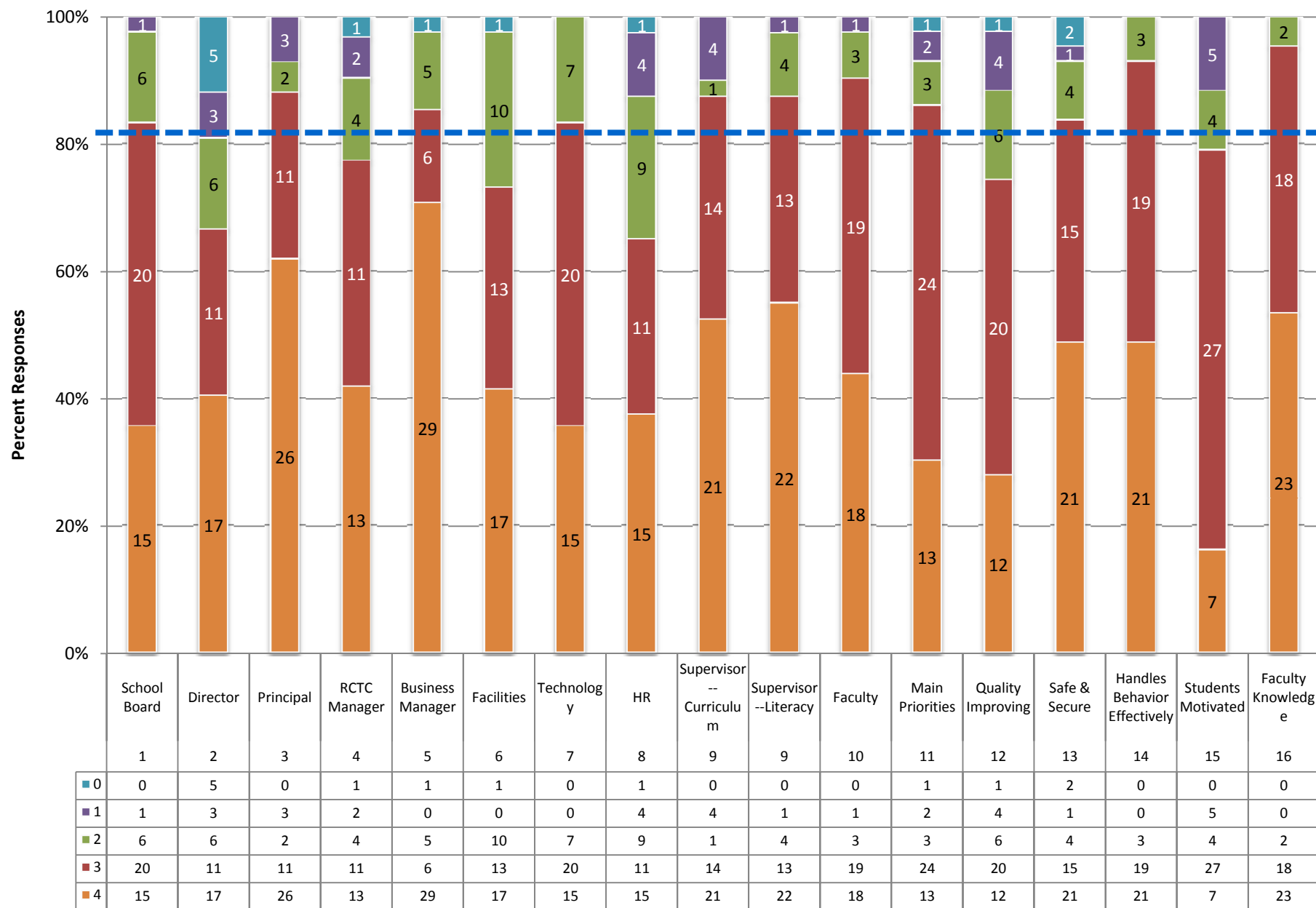
Erie County Technical School
Operations and Management Survey
2009-2010

Historical Scores
Part 4



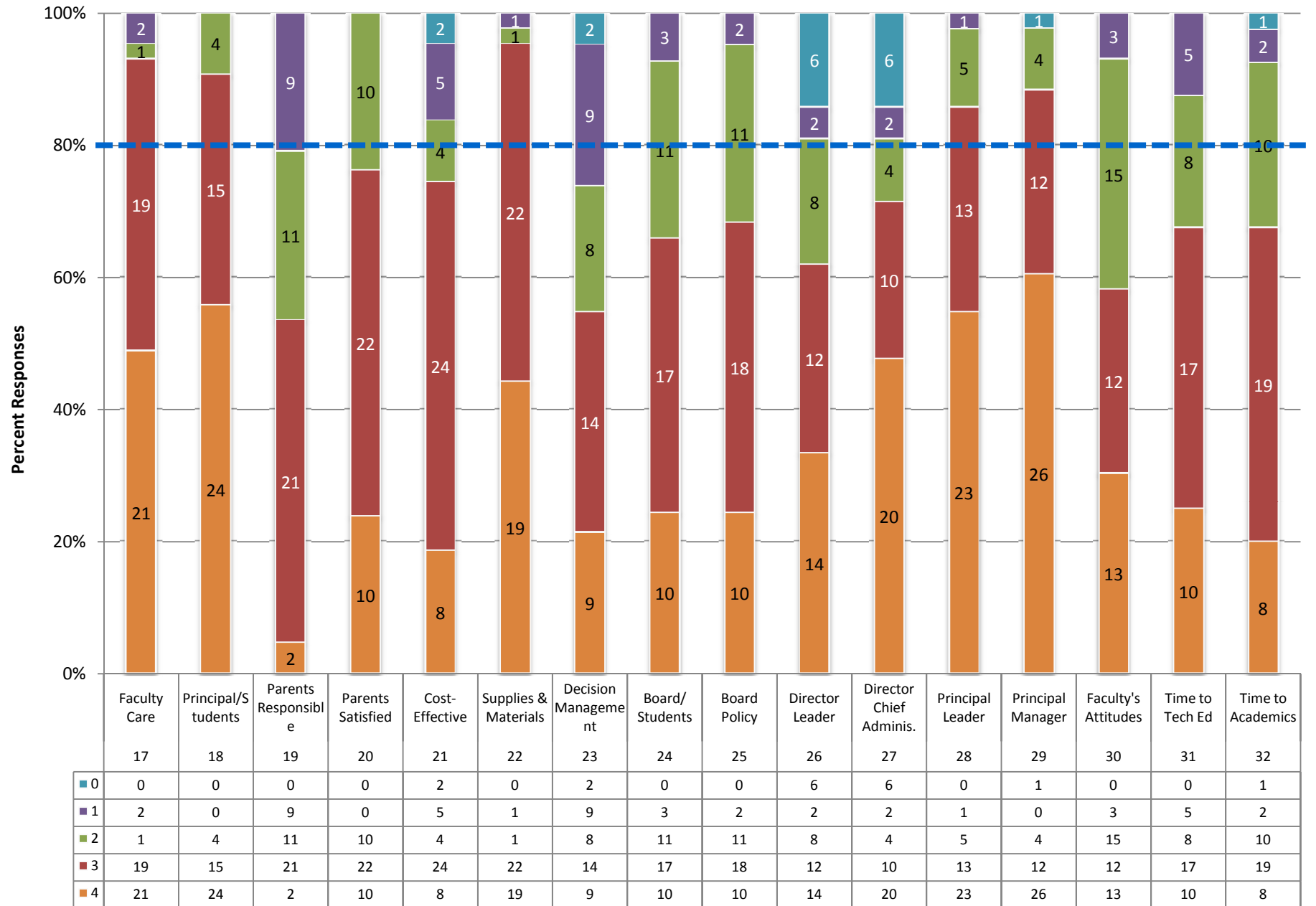
Erie County Technical School
Operations and Management Survey
2009-2010

Questions 1 - 16



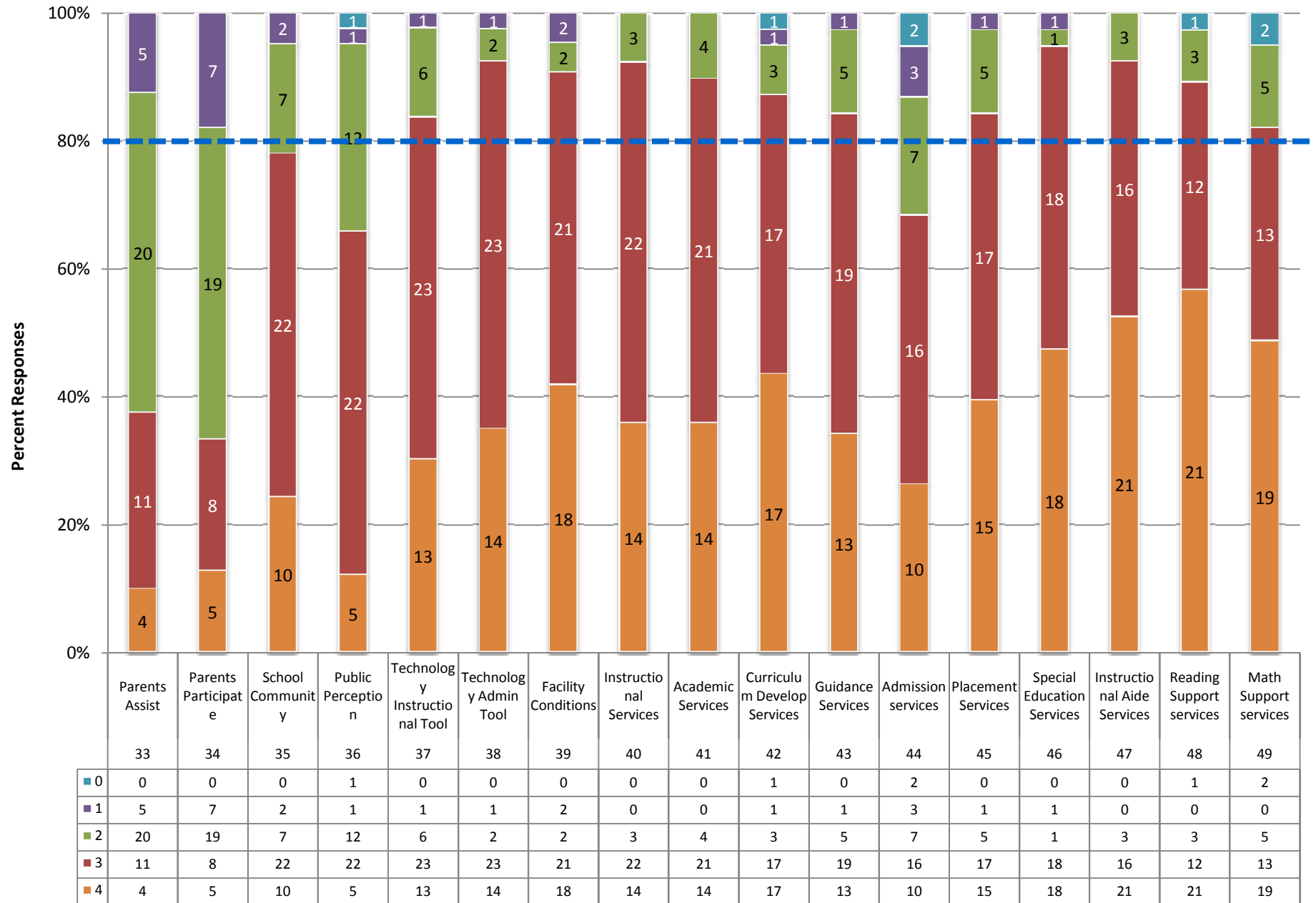
Erie County Technical School
Operations and Management Survey
2009-2010

Questions 17 - 32



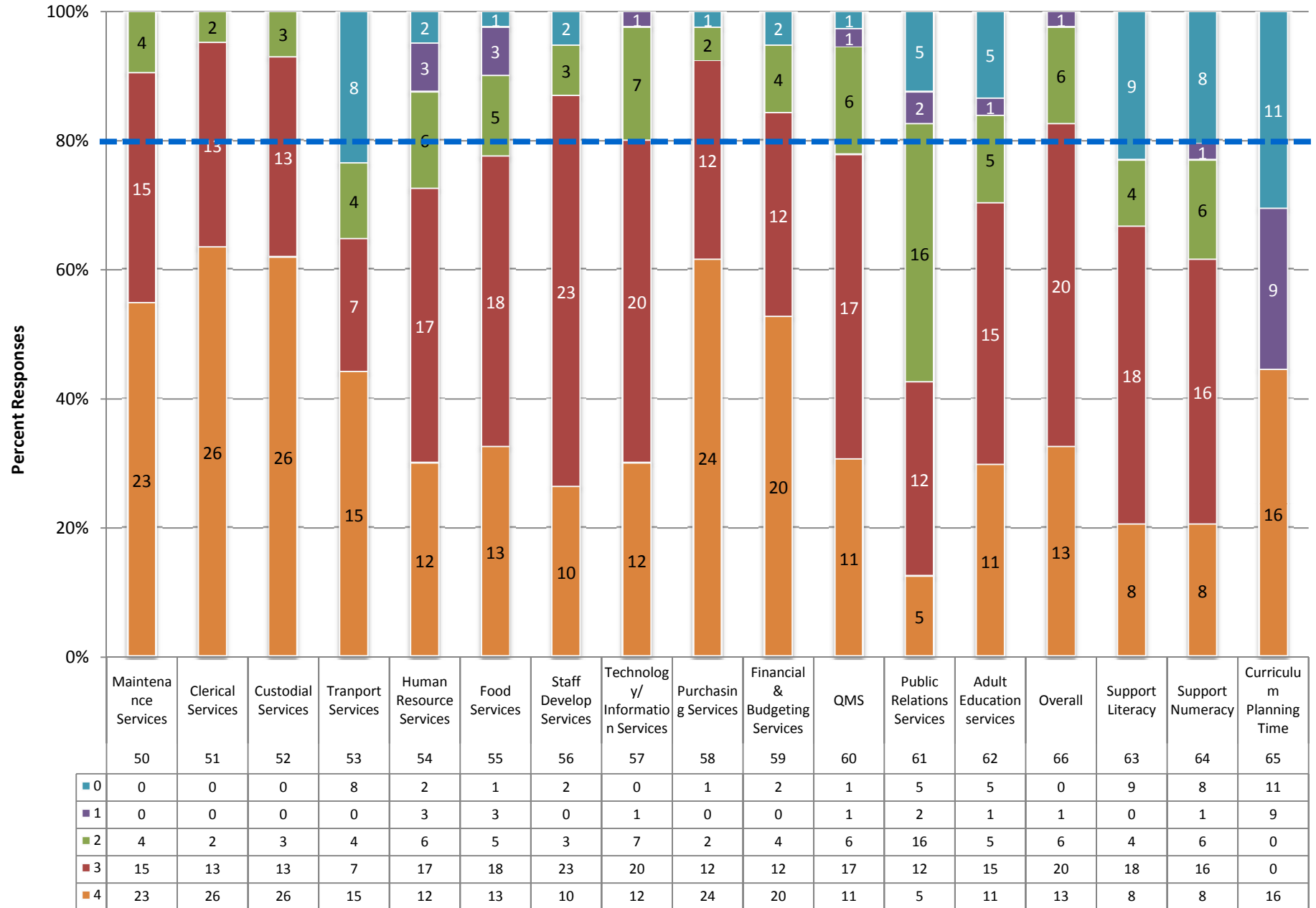
Erie County Technical School
Operations and Management Survey
2009-2010

Questions 33 - 49



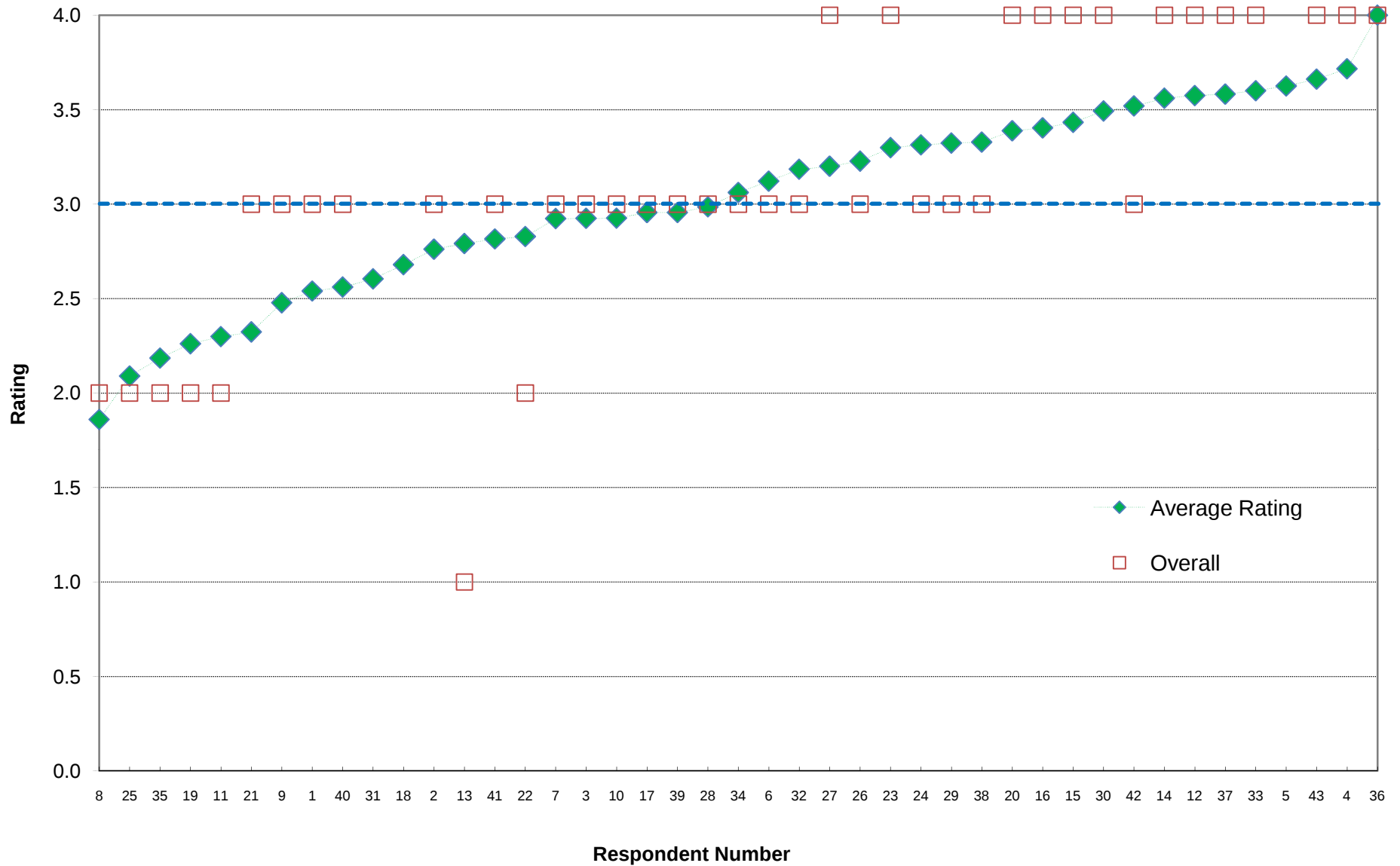
Erie County Technical School
Operations and Management Survey
2009-2010

Questions 50 - 65



Erie County Technical School
Operations and Management Survey
2009-2010

Average Rating by Respondent
Compared to
"Overall" Rating by Respondent



Operations & Management Survey--2010

In what one or two ways could the operational efficiency of ECTS be improved?

Answer Options	Response Count
	10
red question	10
red question	27

Number	Response Text
1	Ask faculty and staff what their needs are for planning and curriculum and provide what they are requesting instead of administration determining what the need is.
2	More control over outside requests. More control over what is considered "my lab".
3	Communication is still aproblem. I would like to see the campus calendar more easily available.
4	Breaks could be cut down if the time in lab is limited.
5	Classroom aid or additional staff member to help daily with IEP students if class has above a 15% IEP student rate
6	Better attitudes among instructors.
7	TRUST
8	Maybe the staff would benefit from revisiting the FSH philosophy we use with students. If every staff memeber chose a positive attitude each day, ECTS would move in a positive direction, benefitting every student, parent, home school, and community member we come into contact with.
9	Communicate, squelch the rumors, build trust.
10	Better communications. Foster school pride among employees.

Operations & Management Survey--2010

What additional information or service would you find helpful regarding literacy or numeracy?

Answer Options	Response Count
	7
red question	7
red question	30

Number	Response Text
1	Instructor that shows up on time.
2	I like the way the answers to the math questions are given to us to help us explain methods.
3	Provide more small group instruction to students at risk.
4	To have a staff member on hand when one or more of my students needs additional help with literacy and/or numeracy.
5	While both are important, is it possible to reduce the math to once per week?
6	Make it all related only to each lab.
7	I like the idea of the lab specific reading prompts and the journaling.

Operations & Management Survey--2010

Please share any other comments you feel are important or that clarify your rating of any item.

	Response Count
	9
<i>answered questions</i>	9
<i>skipped questions</i>	28

Number	Response Text
1	I appreciate working in an environment where standards are high and support is available.
2	1. Some faculty are more on task than others. 2. Math teacher misses class, is late, and gives 15 minute class. Students are negative about this class.
3	Need to keep extra roll of TP in my bathroom.
4	One of the Aides is used more for a Guidance Secretary than an Aide
5	I have strong opinions about modern food production, nutrition, organics, etc. I can clarify these in a conversation if necessary. The food services personnel do a fine job. It is the products we serve to our students about which I have concerns.
6	ECTS is a wonderful opportunity for high school students in Erie County. I am proud to be a part of this team.
7	We should have someone coordinate public relations information.
8	We have a lot of work to do. We must get back to making our students the number one priority of school.
9	I feel that instructors should be involved in the recruitment process - going to schools etc. Also, this year recruitment happened during the last week of the quarter as well as the first week of the next quarter. This was very difficult to get the 1st year students through the already shortened first quarter and presenting new information for the next quarter couldn't happen for a week. I feel the intralab activities were a great thing this year. I don't feel the admissions coordinator should ask instructors if they want perspective student information - he/she should automatically provide the information to every instructor. He/she should also be aware of any undersubscribed programs - especially those in jeopardy of being closed - and work proactively with those instructors vs. waiting until all students in Erie County have already scheduled their classes for the new year. An additional note - Alternative Education students project an incredibly poor image of ECTS - adults still think that if a student goes to ECTS they are from alt ed. I have personally set 3 different individuals

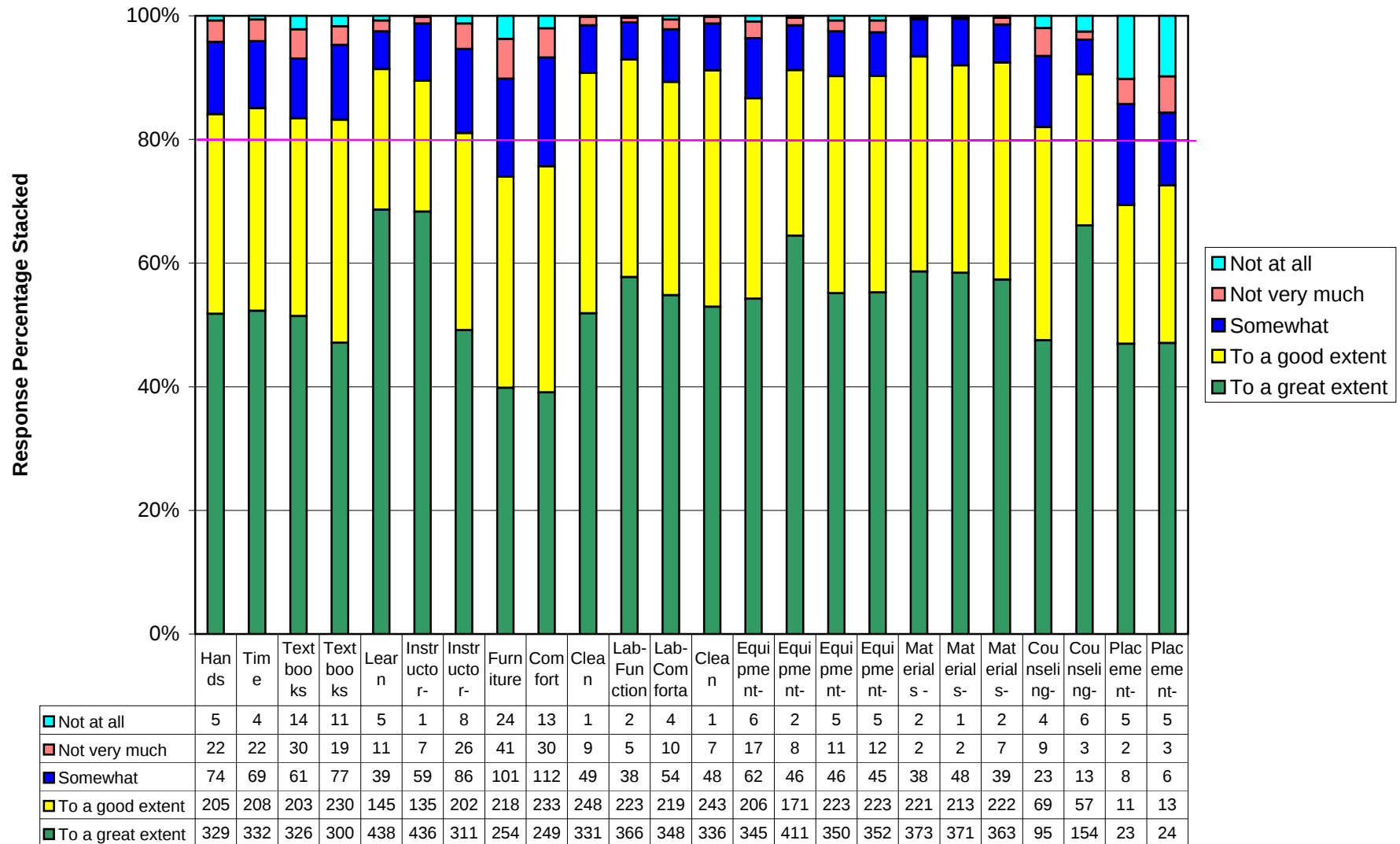
Operations & Management Survey--2010

What would have to be done for you to give an "A" for ECTS operations?

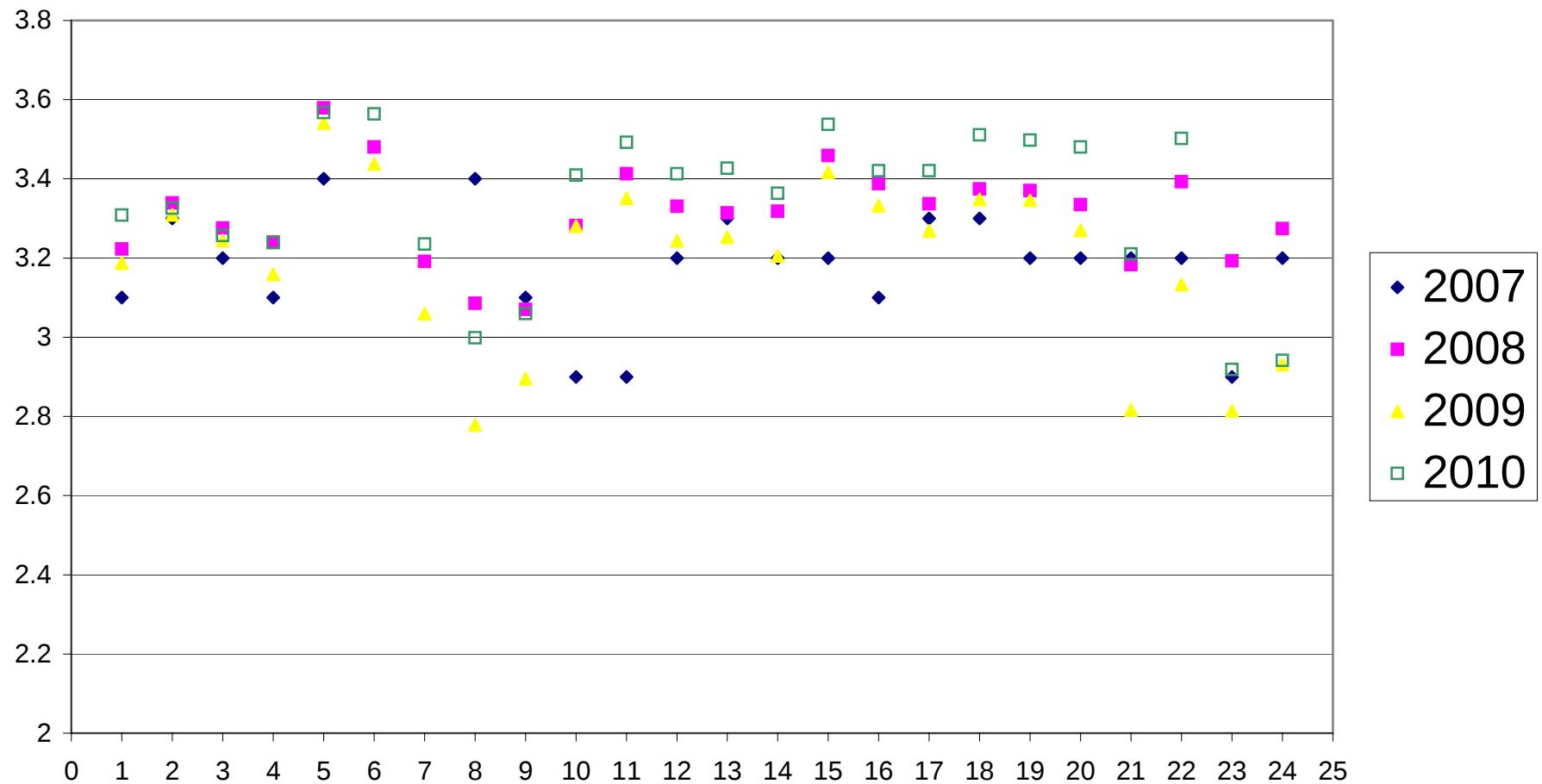
Answer Options	Response Count
	8
red question	8
red question	29

Number	Response Text
1	Morale booster
2	Lack of communication or miscommunication between faculty and admin is still an issue and I do not have a suggestion except to keep trying.
3	Maintain consistency of when staff is reduced to half time. I fail to see how an instructor with only 13 students is able to stay full time, and yet an instructor with 38 including new students is reduced to half time and the new students are not accepted. Only looking at one variable is short sighted. I am not saying that there are not programs that should be reduced to half time, just that to only look at 20% reduction and not overall numbers is not serving the best interests of our community.
4	Better communication all around!
5	I do see some areas not as clean as they have been in the past. I have done a "test" on our faculty bathroom floor, and it was not cleaned for several days. I did talk to SS about this, and other issues. I would like the school to continue building school-wide activities.
6	See above. Server Technology "up-to-par." A better functioning grading system.
7	There are many things that administration does very well and I am proud of our school. But since you've asked here are some comments... 1. I would very strongly like to see administration build trust with staff. Some staff members have the perception that director is not completely honest or has personal agenda. Honesty is key. Also, building bridges with staff should be an on-going process. Members of the staff should do the same with administration. This would help reduce the "us and them" mentality. 2. I would like to see administration rise above conflicts and lead us in spite of current environment. Honesty and communication are important. 3. More emphasis on grading and planning. Limit extra administrative assignments, paper work, meetings, duties, etc. so staff has time to grade and plan, the two components of my job that should be of the highest priority. Each extra little "thing" reduces our grading and planning time.
8	TRUST

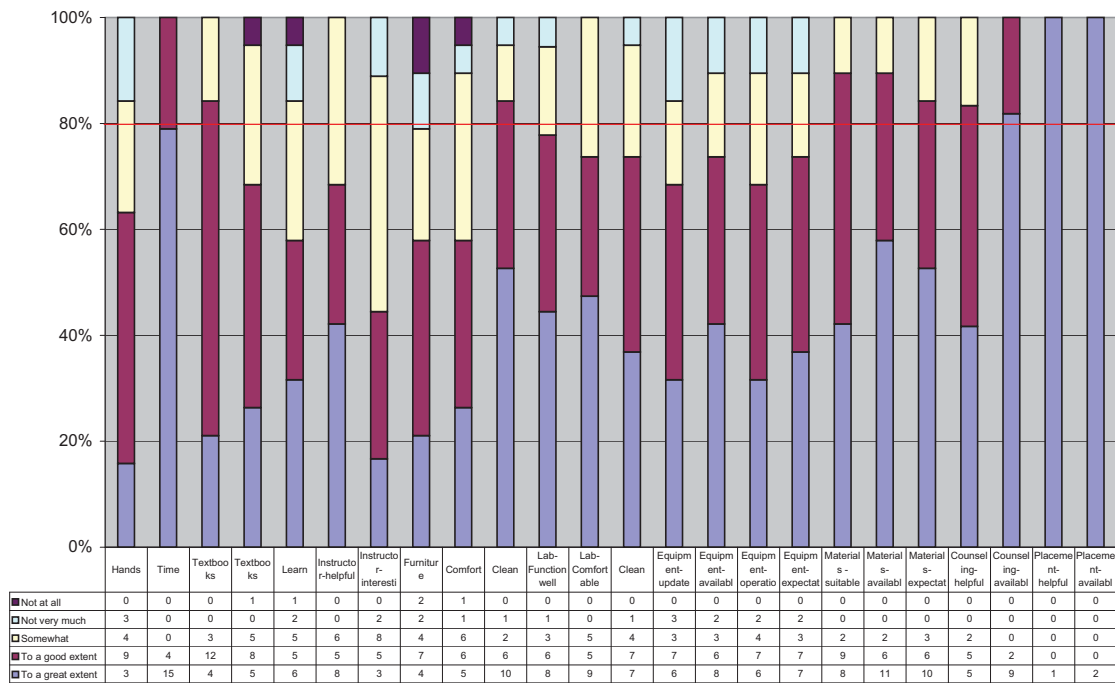
Customer Satisfaction 2010



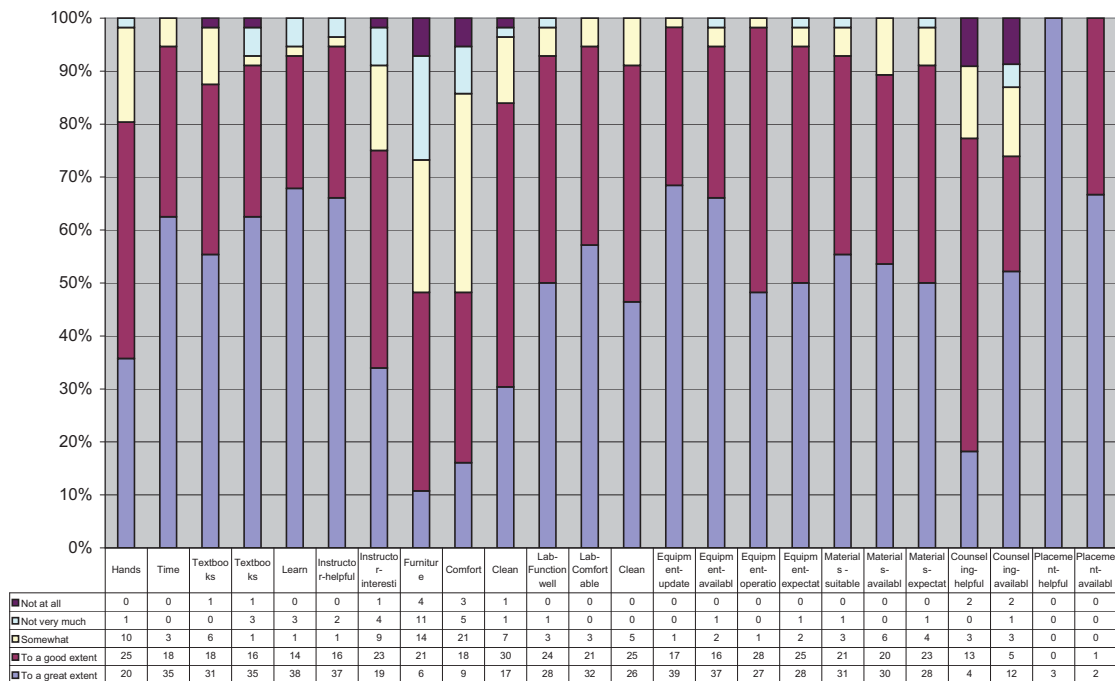
Erie County Technical School Customer Satisfaction 07, 08, 09, 10 Campus Averages



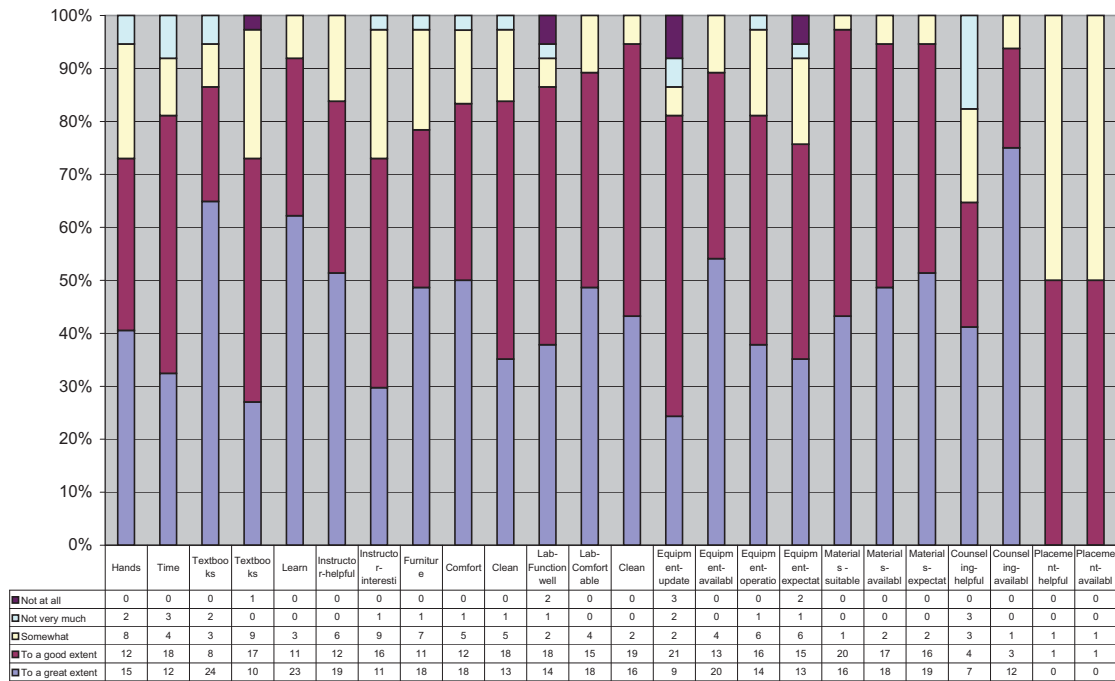
ABR 2010 Student Satisfaction



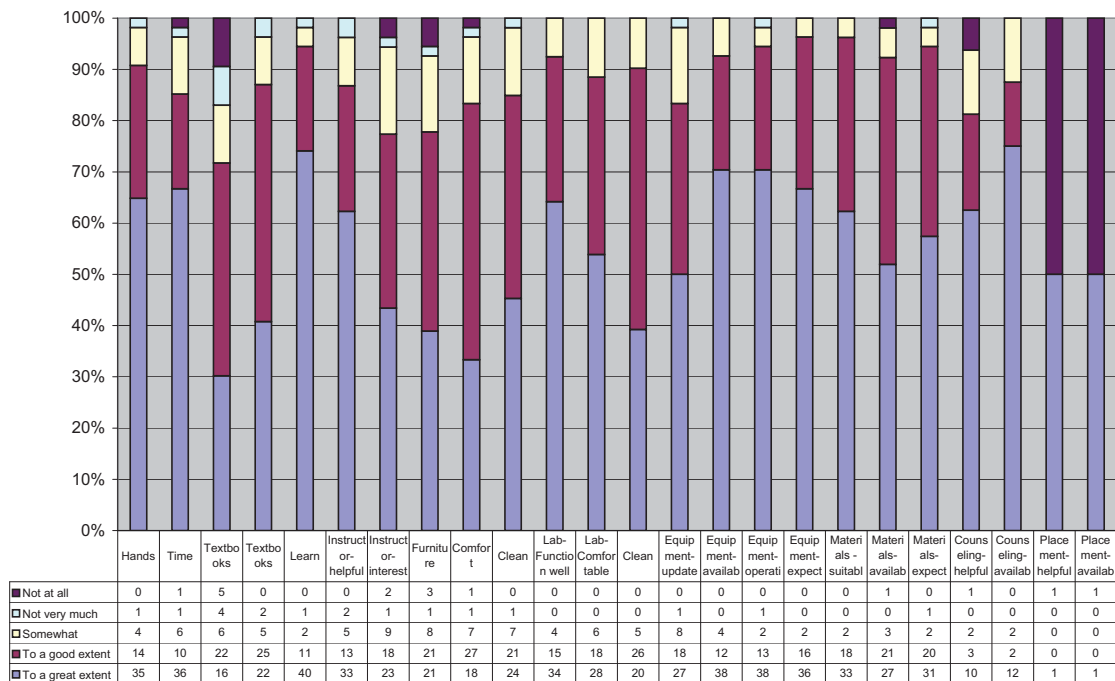
AUT 2010 Student Satisfaction



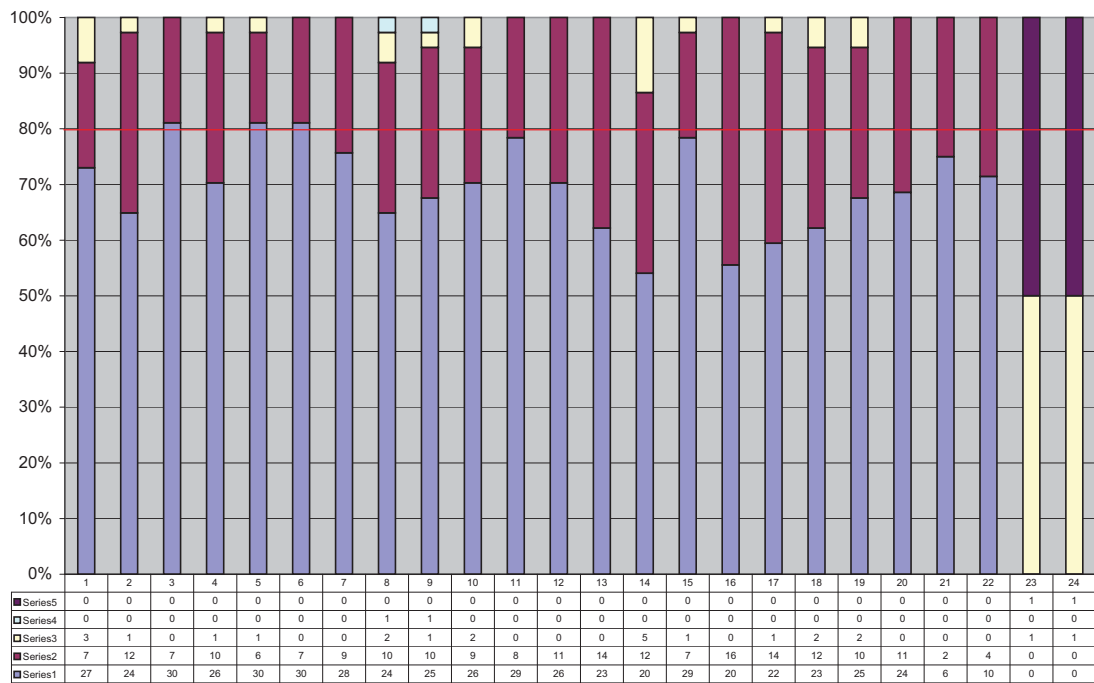
ADB 2010 Student Satisfaction



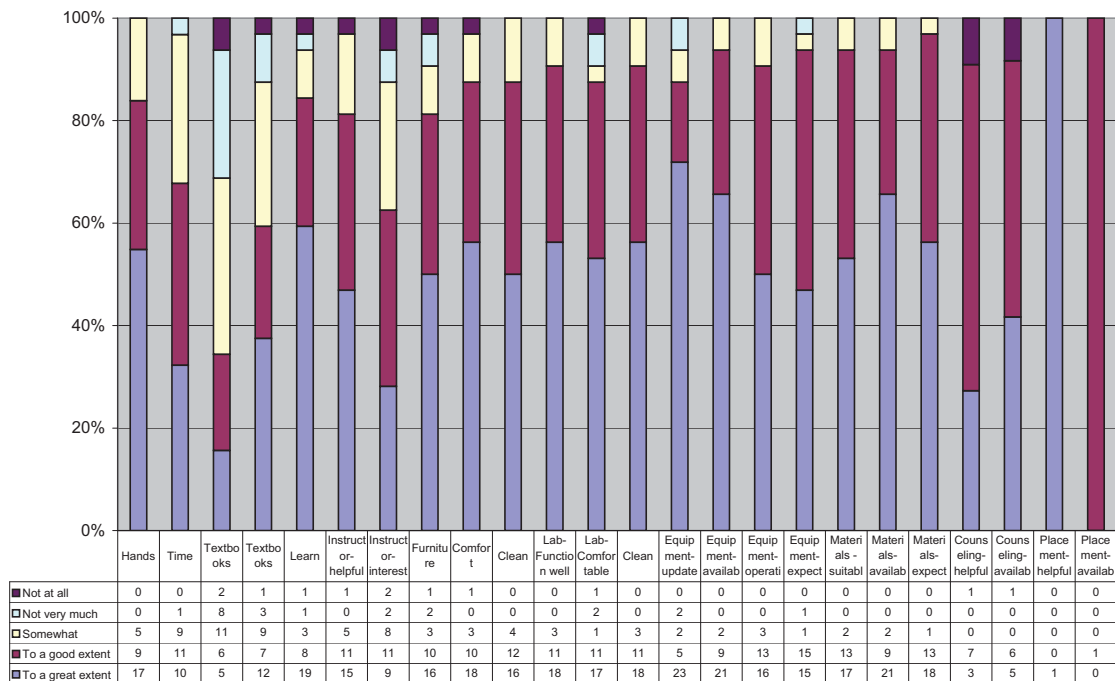
CNT 2010 Student Satisfaction



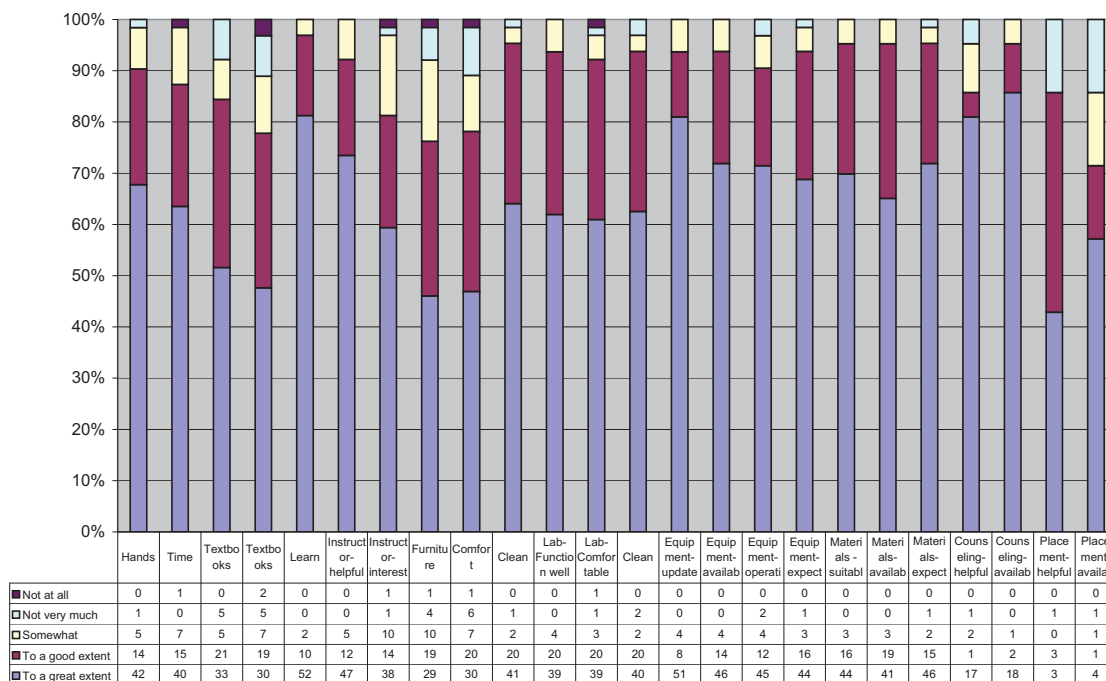
COS 2010 Student Satisfaction



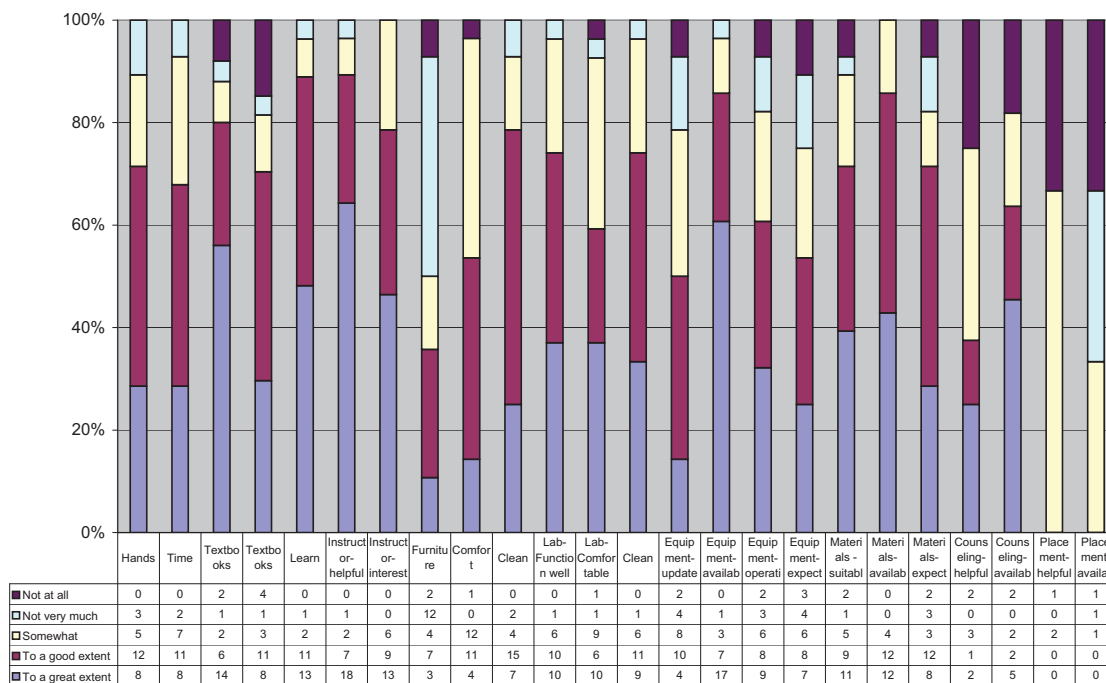
CIS 2010 Student Satisfaction



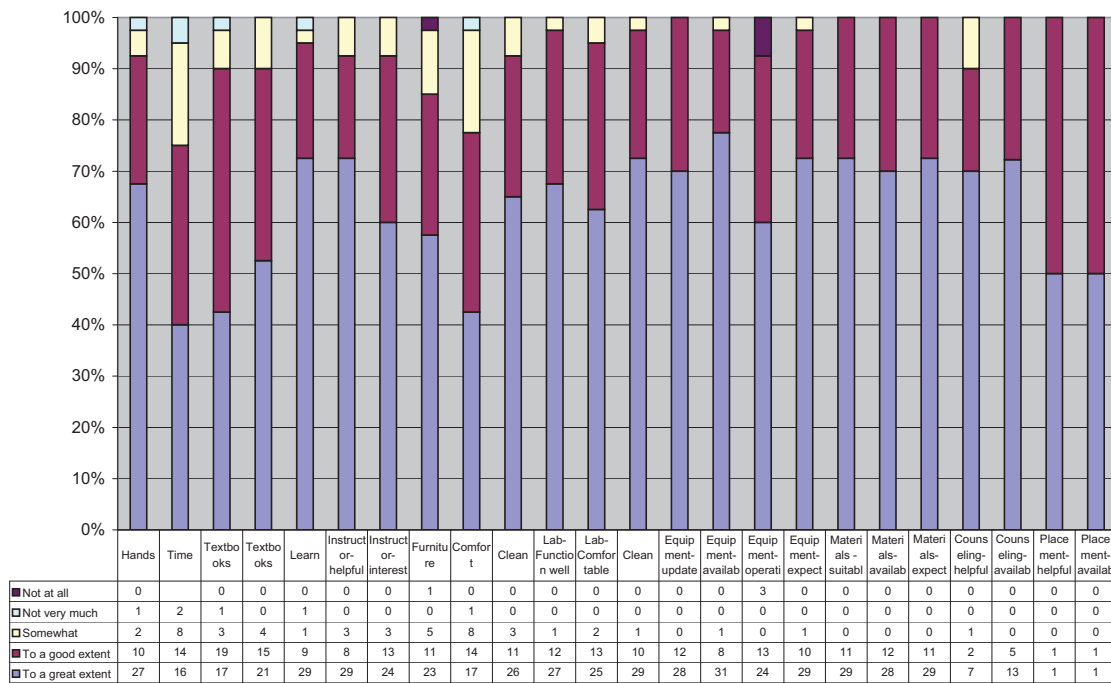
CUA 2010 Student Satisfaction



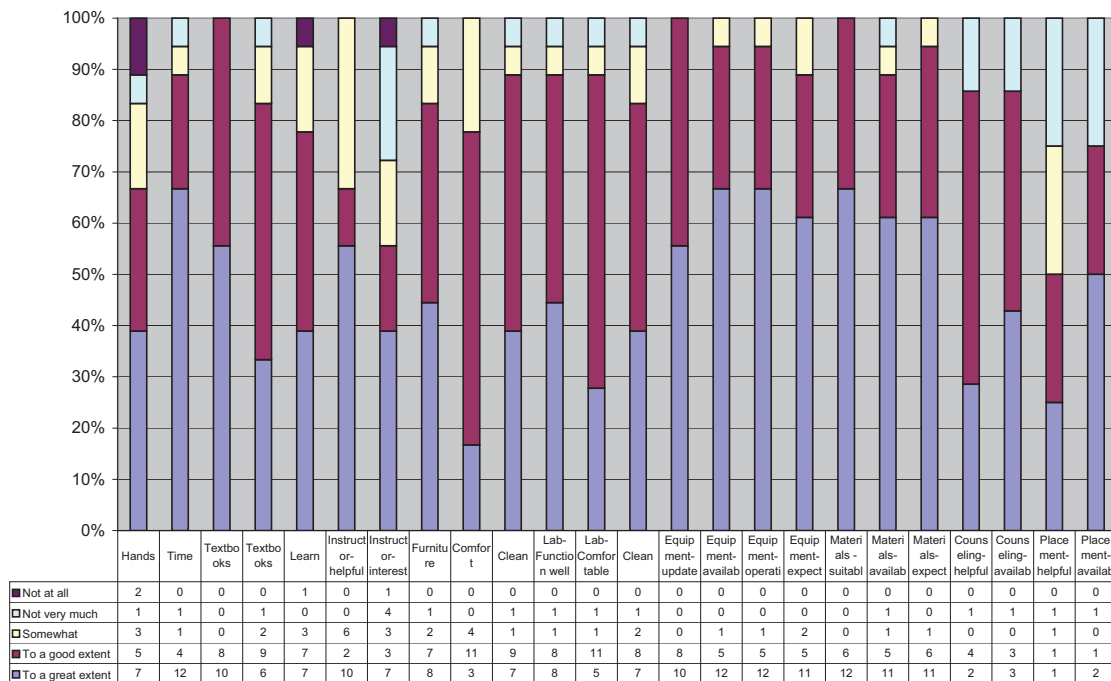
DDE 2010 Student Satisfaction



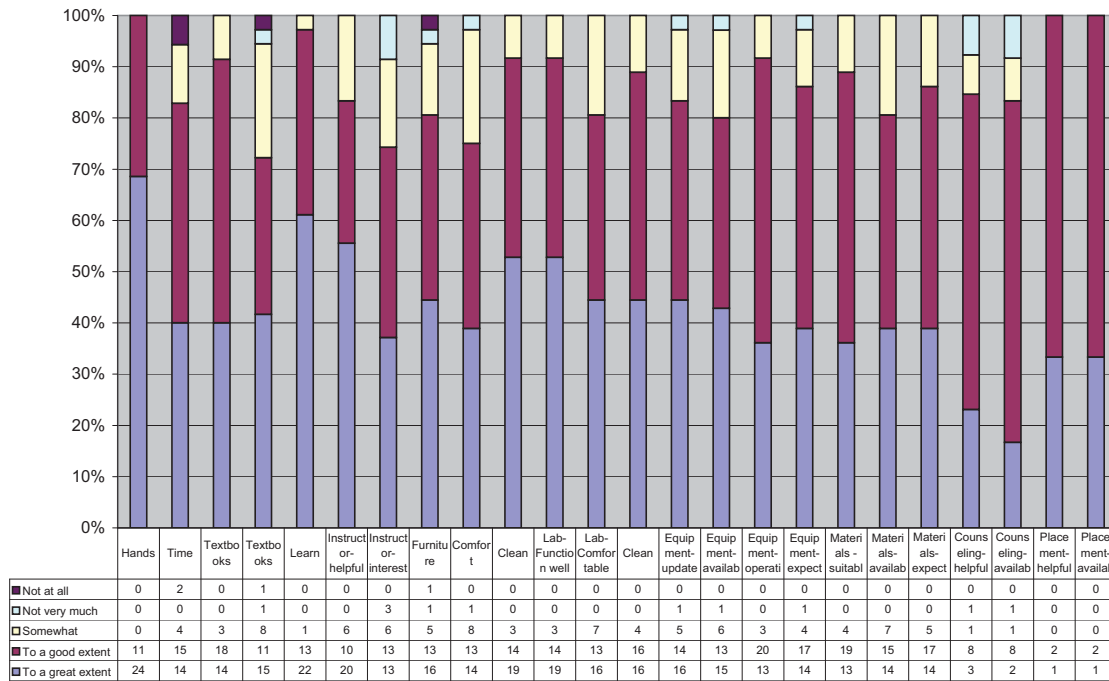
ECE 2010 Customer Satisfaction



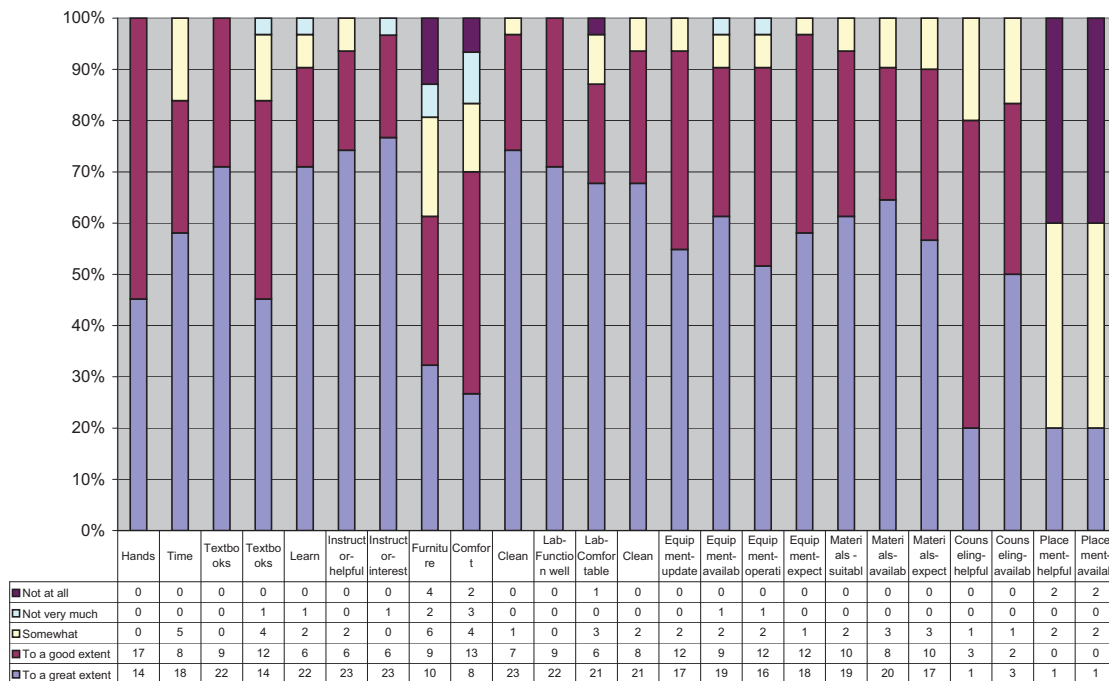
ELC 2010 Student Satisfaction



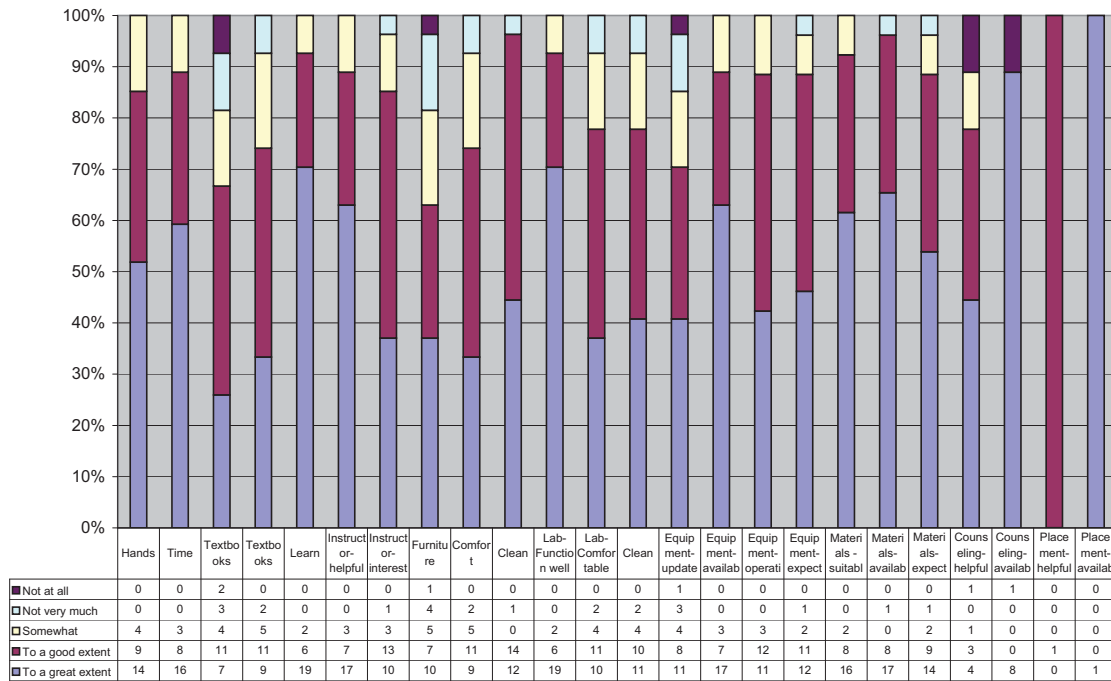
ELE 2010 Customer Satisfaction



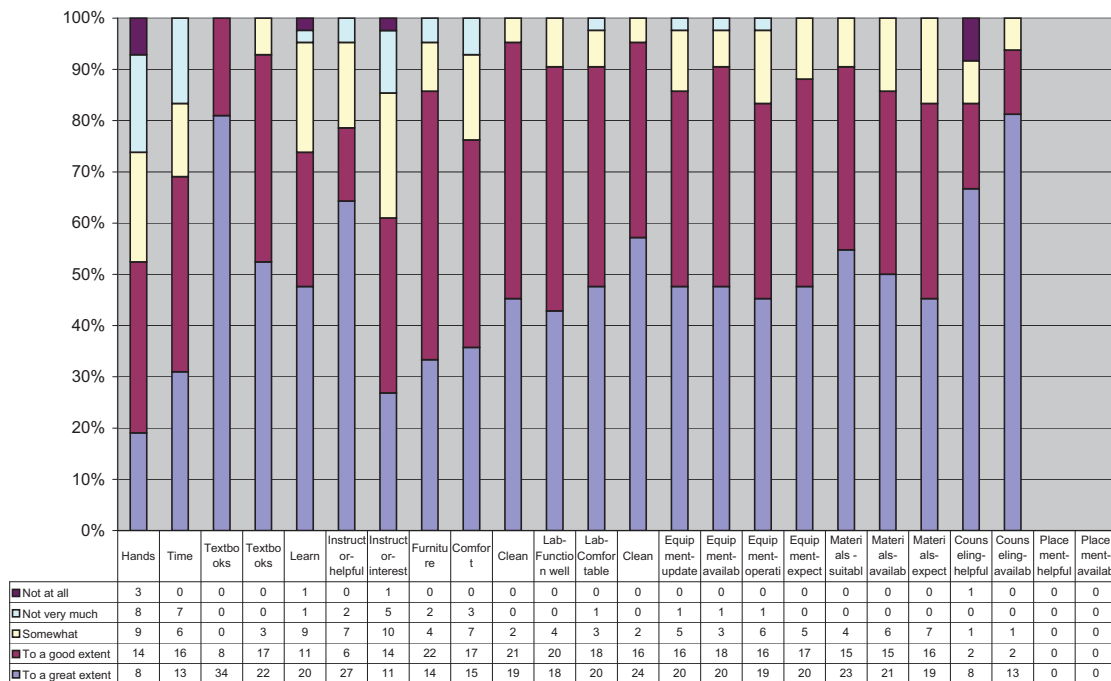
FMT 2010 Student Satisfaction



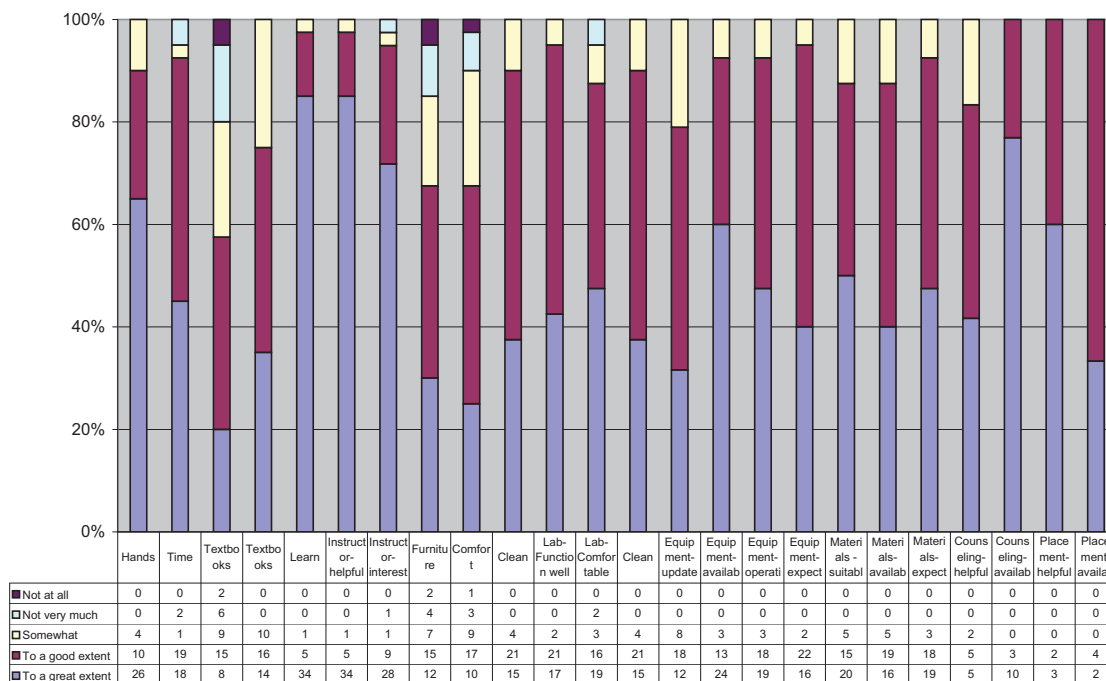
GRA 2010 Student Satisfaction



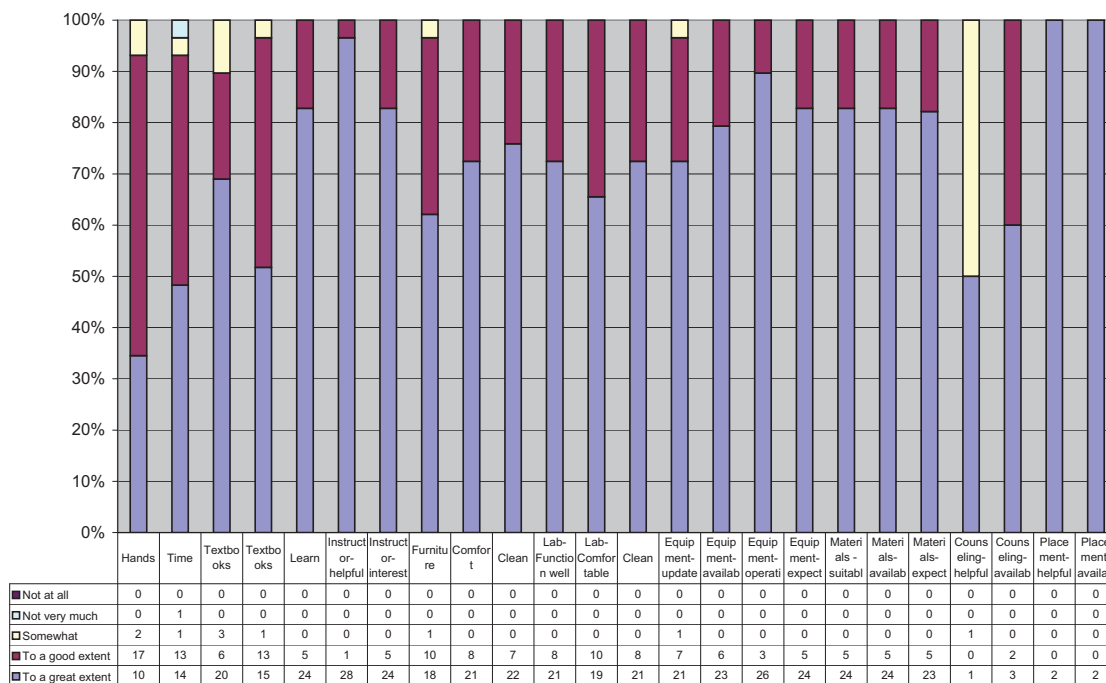
HEA 2010 Student Satisfaction



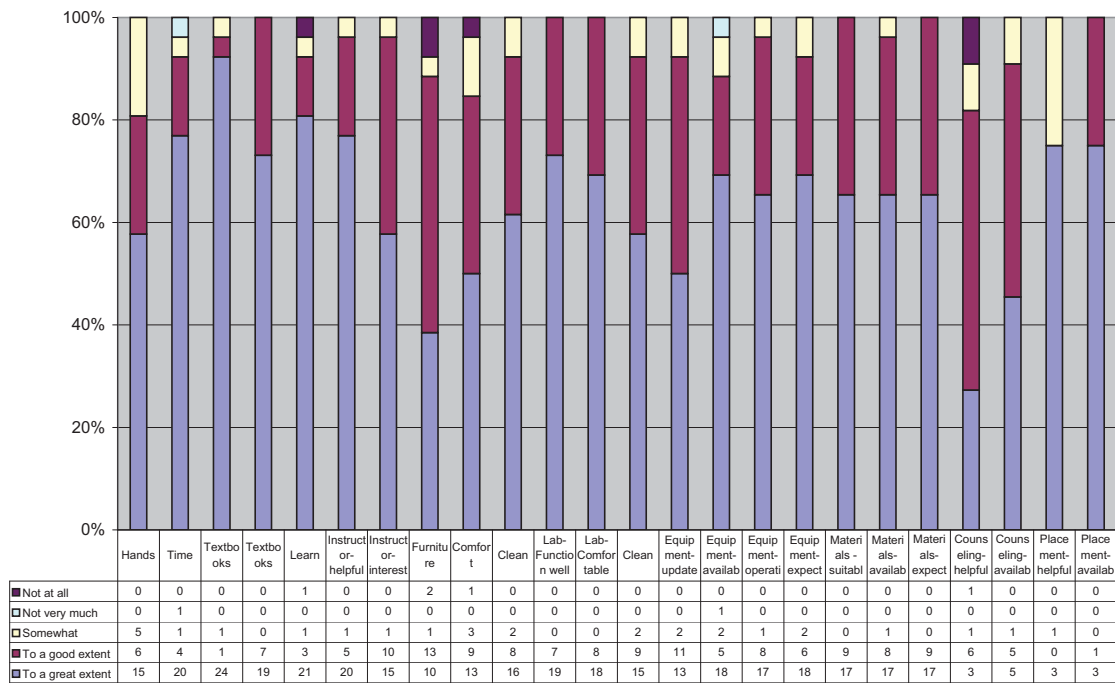
MTF 2010 Customer Satisfaction



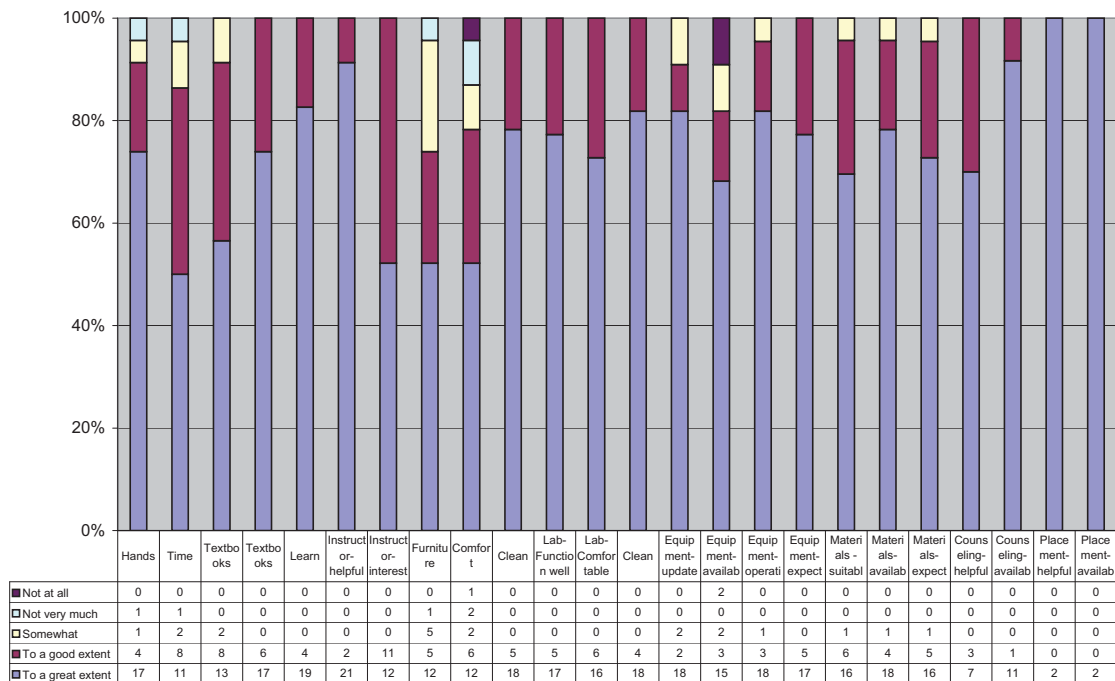
NWT 2010 Student Satisfaction



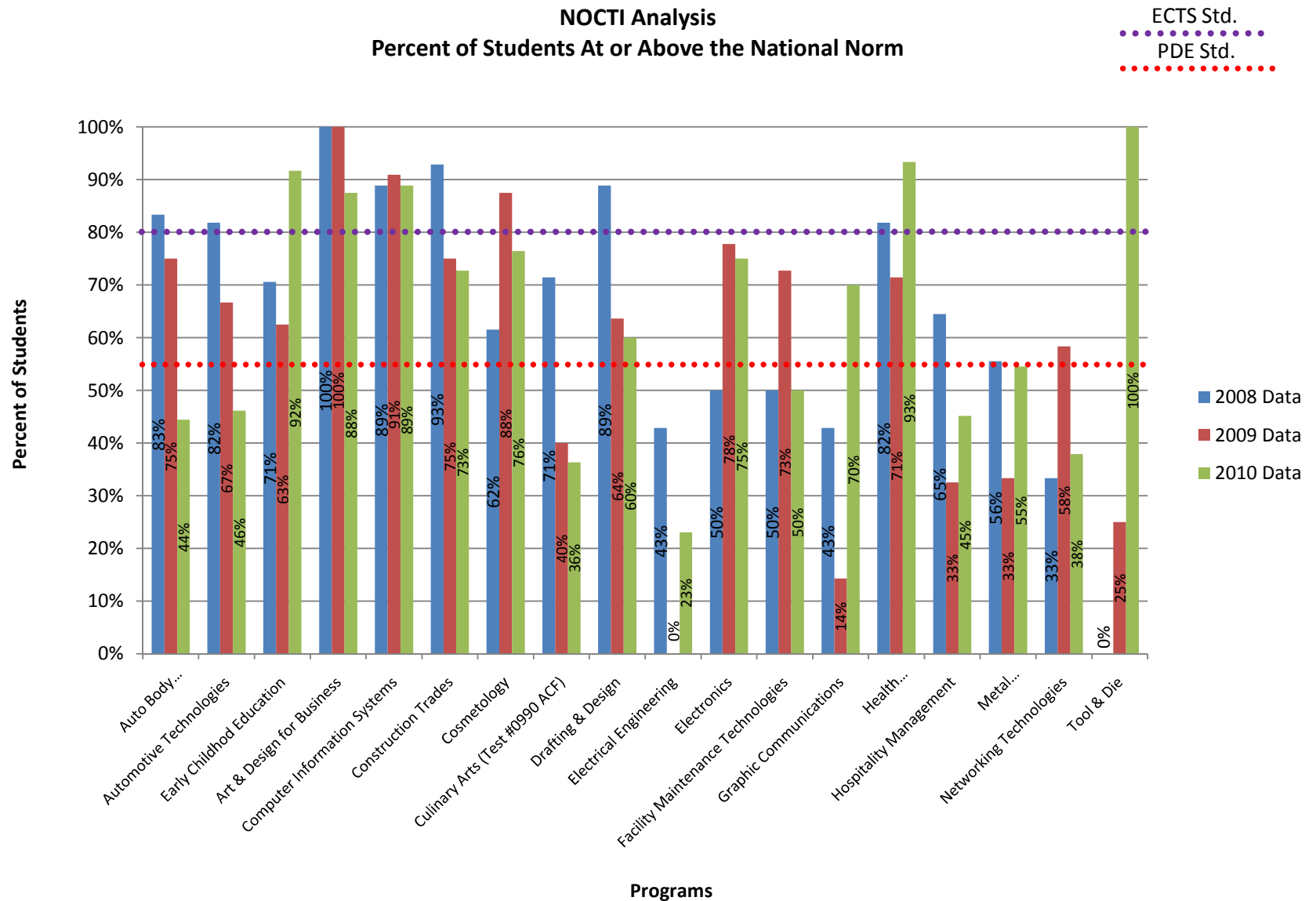
TDI 2010 Student Satisfaction



THM 2010 Student Satisfaction



**Erie County Technical School
NOCTI Analysis
Percent of Students At or Above the National Norm**



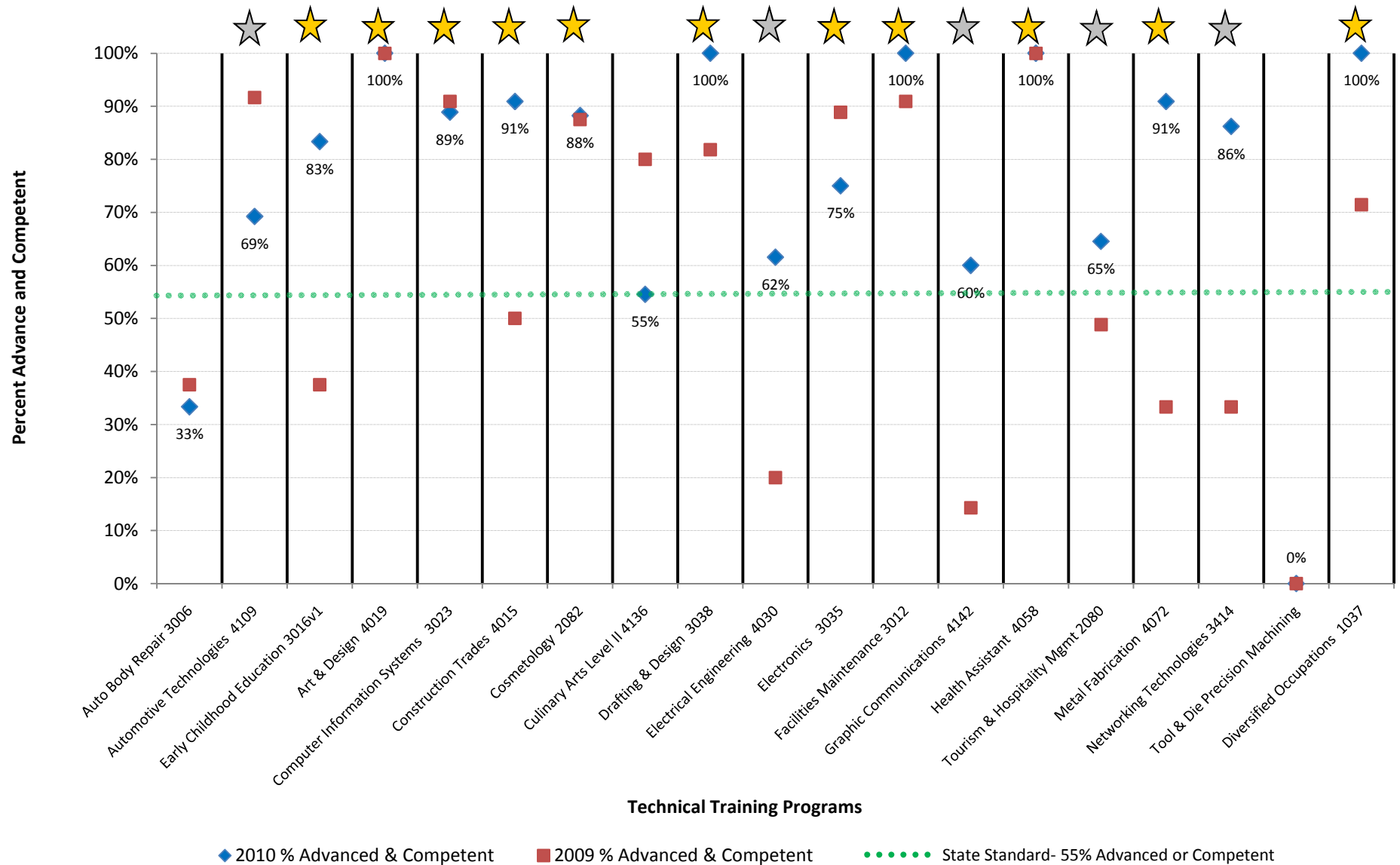
**Erie County Technical School
NOCTI Written Test Results
Class of 2010**

State Goal 55%

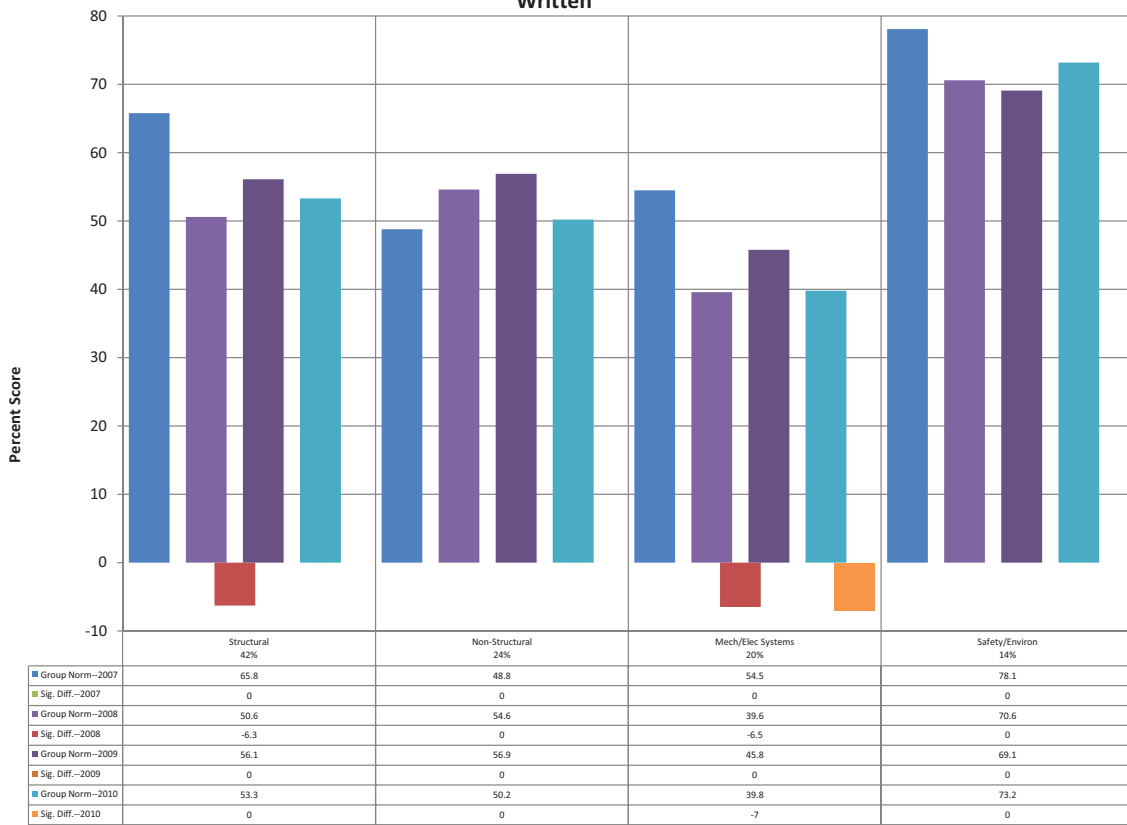
Labs Targeted for Improvement	Below Basic	Basic	Competent	Advanced	Sum	% C&A	Star Status	COMBINED ADV/COMP PERCENTAGES		
								2009	2010	Growth
Auto Body Repair	3	3	3	0	9	33%		38	33	-5
Early Childhood Education	0	2	2	8	12	83%	Gold	38	83	45
Electrical Engineering	0	5	4	4	13	62%	Silver	20	62	42
Graphic Communications	1	1	1	5	8	75%	Gold	14	75	61
Networking Technologies	1	3	12	13	29	86%	Silver	33	86	53

**Erie County Technical School
Proficiency Level Percentage--Advanced & Competent
NOCTI Written Assessment
2009 v. 2010**

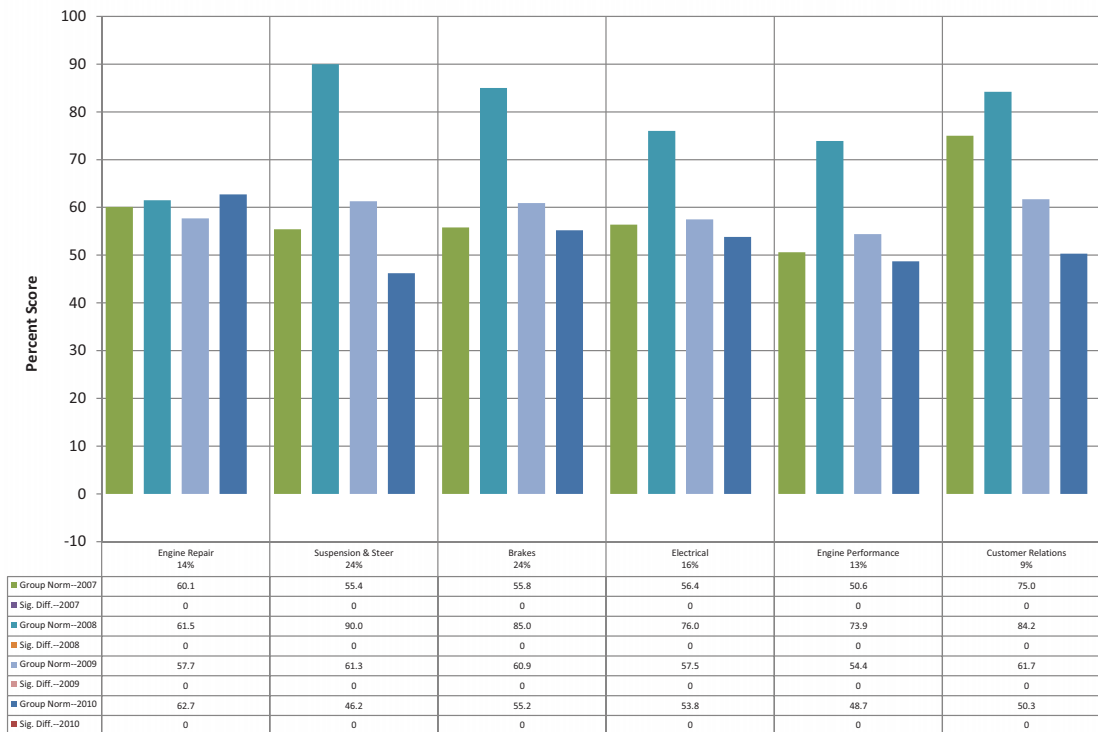
★ Met state standard with advanced scores only
☆ Met state standard with adv & comp scores



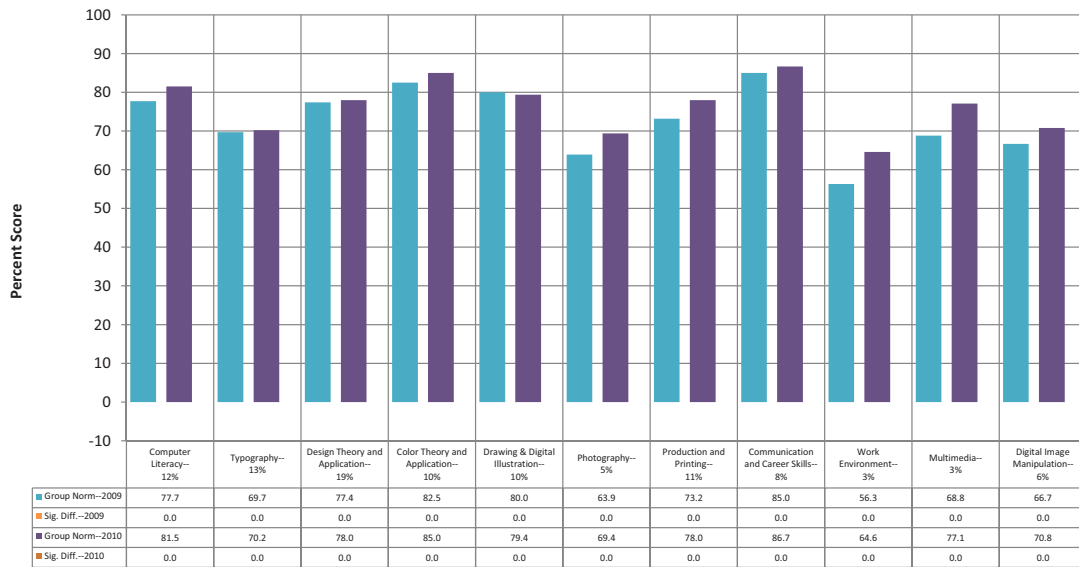
Auto Body Repair Written



Automotive Technologies Written

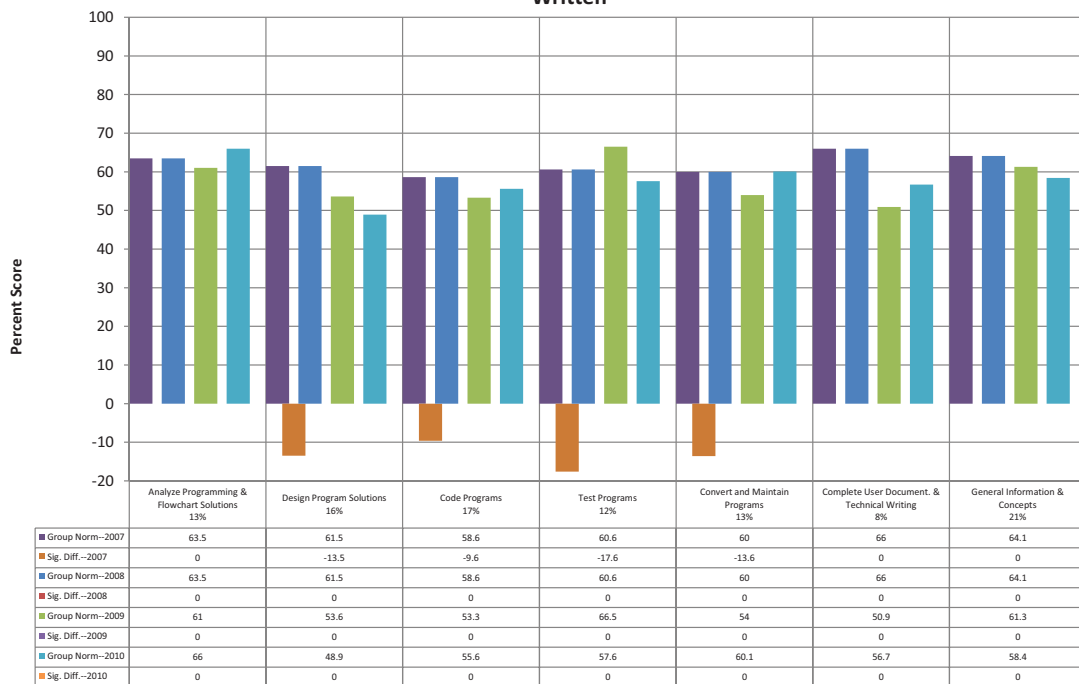


Art & Design for Business Written



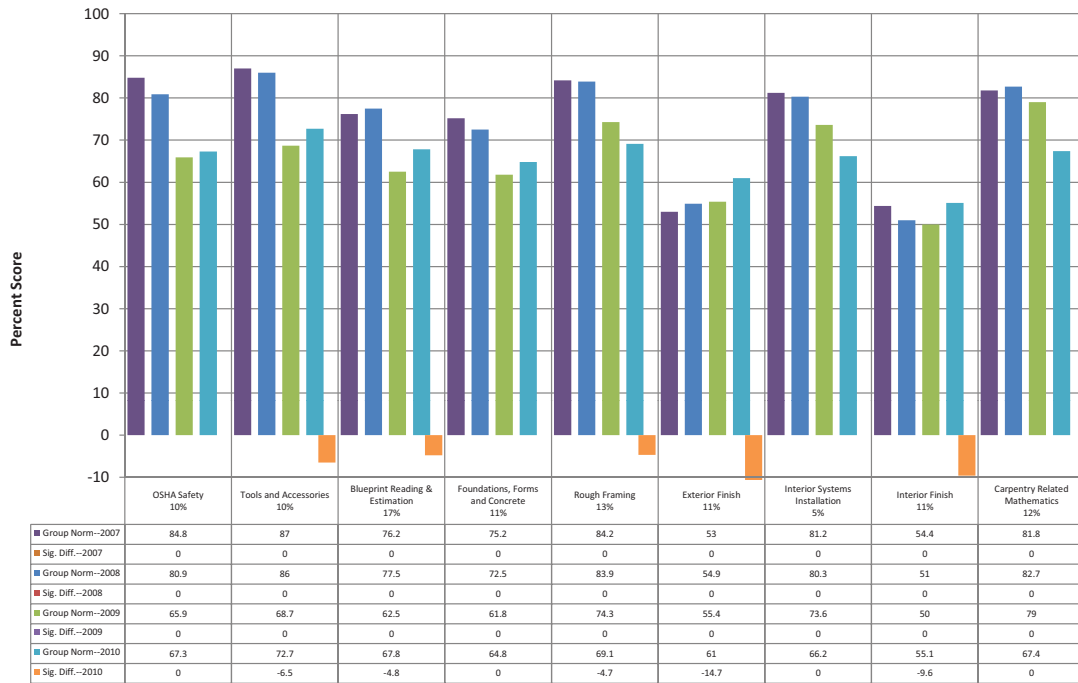
Page 4

Computer Information Systems Written



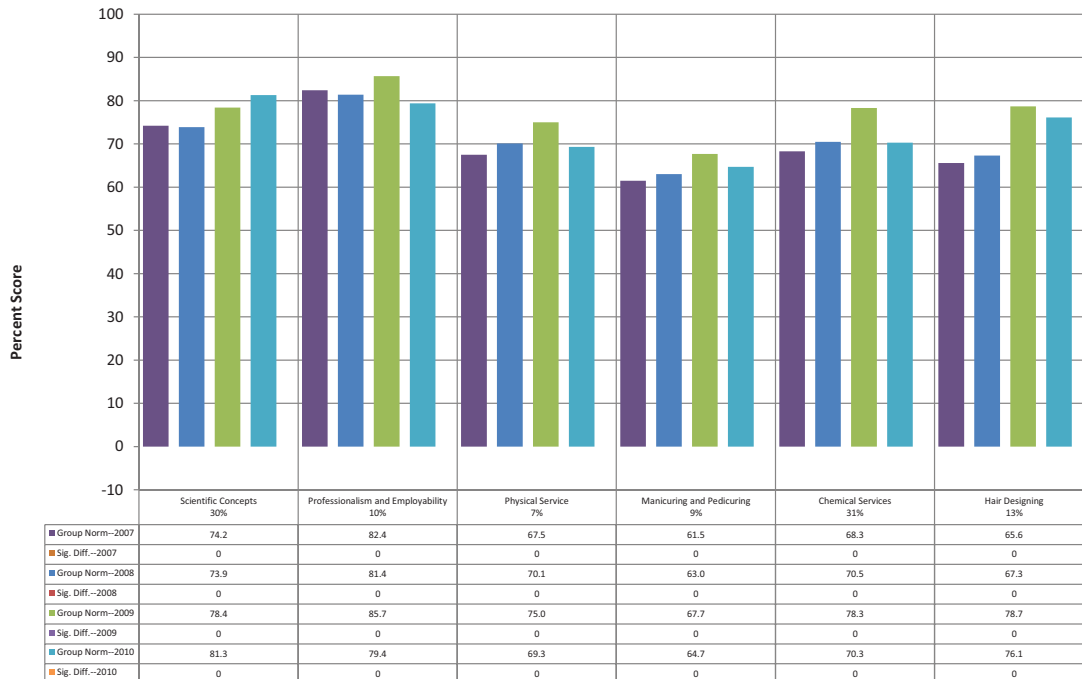
Page 5

Construction Trades Written



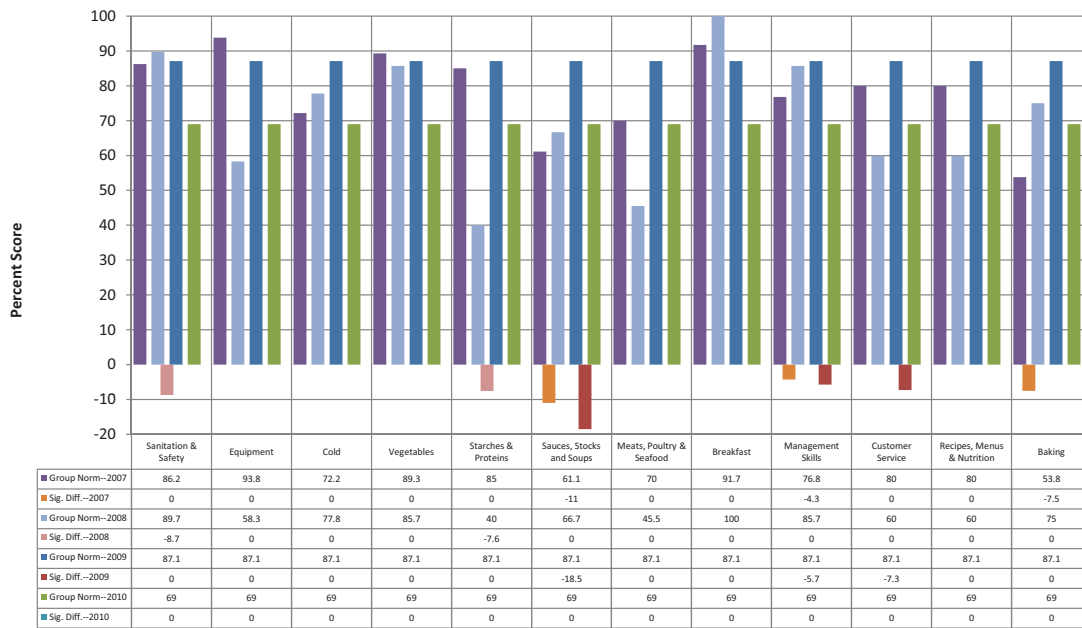
Page 6

Cosmetology Written



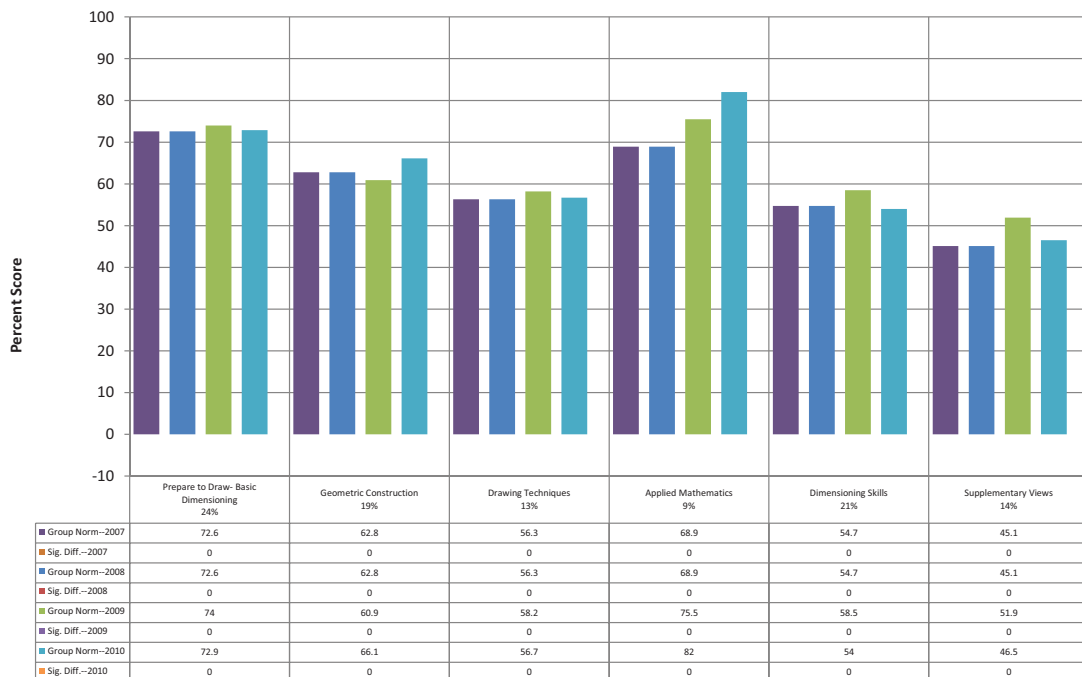
Page 7

Culinary Arts Written



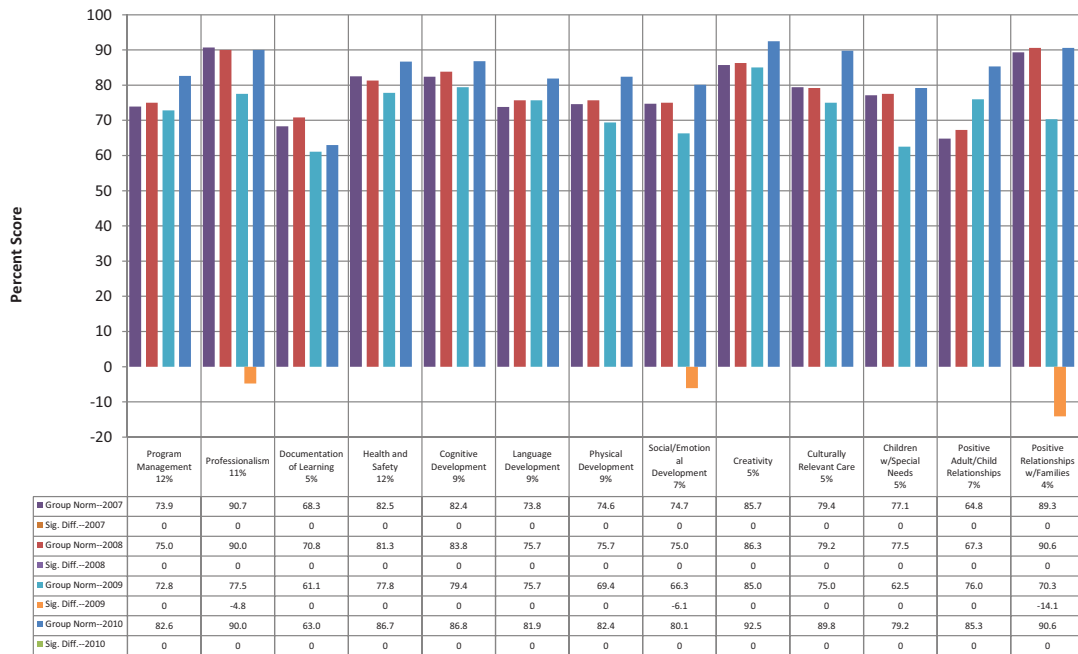
Page 8

Drafting & Design Written



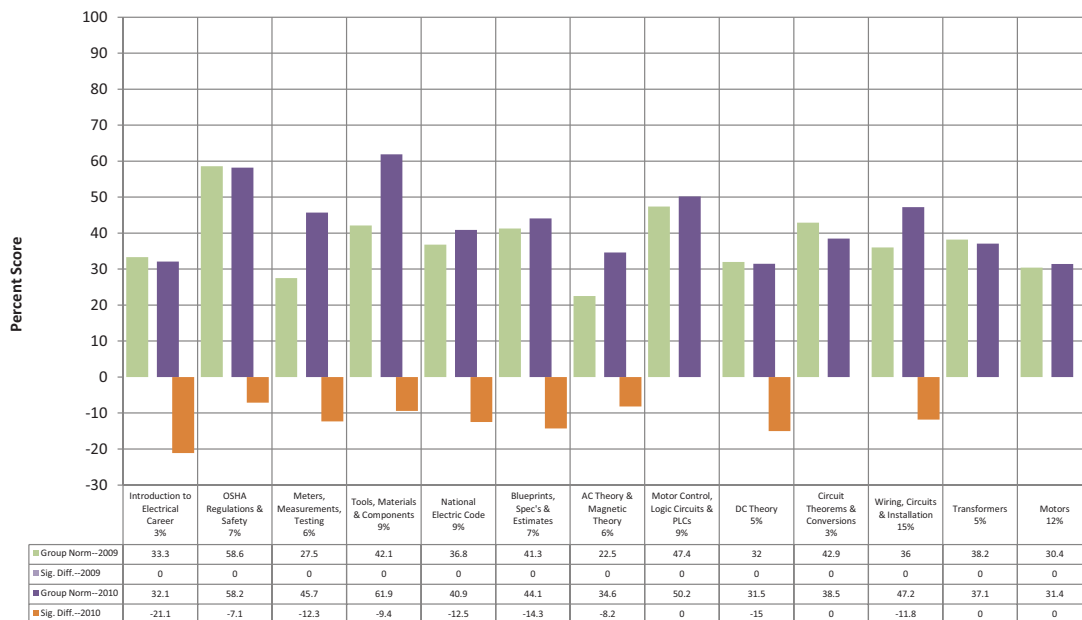
Page 9

Early Childhood Education Written



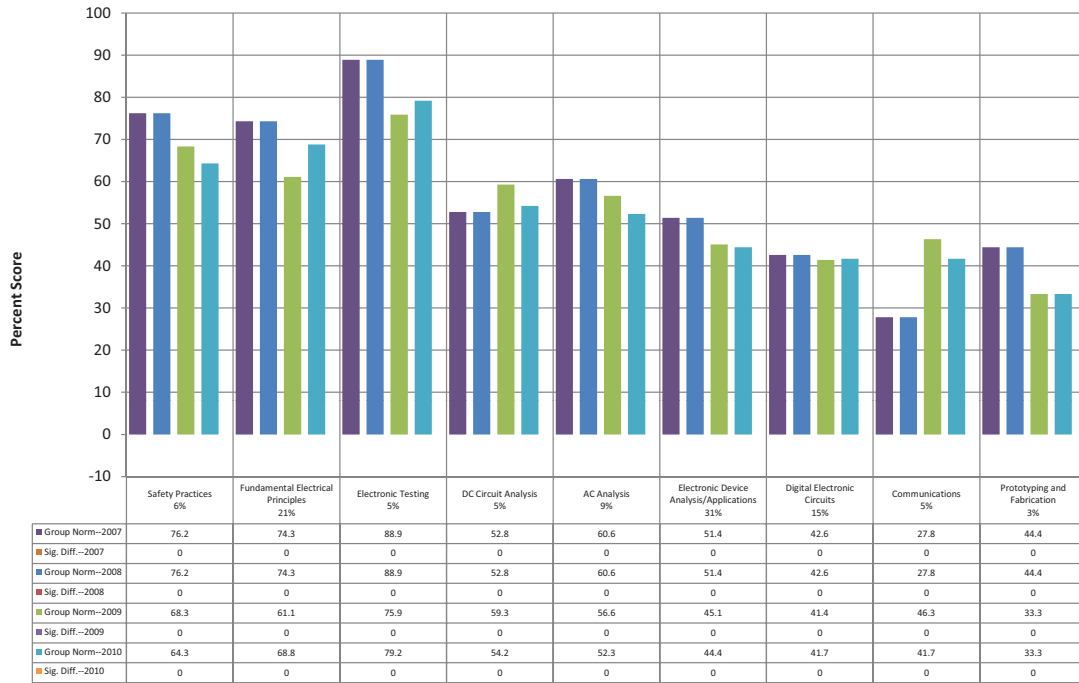
Page 10

Electrical Engineering Written



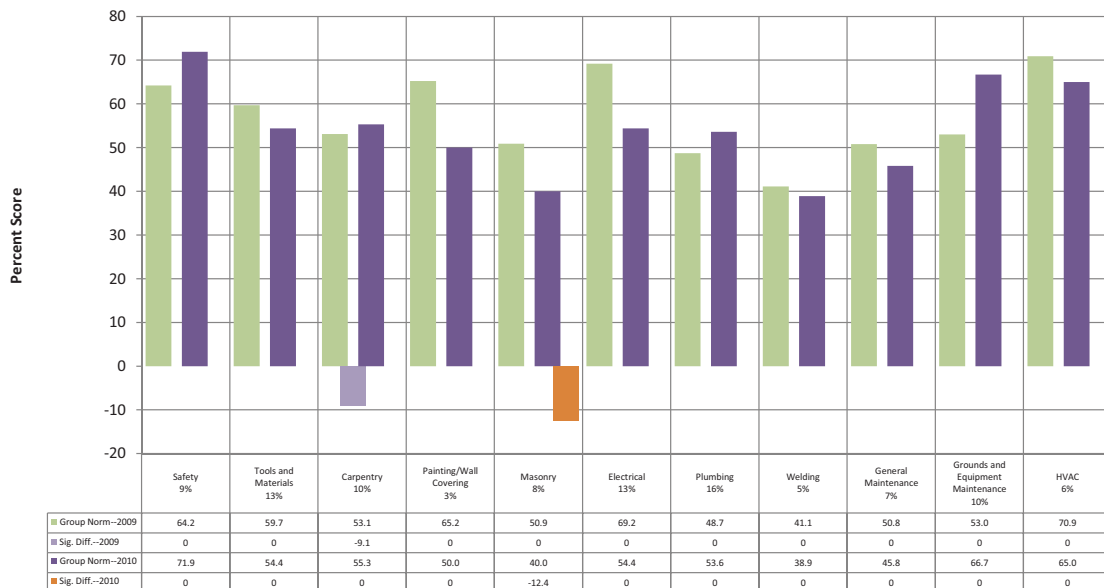
Page 11

Electronics Written



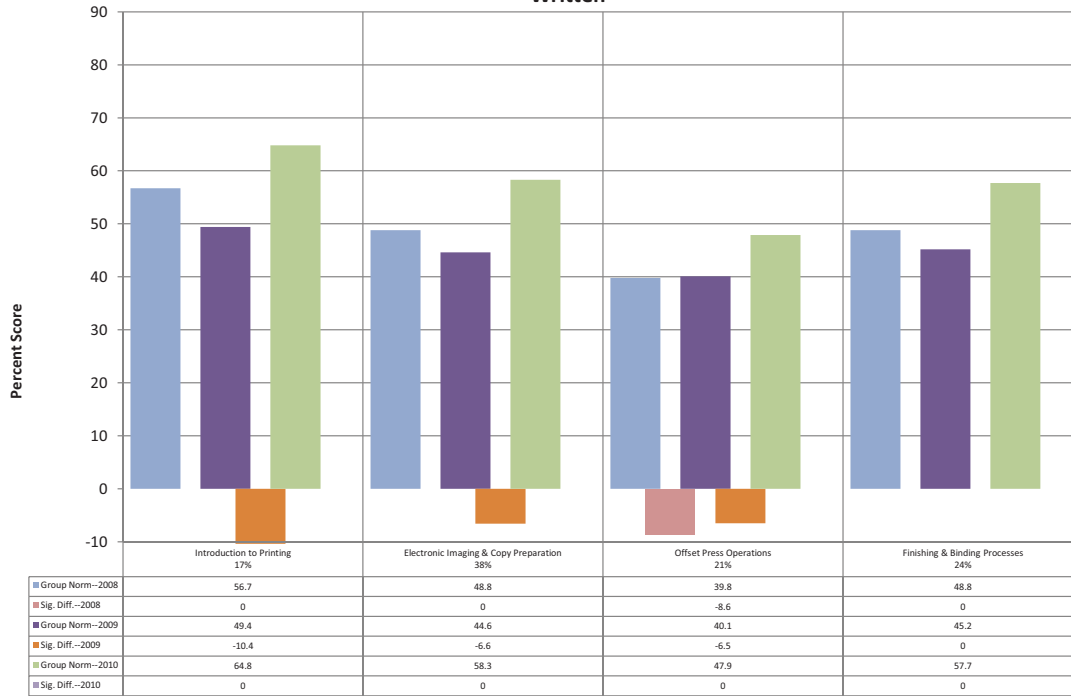
Page 12

Facilities Maintenance Technologies Written



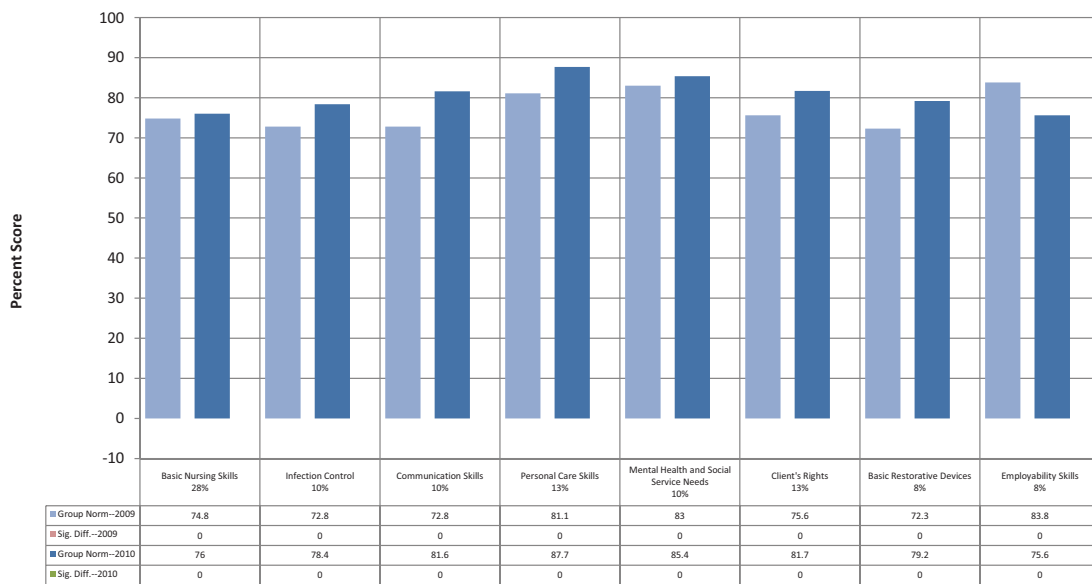
Page 13

Graphic Communications Written



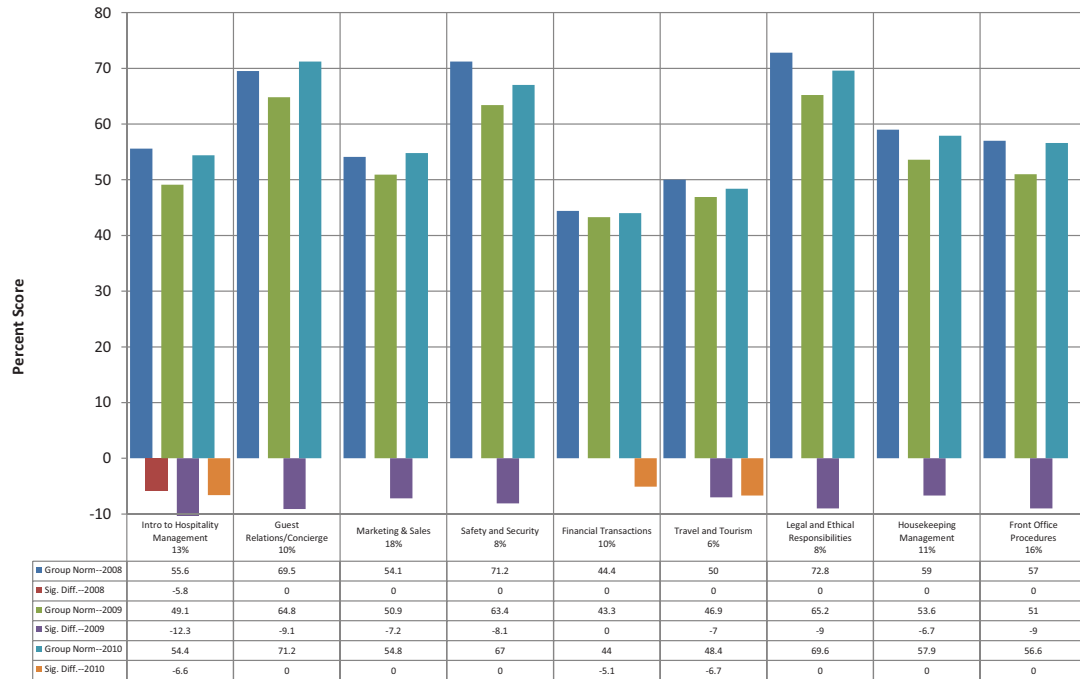
Page 14

Health Assistant Written



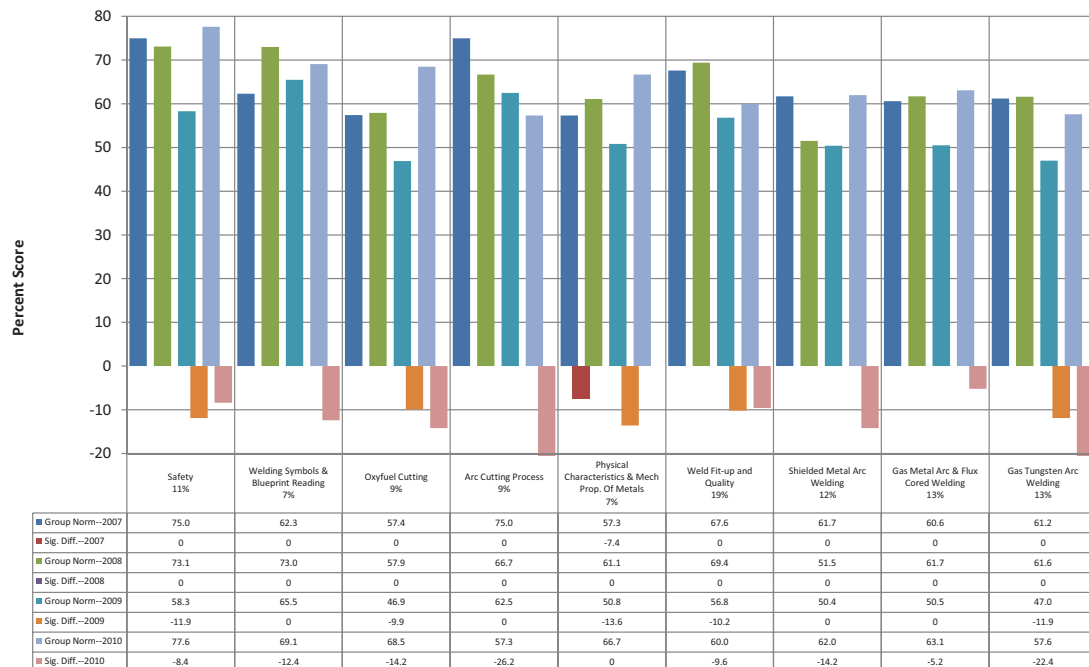
Page 15

Tourism & Hospitality Management Written



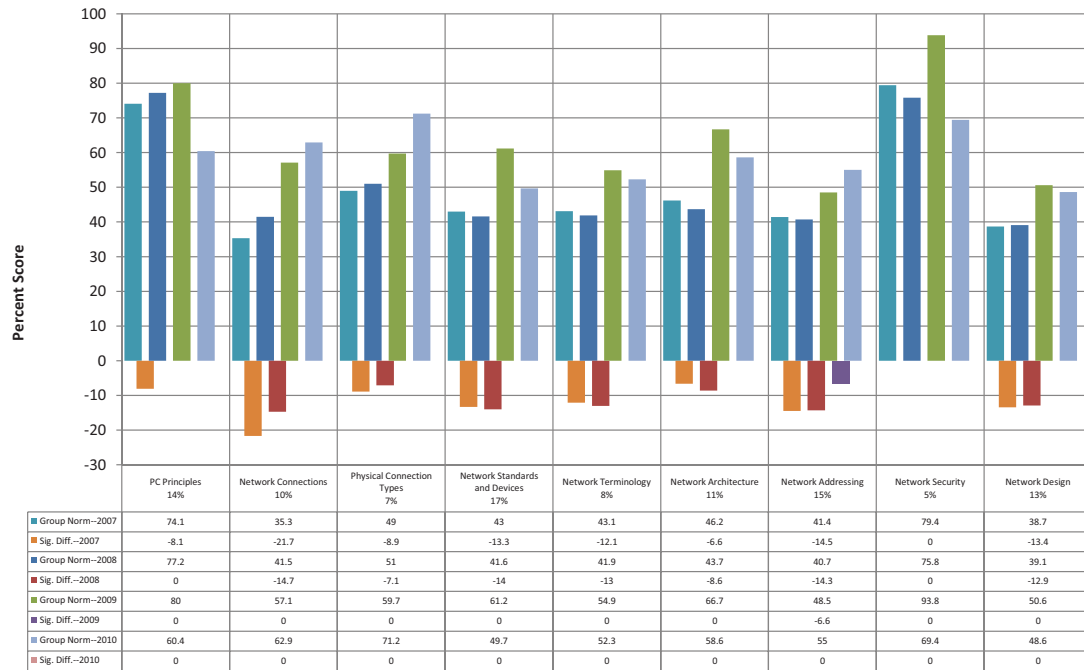
Page 16

Metal Fabrication Written



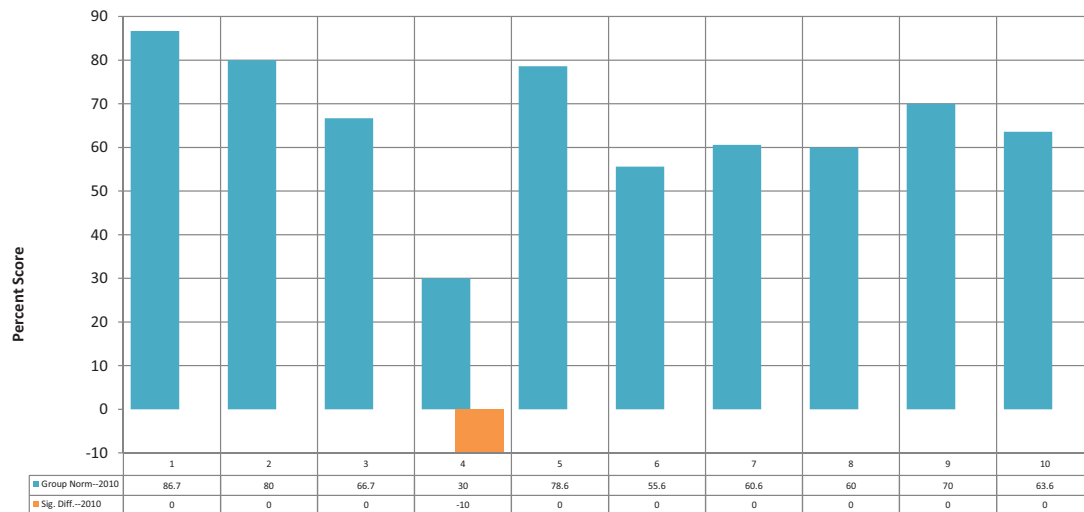
Page 17

Networking Technologies Written



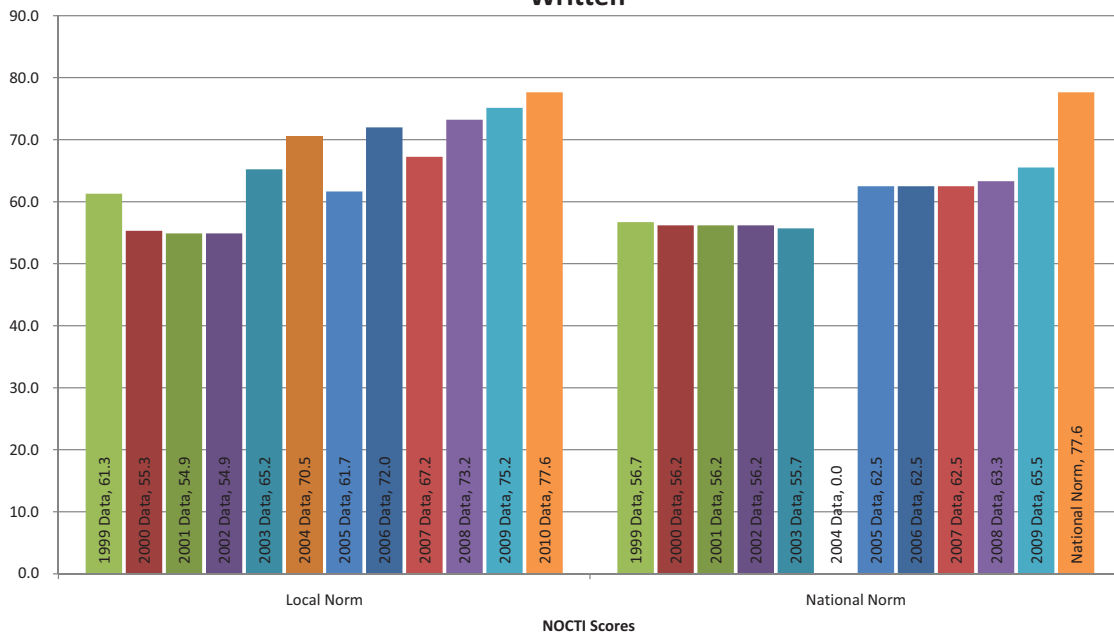
Page 18

Tool & Die Written



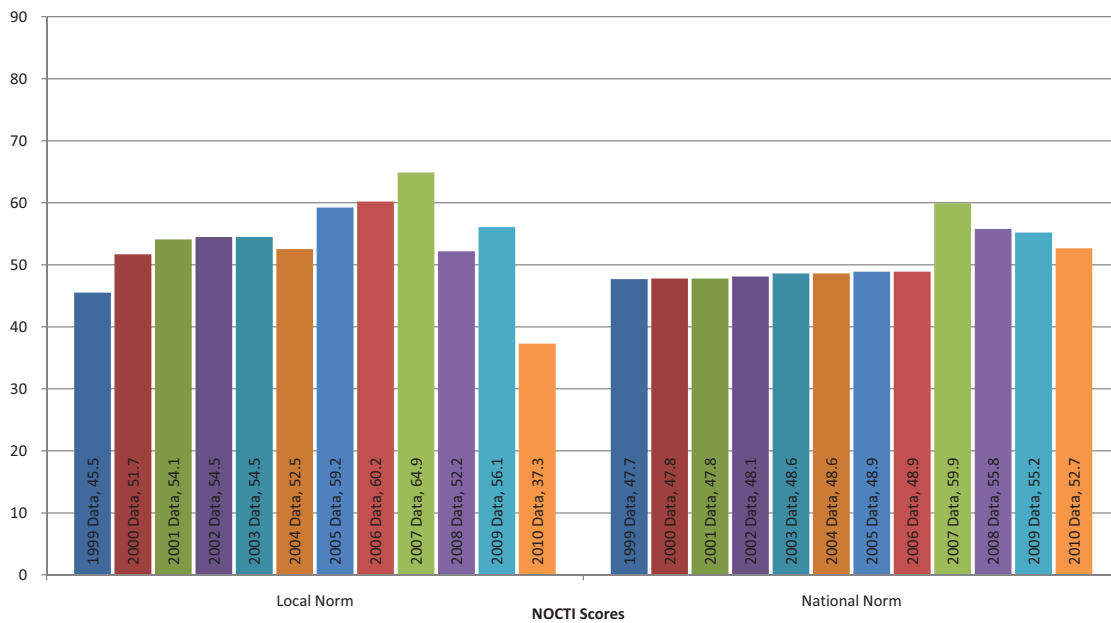
Page 19

Art & Design for Business Written

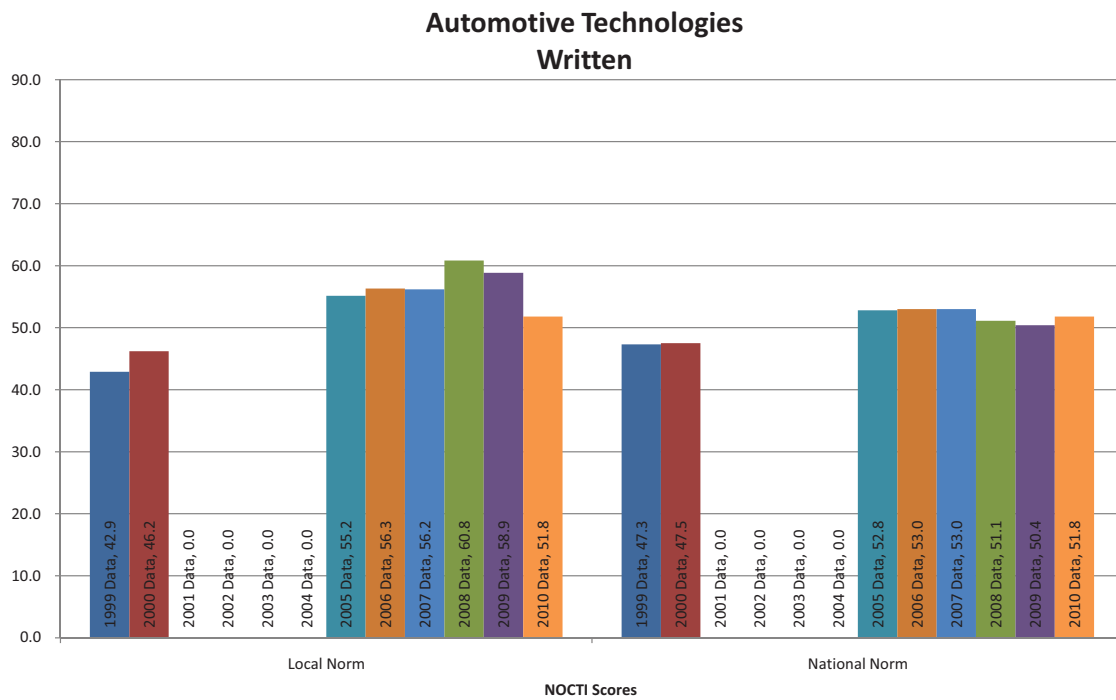


Page 20

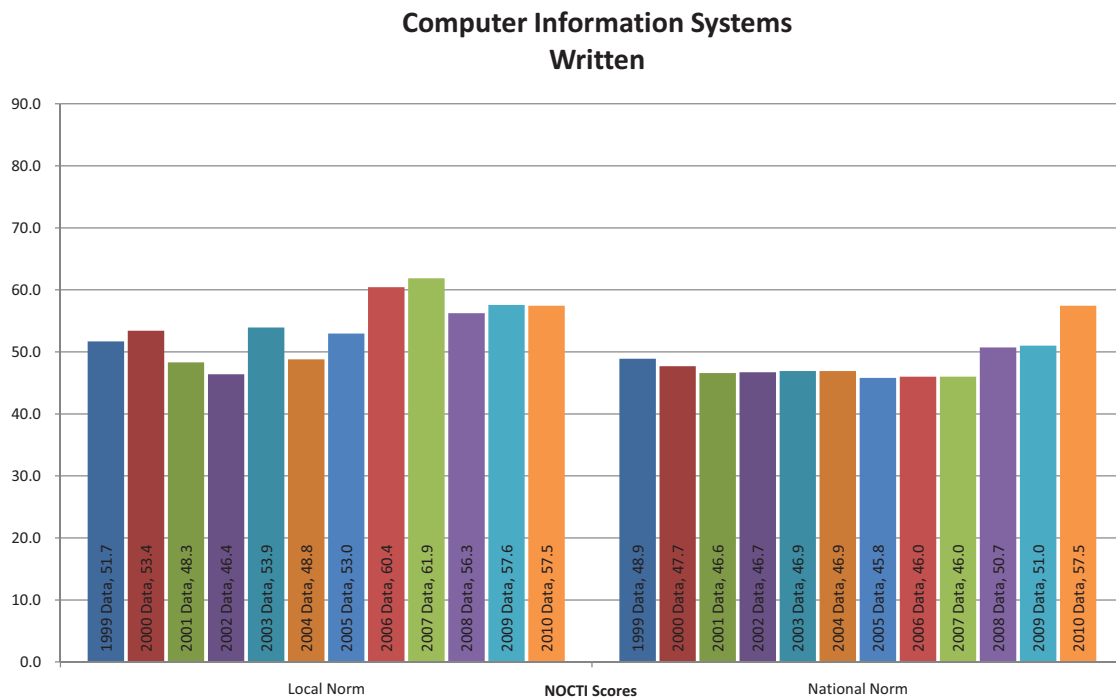
Auto Body Repair Written



Page 21

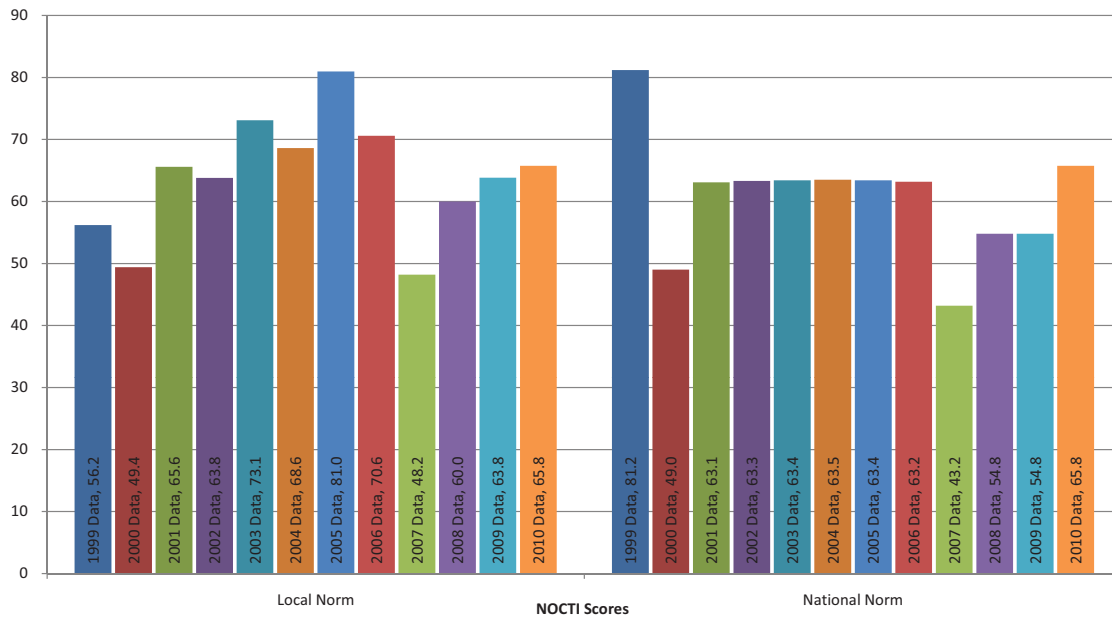


Page 22



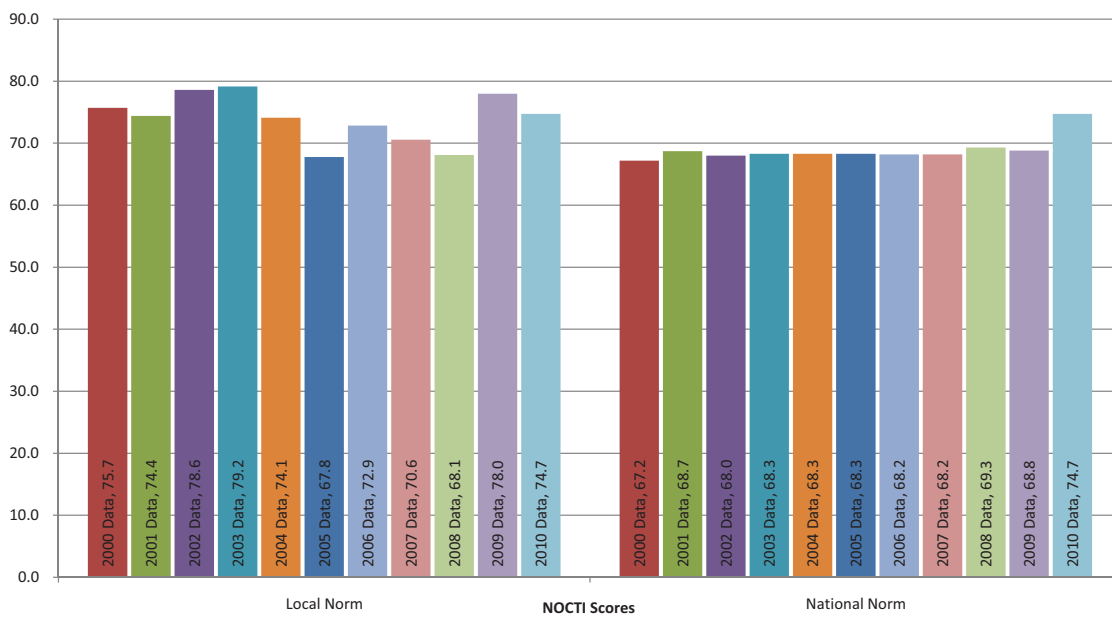
Page 23

Construction Trades Written



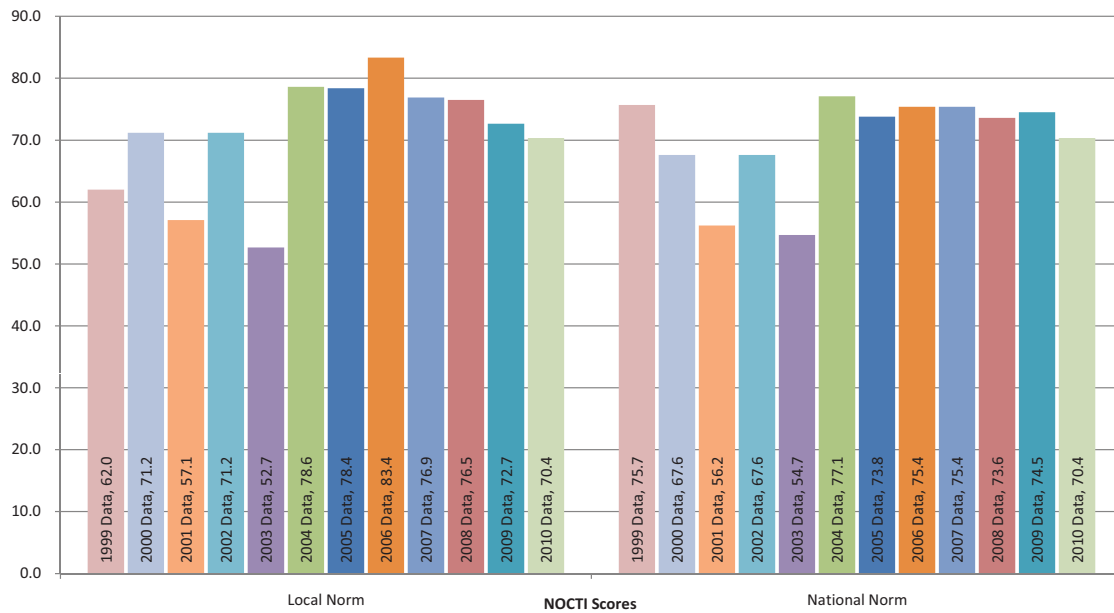
Page 24

Cosmetology Written



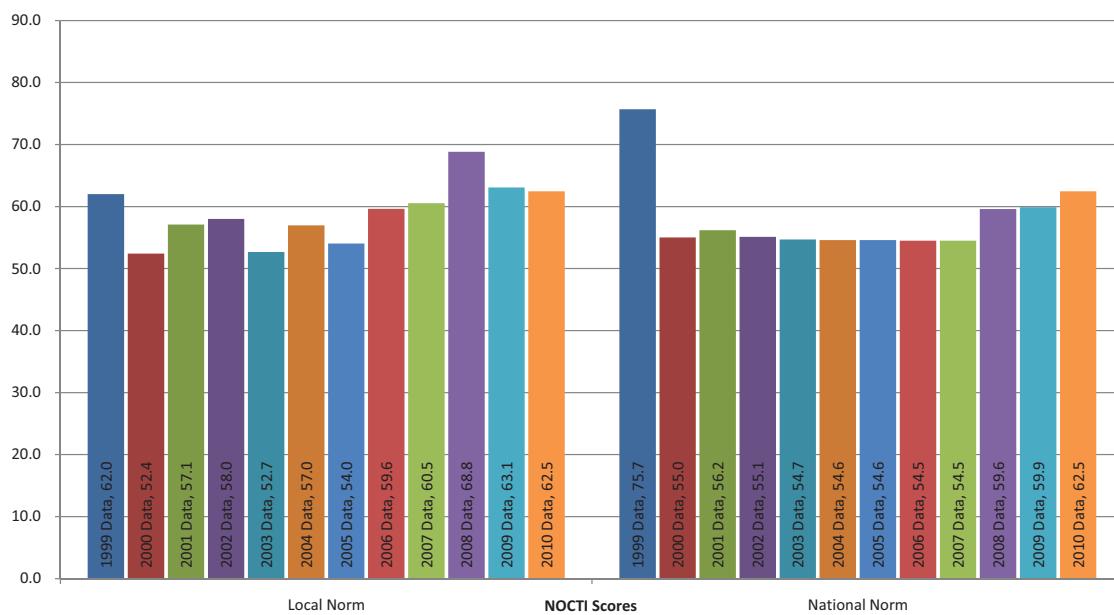
Page 25

Culinary Arts (ACF Test) Written



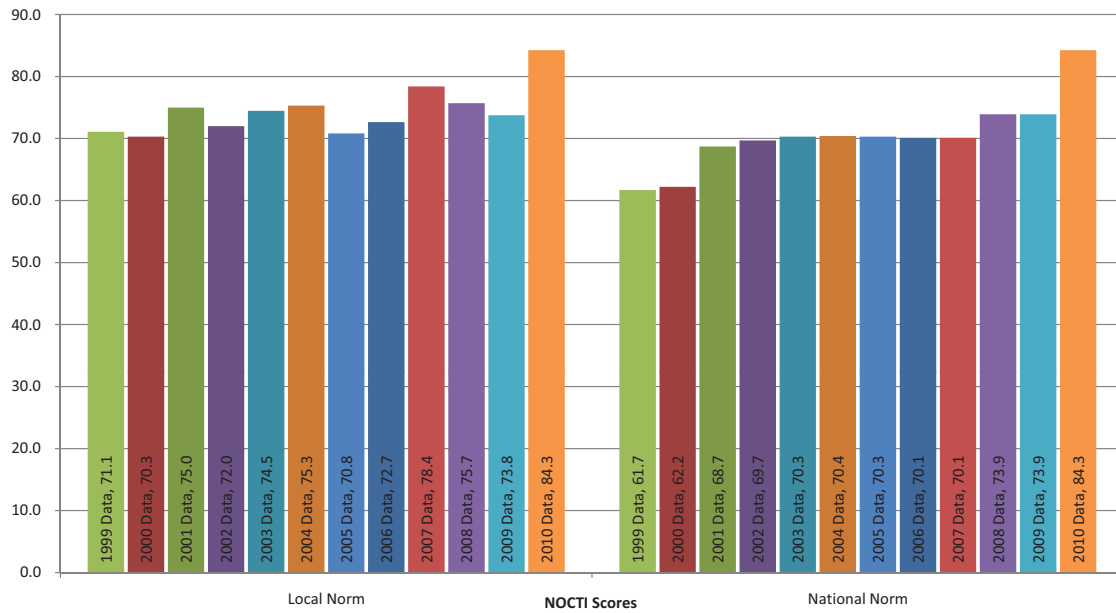
Page 26

Drafting & Design Written

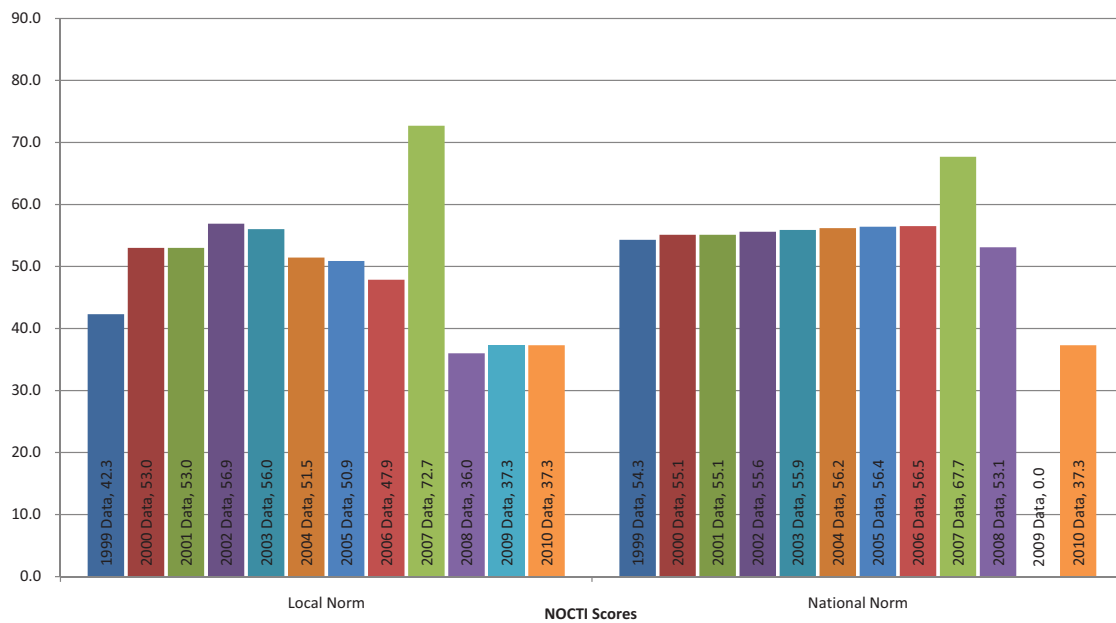


Page 27

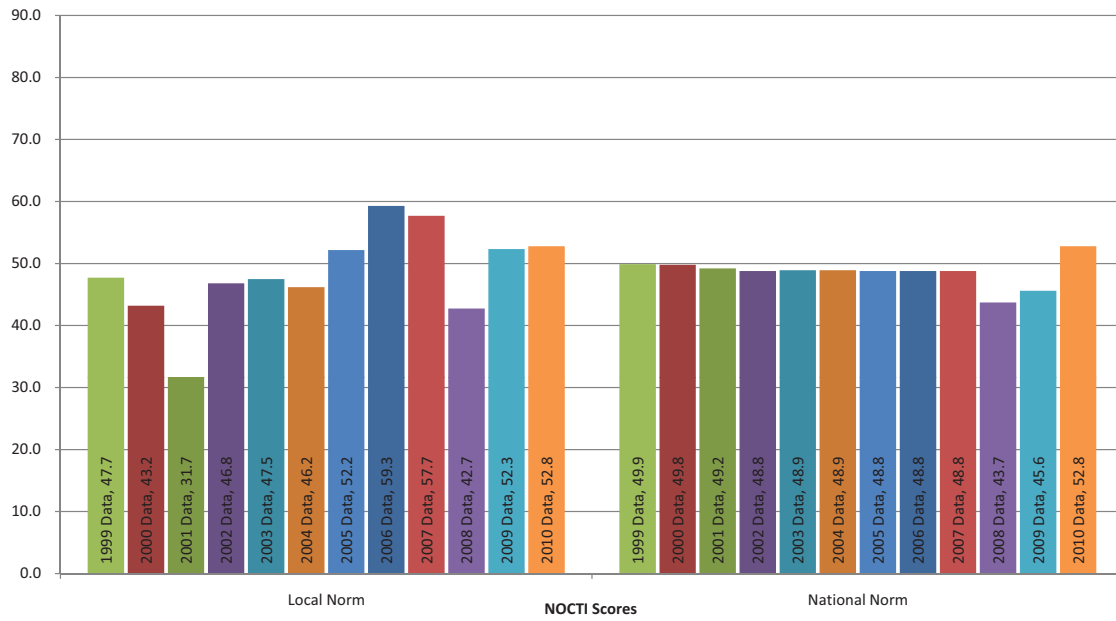
Early Childhood Education Written



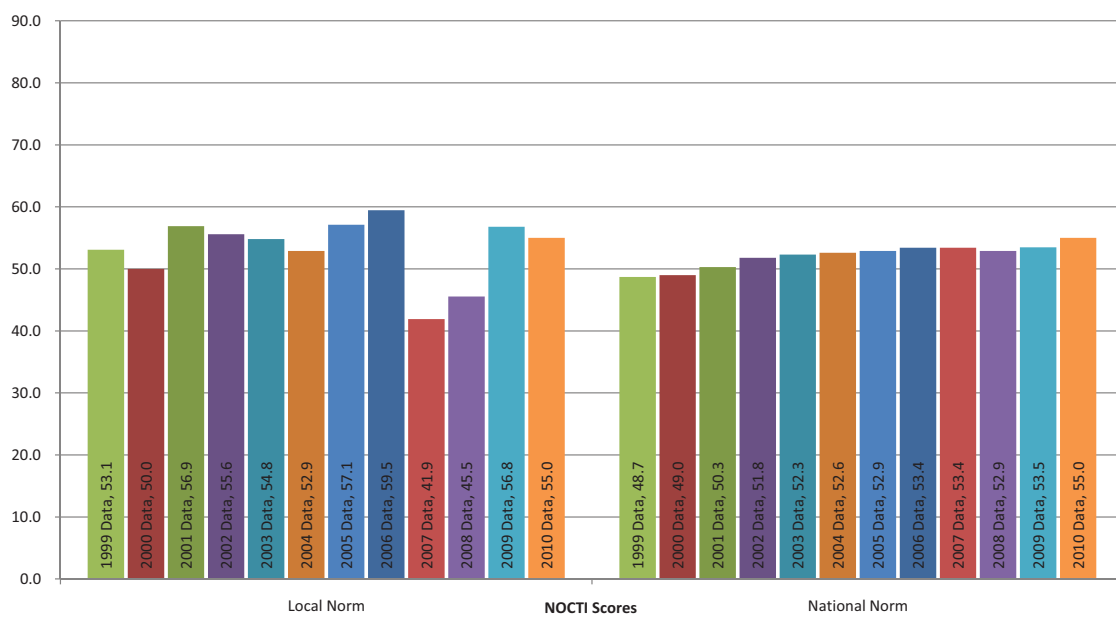
Electrical Engineering Written



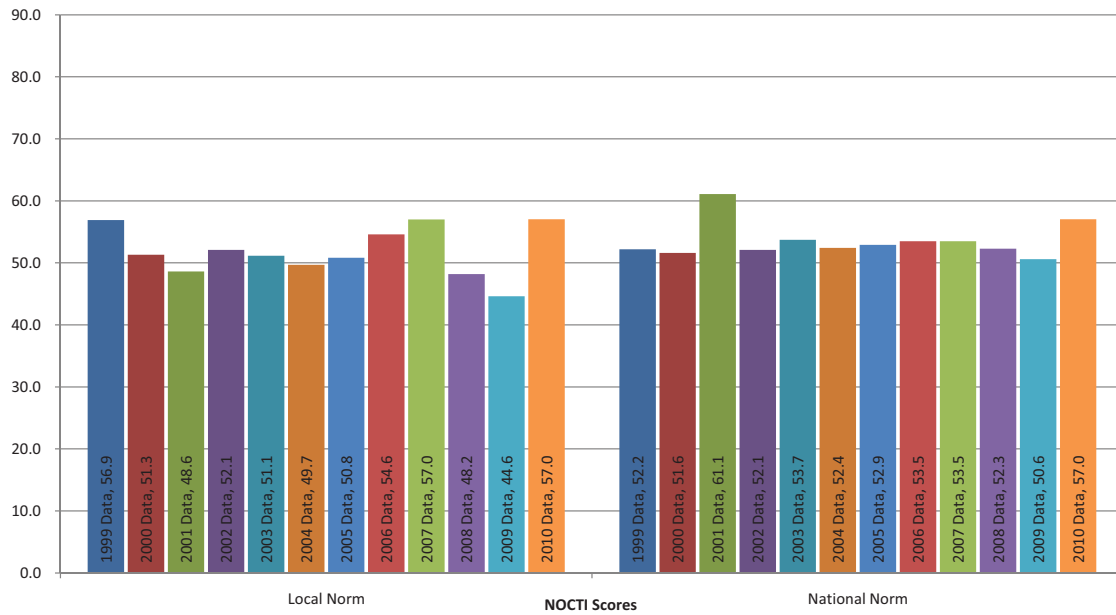
Electronics Written



Facilities Maintenance Technologies Written

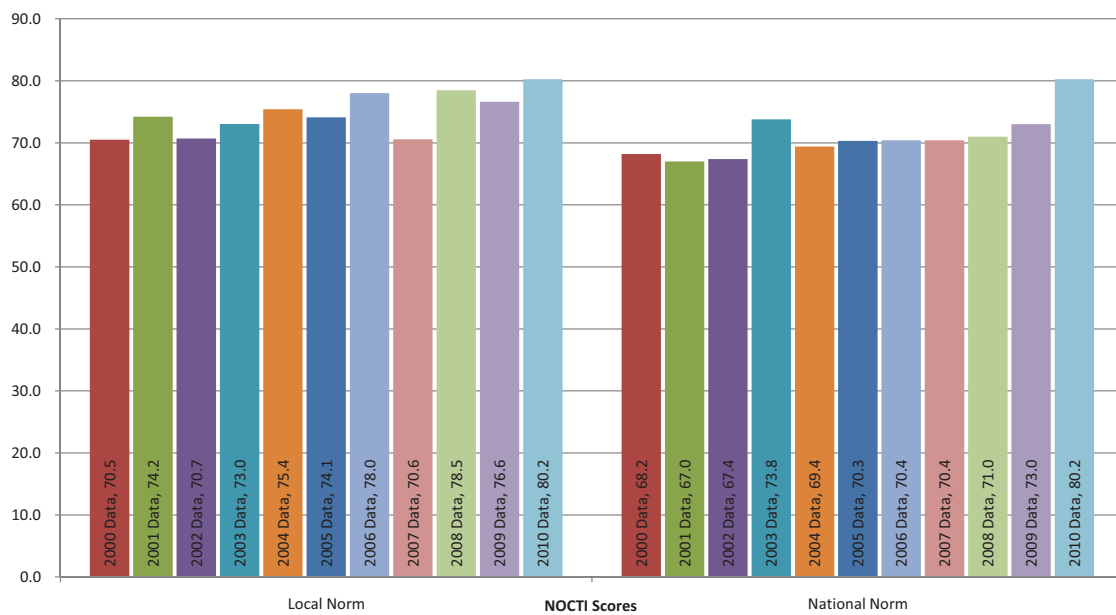


Graphic Communications Written



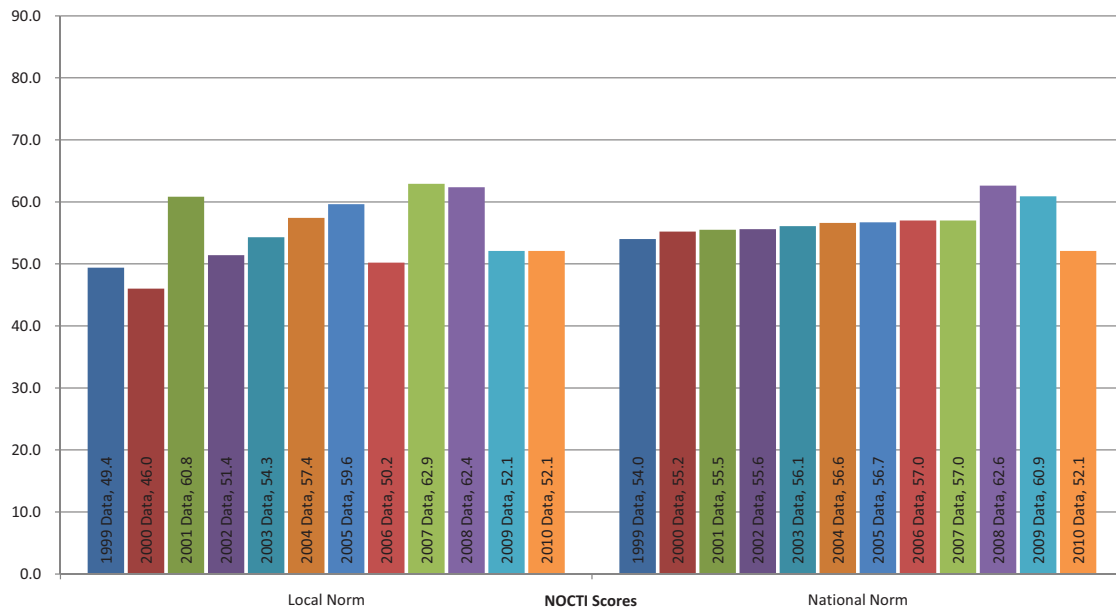
Page 32

Health Assistant Written

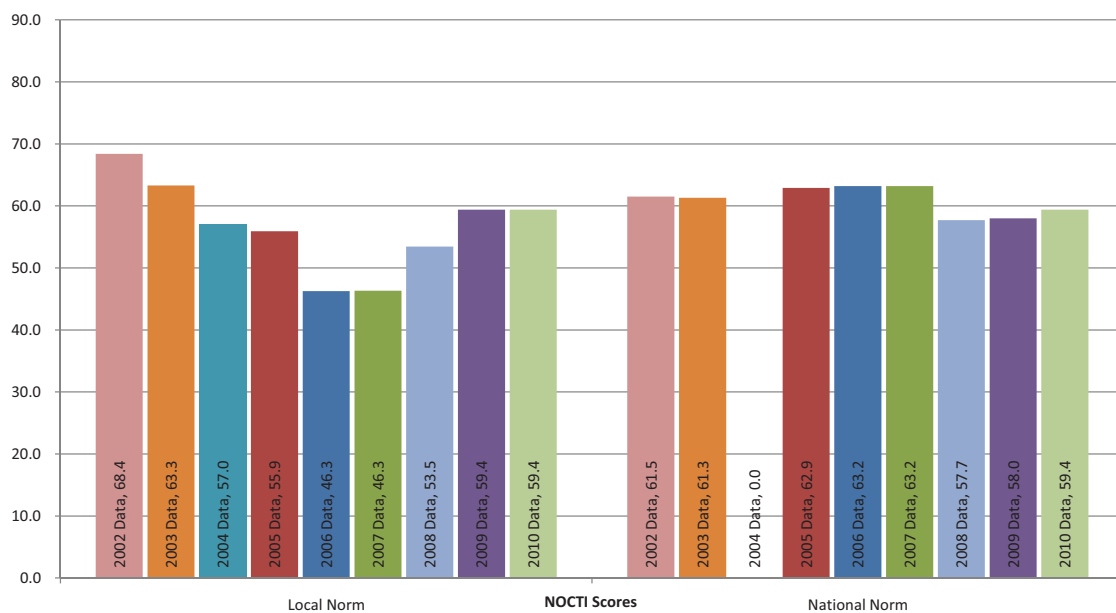


Page 33

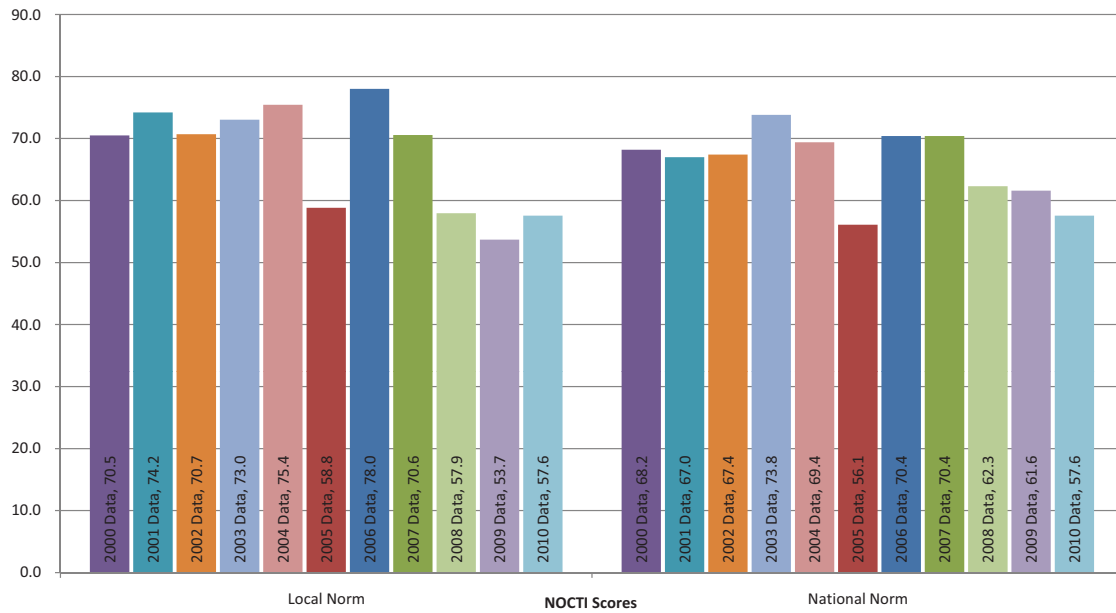
Metal Fabrication Written



Networking Technologies Written

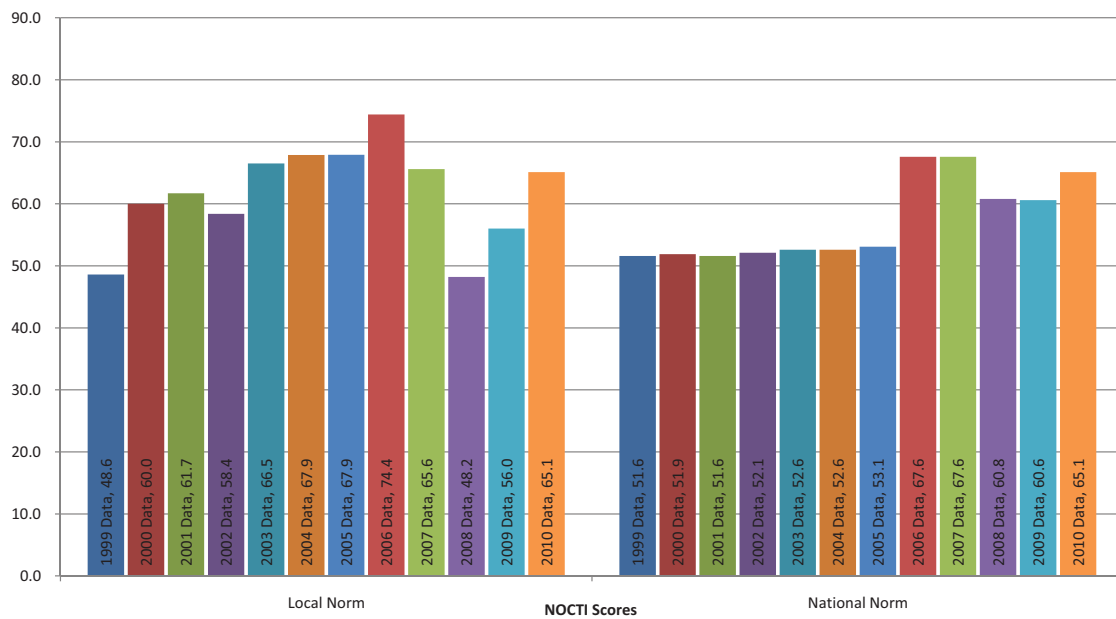


Tourism & Hospitality Management Written



Page 36

Tool & Die Written



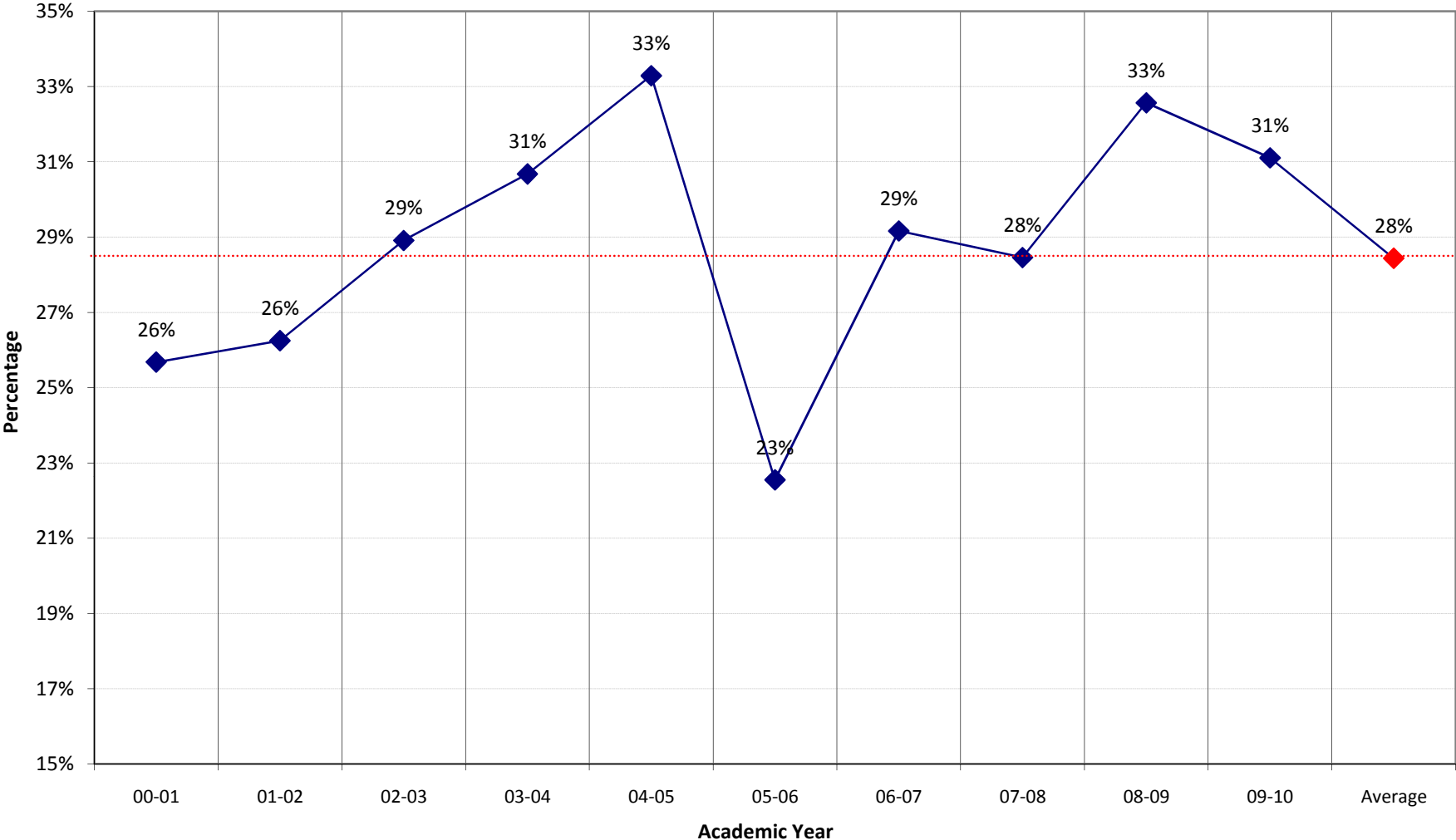
Page 37

Erie County Technical School
Special Education Enrollment History

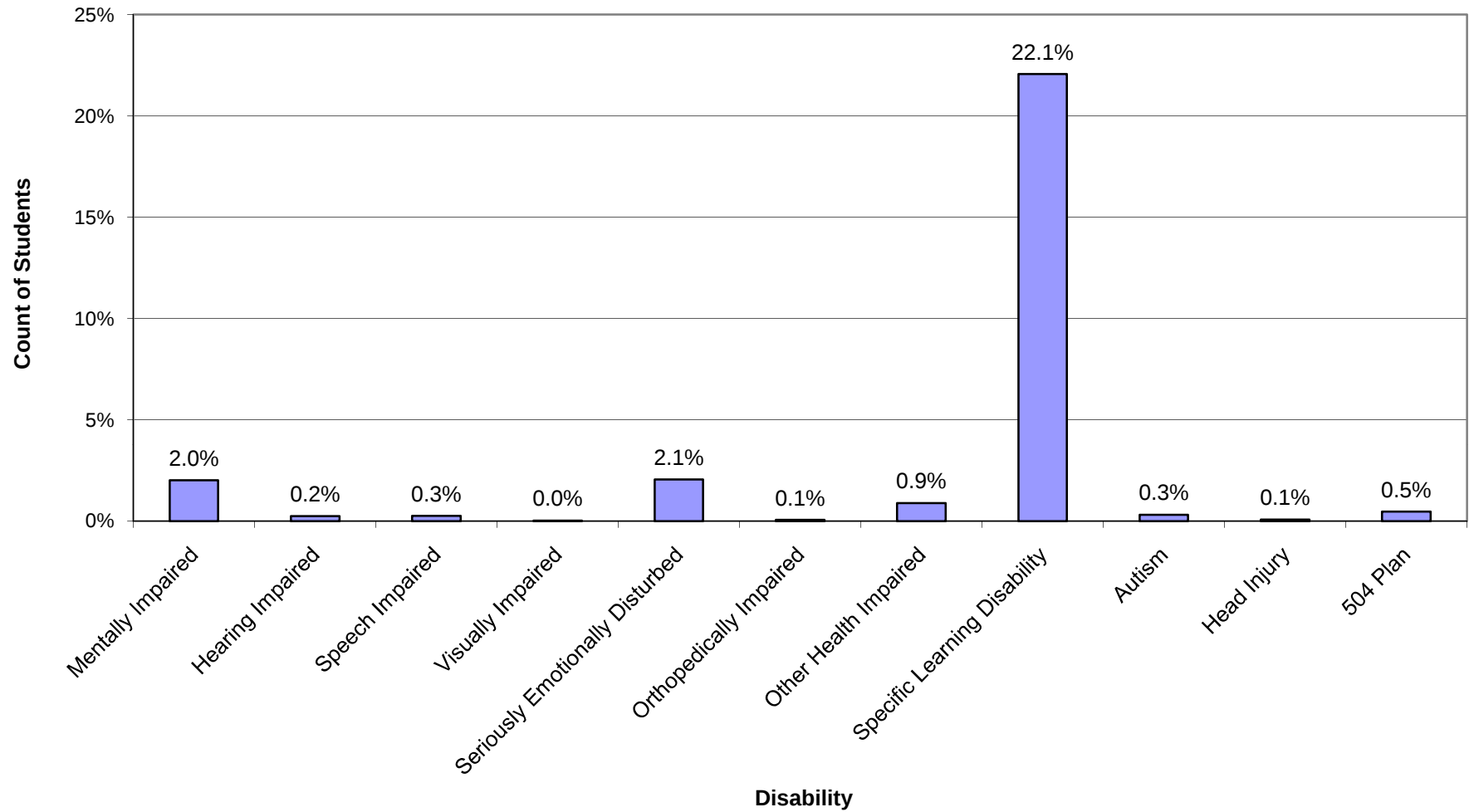
Disability	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Average
Count											
No Disability	602	562	541	522	497	663	583	533	499	505	554
Mentally Impaired	15	24	20	16	16	13	13	20	15	16	16
Hearing Impaired		1	2	3	2	1	2	2	3	4	2
Speech Impaired			2	3	6		2	5	3	2	4
Visually Impaired			1				1		0	0	1
Seriously Emotionally Disturbed	12	12	9	15	17	18	28	22	25	22	16
Orthopedically Impaired	1	1		1					1	0	1
Other Health Impaired	1	1	7	6	10	6	12	13	15	10	8
Specific Learning Disability	178	160	178	184	193	154	170	139	160	151	170
Autism	1	1		2	3	1	1	1	5	12	3
Head Injury			1	1	1				2	2	1
504 Plan							11	10	12	9	11
Total Disabled	208	200	220	231	248	193	240	212	241	228	219
Total	810	762	761	753	745	856	823	745	740	733	773

Percentage											
No Disability	74.3%	73.8%	71.1%	69.3%	66.7%	77.5%	70.8%	71.5%	67.4%	68.9%	71.6%
Mentally Impaired	1.9%	3.1%	2.6%	2.1%	2.1%	1.5%	1.6%	2.7%	2.0%	2.2%	2.0%
Hearing Impaired	0.0%	0.1%	0.3%	0.4%	0.3%	0.1%	0.2%	0.3%	0.4%	0.5%	0.2%
Speech Impaired	0.0%	0.0%	0.3%	0.4%	0.8%	0.0%	0.2%	0.7%	0.4%	0.3%	0.3%
Visually Impaired	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Seriously Emotionally Disturbed	1.5%	1.6%	1.2%	2.0%	2.3%	2.1%	3.4%	3.0%	3.4%	3.0%	2.1%
Orthopedically Impaired	0.1%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%
Other Health Impaired	0.1%	0.1%	0.9%	0.8%	1.3%	0.7%	1.5%	1.7%	2.0%	1.4%	0.9%
Specific Learning Disability	22.0%	21.0%	23.4%	24.4%	25.9%	18.0%	20.7%	18.7%	21.6%	20.6%	22.1%
Autism	0.1%	0.1%	0.0%	0.3%	0.4%	0.1%	0.1%	0.1%	0.7%	1.6%	0.3%
Head Injury	0.0%	0.0%	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.3%	0.3%	0.1%
504 Plan	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	1.3%	1.6%	1.2%	0.5%
Total Disabled	26%	26%	29%	31%	33%	23%	29%	28%	33%	31%	28%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

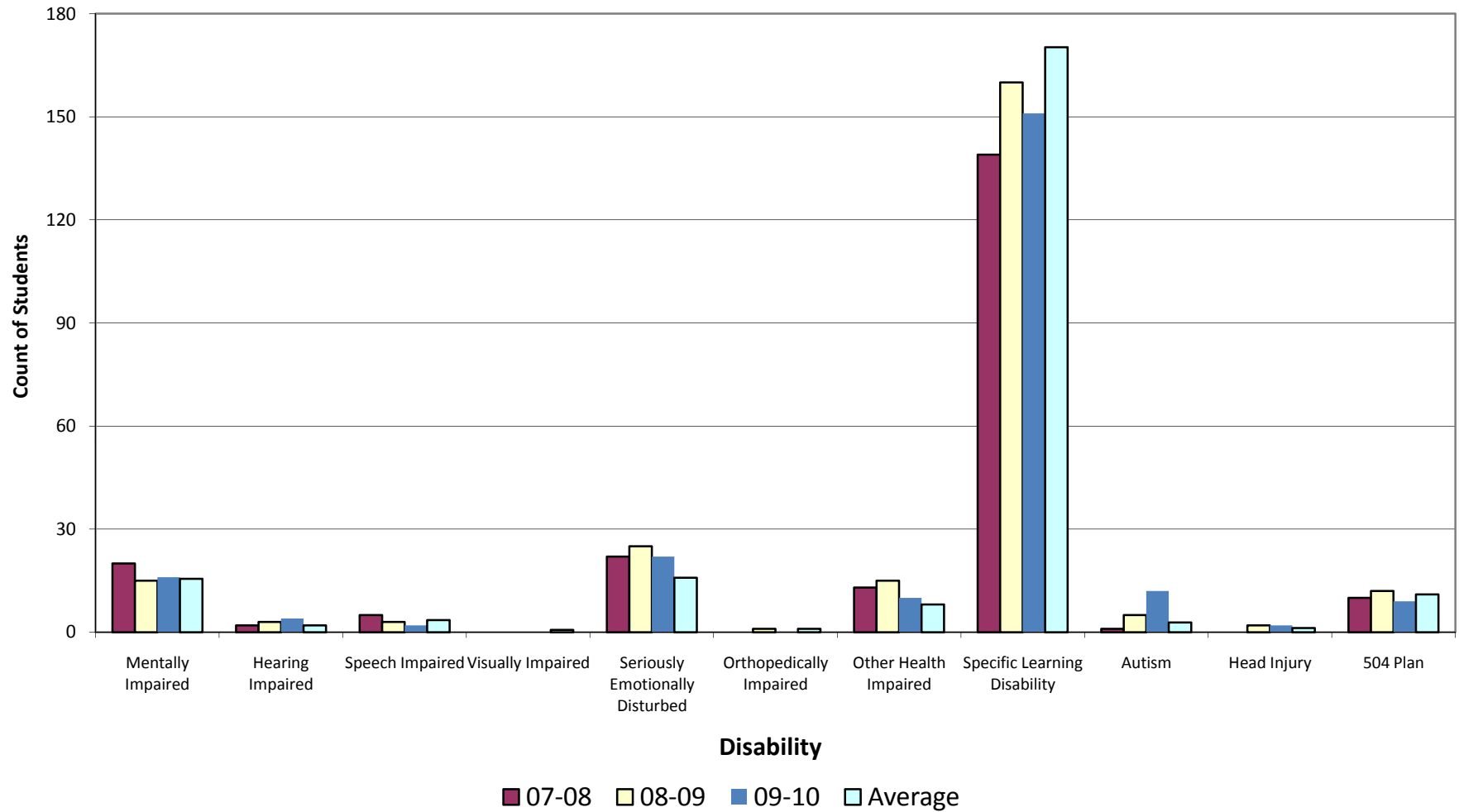
Erie County Technical School
Percent of Students: Special Population



**Erie County Technical School
Special Education Disabilities
Historical Average Distribution**



Erie County Technical School Three-Year Comparison Special Education Disabilities



Erie County Technical School

Day 2

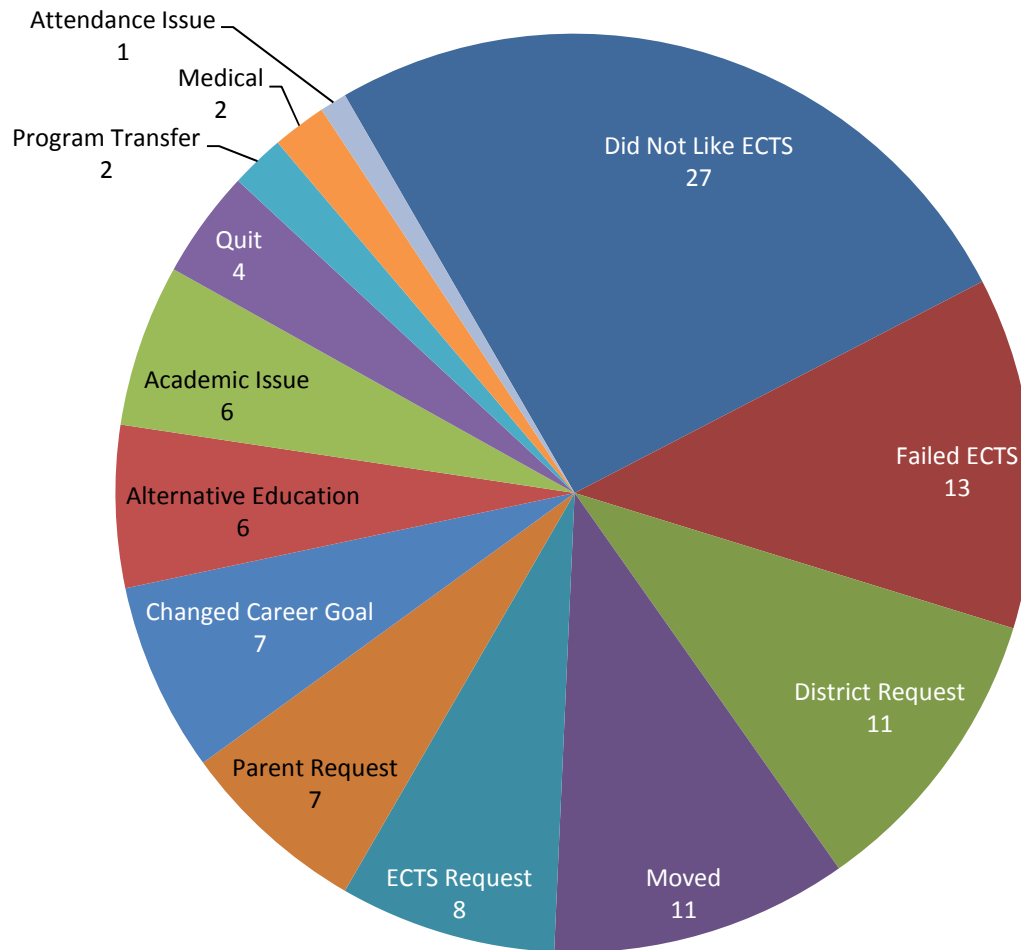
Planning Retreat 2009-2010

Erie County Technical School

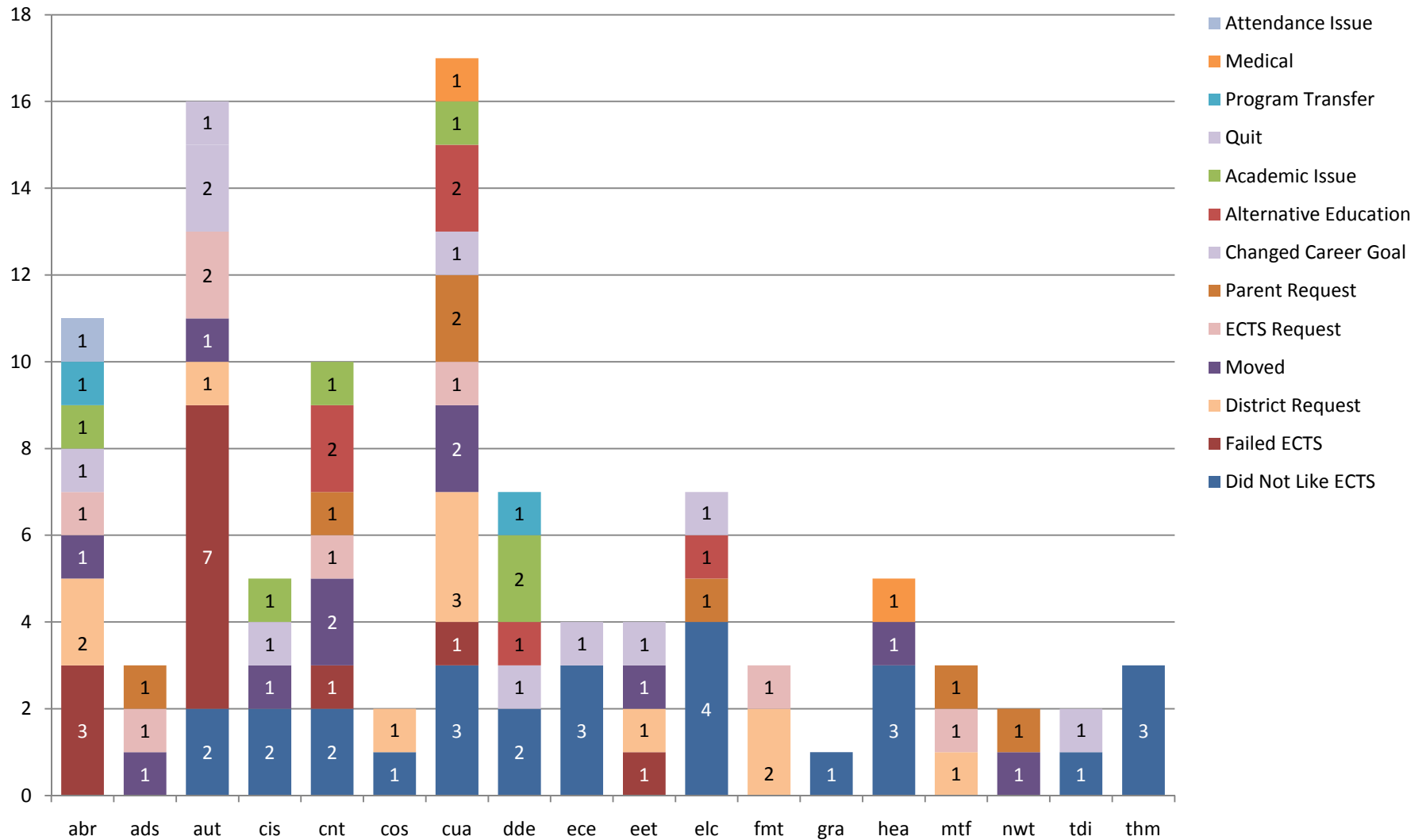
Issues Review

**Planning Retreat
2009-2010**

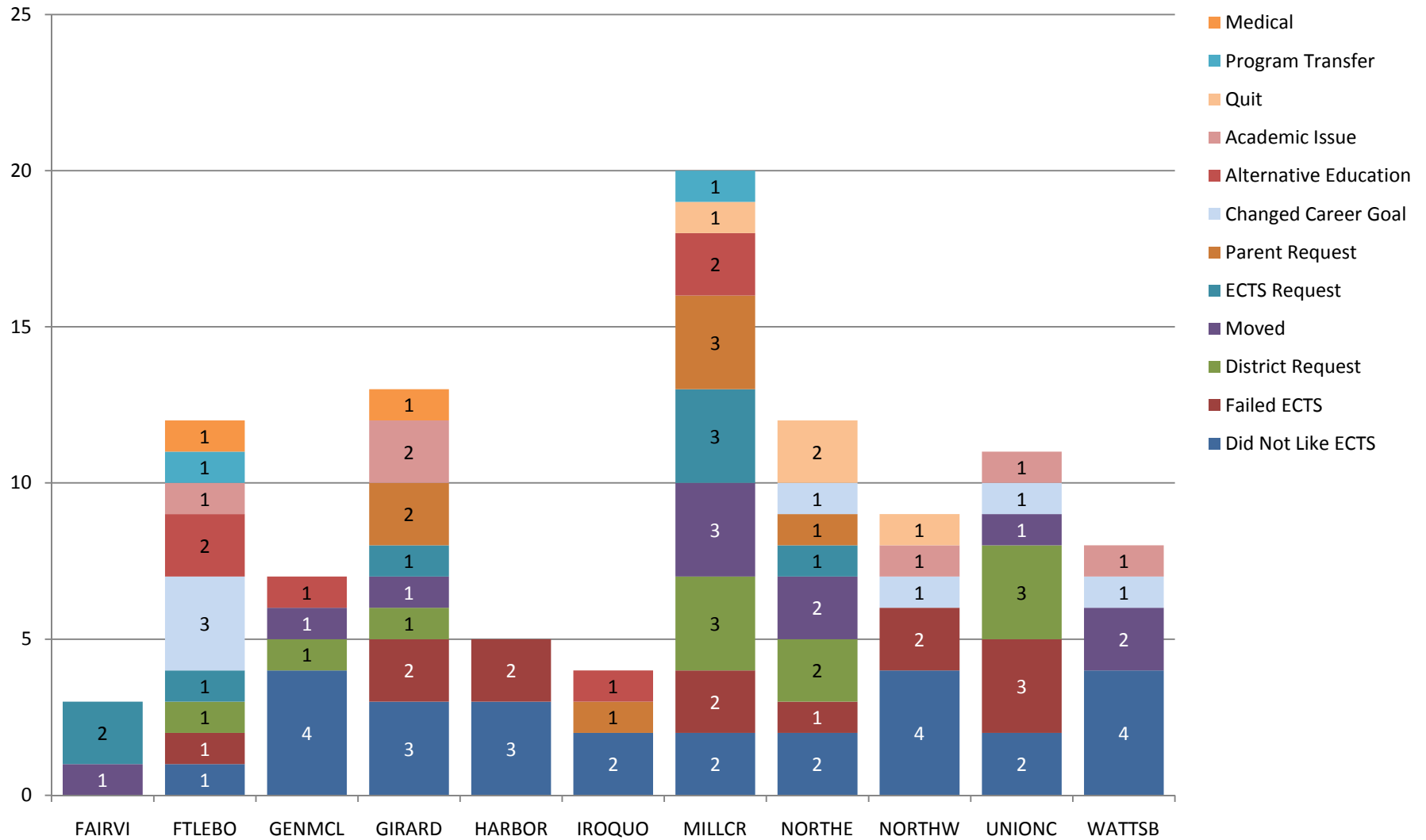
**Erie County Technical School
Withdrawal Analysis
First Semester--2009-2010
Count by Reason**



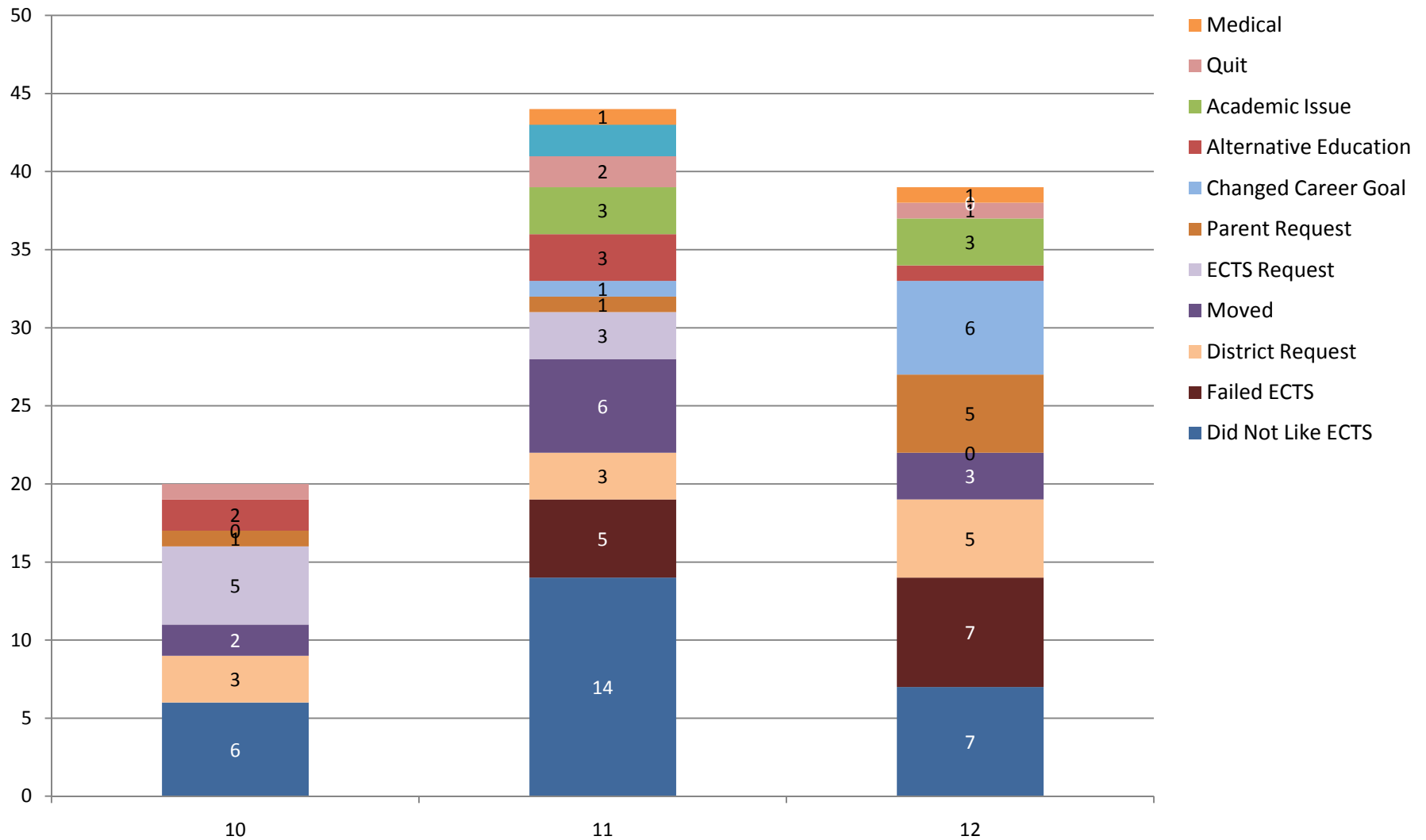
**Erie County Technical School
Withdrawal Analysis
2009-2010
Reason by Program**



**Erie County Technical School
Withdrawal Analysis
2009-2010
District by Reason**



**Erie County Technical School
Withdrawal Analysis
2009-2010
Count by Grade Level**

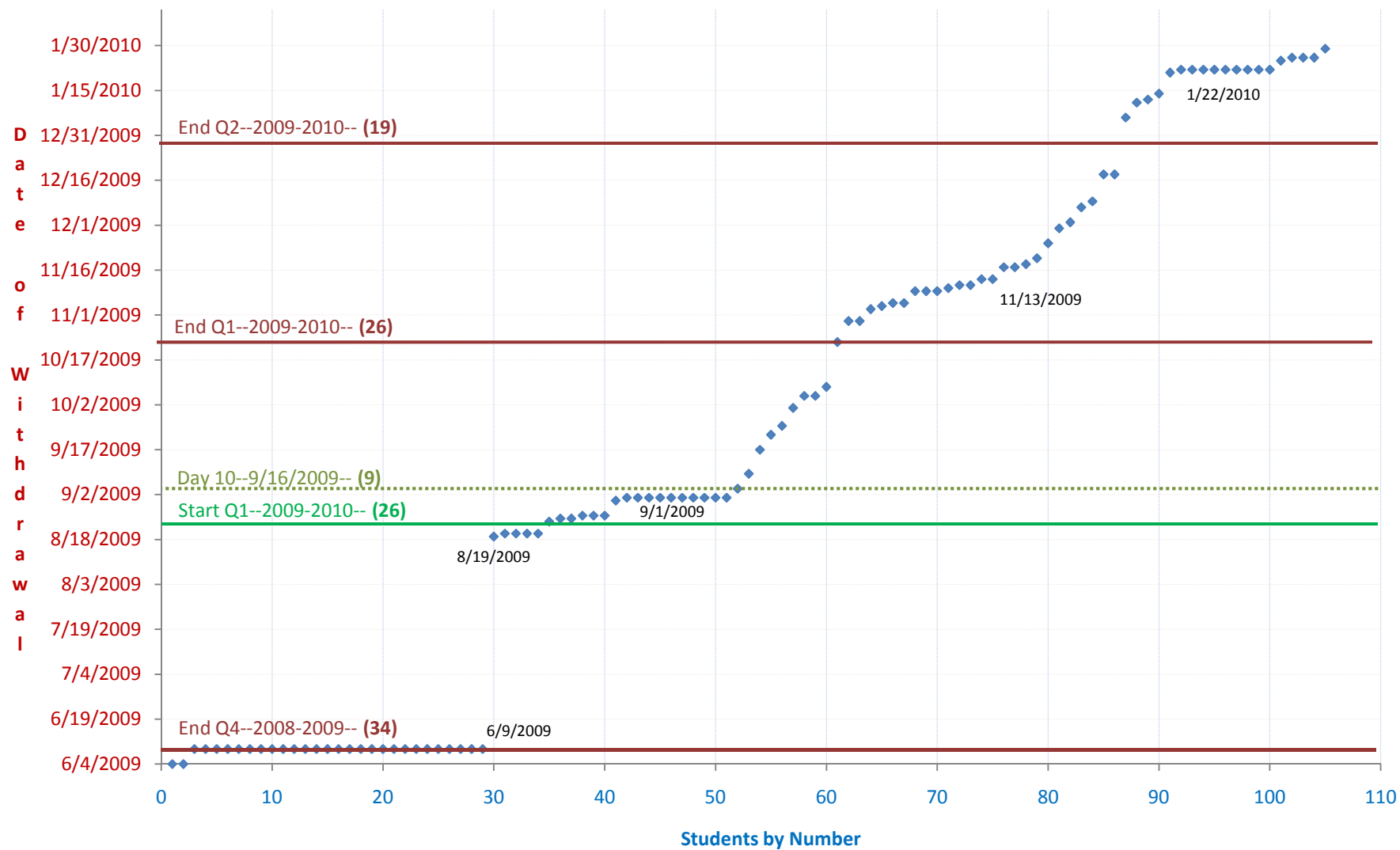


Erie County Technical School

Withdrawal Analysis

2009-2010

Scatter Plot by Date of Withdraw



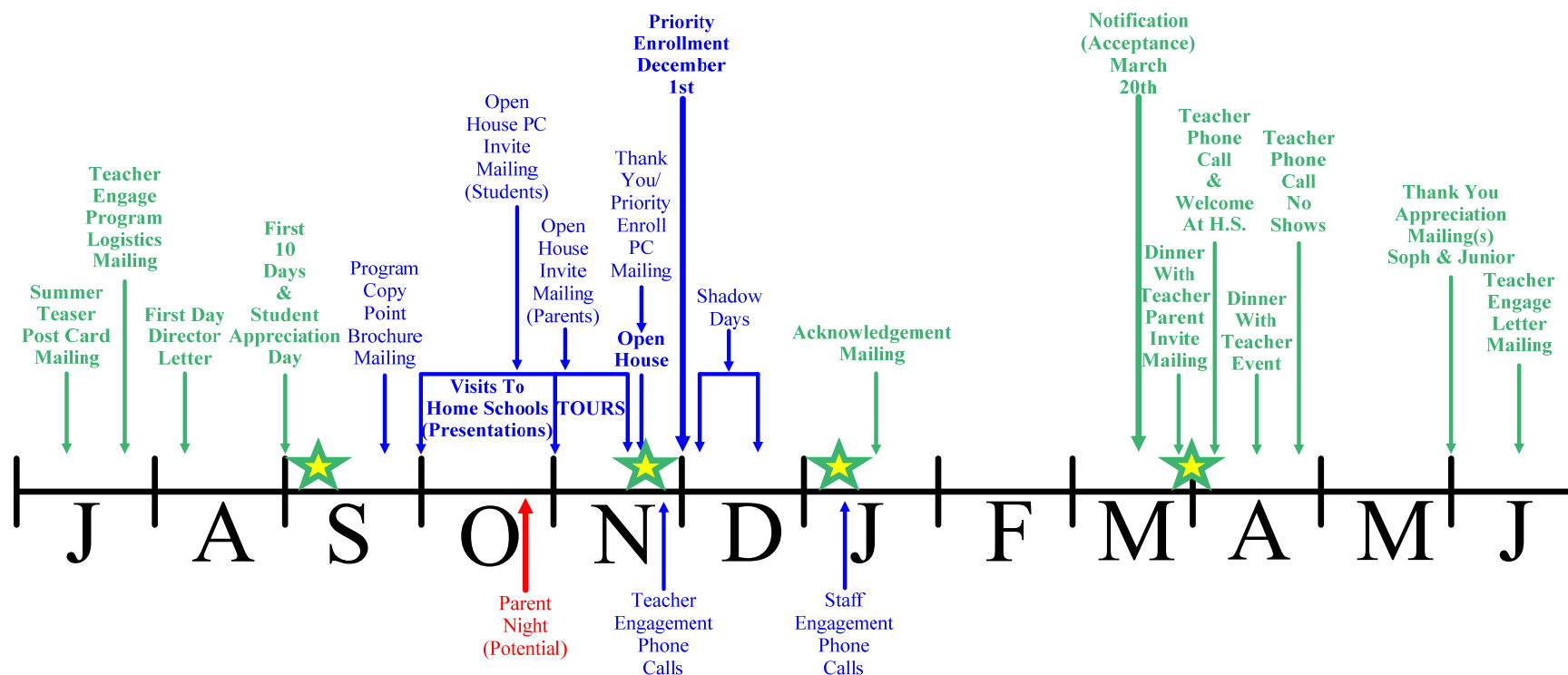
Erie County Technical School

Program Review Matrix

Criteria	Objectives	Measure	Standard	ABR	ADS
Curriculum					
National Accreditation	Program Quality	Program Attainment	Yes (1) /No (0)		
Program Of Study Compliant	State Compliance	Program Attainment	Yes (1) /No (0)		
DACUM Review	Industry Relevance, Local	Within Four Years	Yes (1) /No (0)		
Most Recent Revision Date	Curriculum Current	Within One Year	Yes (1) /No (0)		
Articulation Agreements	Post-secondary Relevance	Number of Articulations	>3 (3) 2-3 (2) 1 (1) 0 (0)		
Staff					
Industry Certification	Industry Relevance, Technical Competence	Faculty Member Possesses	Yes (1) /No (0)		
Most Recent Industry Experience	Faculty Current	Within One Year	Yes (1) /No (0)		
Act 48 Progress	Faculty Development	Hours Completed/Hours Required	% Score--10 Pt Scale		
Student					
Retention Rate	Student Relevance	% of Students Remaining in Program	% Score--10 Pt Scale		
NOCTI Assessment	Technical Competence	Percentage Competent & Advanced	% Score--10 Pt Scale		
Attendance	Student Relevance, Behavior Management	Year-End %, All Students	% Score--10 Pt Scale		
Grade Point Average	Student Performance, Instructional Quality	Year-End, All Students	5 Pt Scale		
Special Education Percentage	Instructional Environment	% of Students	Inverse of %--10 Pt Scale		
Industry Certifications--A	Industry Relevance	Number Available to Students	1 pt. each		
Industry Certifications--B	Student Performance, Technical Competence	% of Students Acquiring	% Score--10 Pt Scale		
Graduate Follow-up--A	Instructional Quality, Industry Relevance	Program Average	5 Pt Scale		
Graduate Follow-up--B	Instructional Quality, Industry Relevance	All Sub-categories 'B' or Better	% Score--10 Pt Scale		
Placement Rate	Instructional Quality, Industry Relevance	% of Graduates--College, Workforce, Military	% Score--10 Pt Scale		
Student Satisfaction Rating--A	Student Relevance, Instructional Quality	Program Average	5 Pt Scale		
Student Satisfaction Rating--B	Student Relevance, Instructional Quality	% of Sub-categories 'B' or Better	% Score--10 Pt Scale		
Industry					
OAC Membership	Industry Relevance	Number of Industry Representatives	1 pt. each		
OAC Attendance	Industry Relevance, Faculty Relations	% of Members Attending--Annual	% Score--10 Pt Scale		
Labor Market Outlook	Industry Relevance	L&I Rating	5 Pt Scale		
High Priority Occupations	Industry Relevance	Number of Occupations on L&I List	1 pt. each		
Wage Analysis--A	Industry Relevance, Student Opportunities	L&I Scales--Lowest 10%	1/10th of Reported Wage		
Wage Analysis--B	Industry Relevance, Student Opportunities	L&I Scales--Average	1/10th of Reported Wage		
Wage Analysis--C	Industry Relevance, Student Opportunities	L&I Scales--High 10%	1/10th of Reported Wage		
Marketing					
Number of Visitors	Student Interest	Program Visitors/All Visitors	% Score--10 Pt Scale		
Number of Applications	Student Interest	Number of Applications/All Applications	% Score--10 Pt Scale		
Admission Score Average	Student Quality	Average Admission Score of all Applications	1/10th of Average Score		
Light at End of Tunnel Activity	Faculty Participation	Review Panel's Rating of Recruitment Plan	5 Pt Scale		
Campus Tours Plan	Faculty Planning	Review Panel's Rating of Tour Plan	5 Pt Scale		
Prospect Follow-up	Faculty Participation	% of Students Contacted	% Score--10 Pt Scale		
Summer Communication	Faculty Participation	Program Attainment	Yes (1) /No (0)		

Enrollment/Retention

Right Student ... Right Program ... Right Reasons
Enrollment > Retention > Graduation

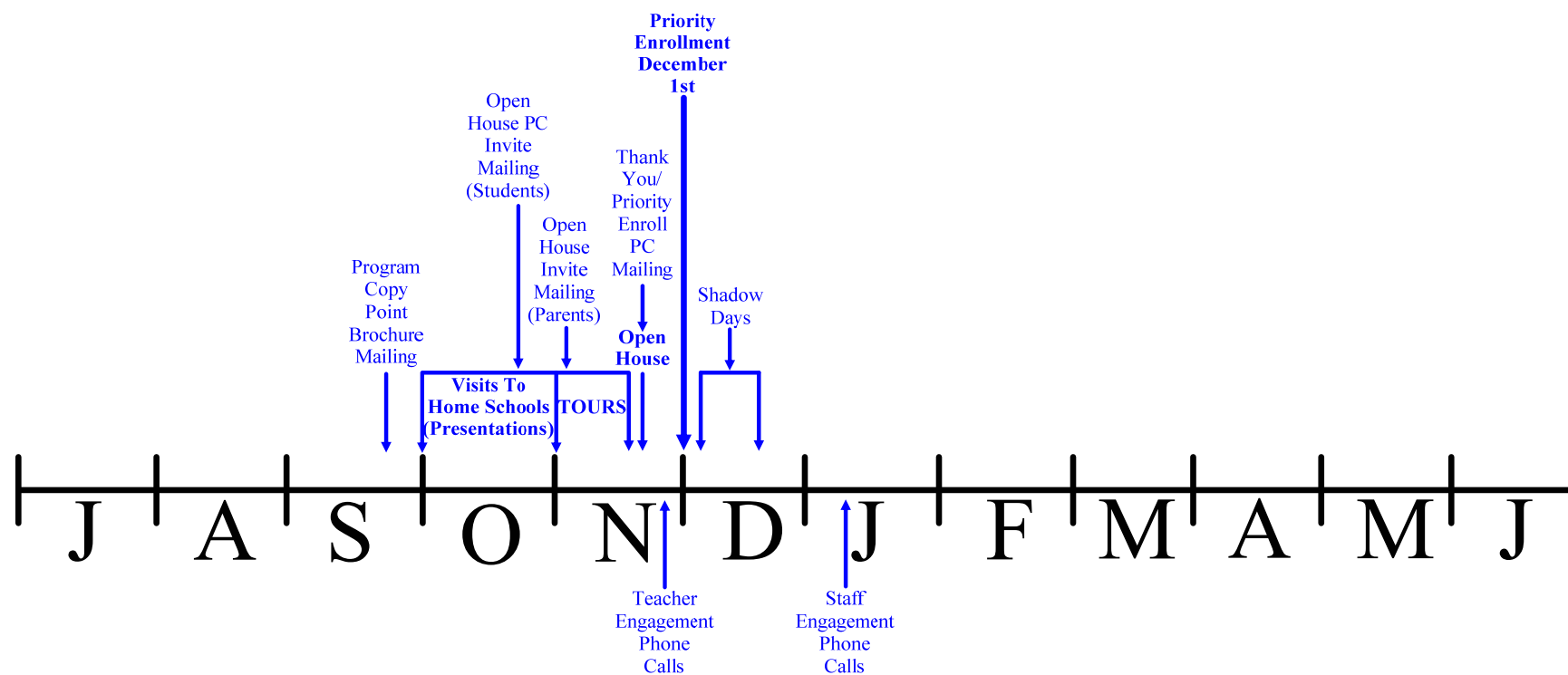


LEGEND

- 8th Grade Enrollment Track (Red)
- 9th Grade Enrollment Track (Blue)
- 10th Grade Enrollment Track (Purple)
- Retention Track (Green)
- Light Points (Green Star)

Enrollment/Retention

Right Student ... Right Program ... Right Reasons
Enrollment > Retention > Graduation

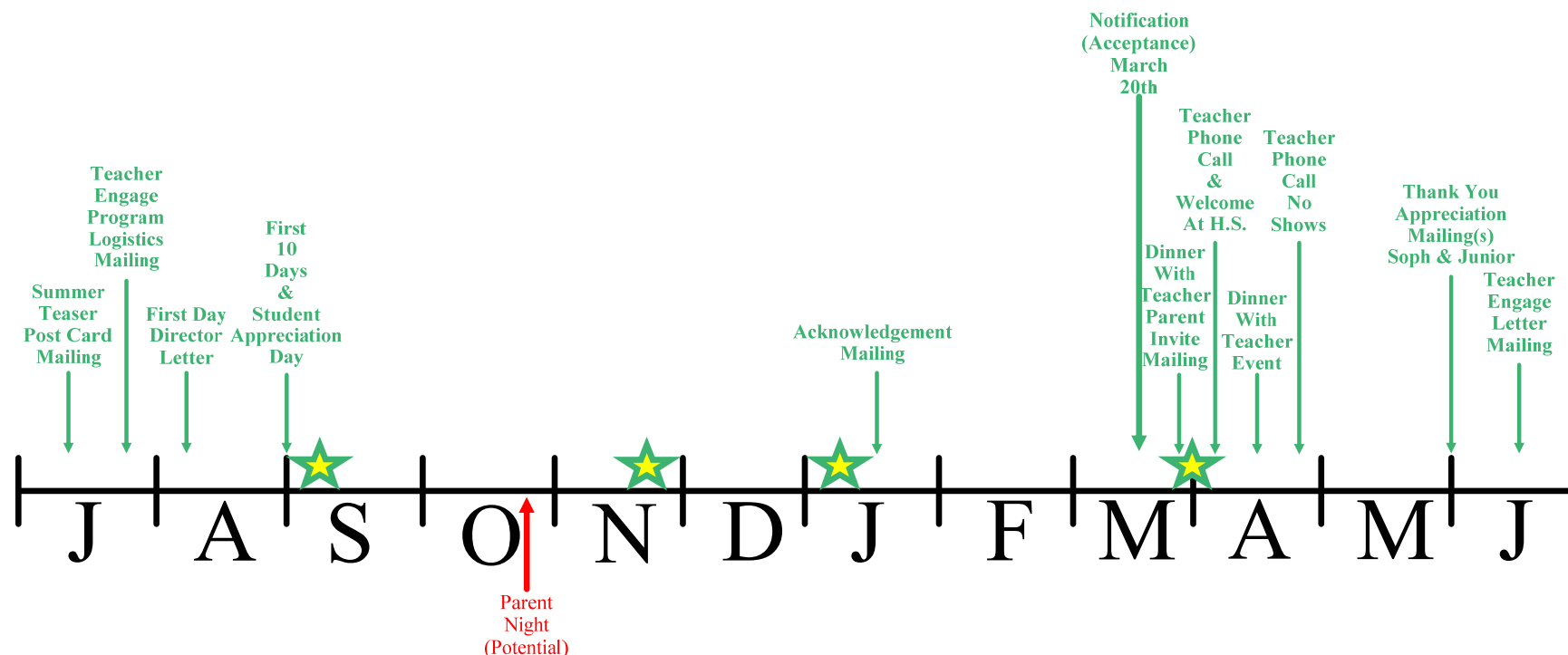


LEGEND

- 8th Grade Enrollment Track (Red)
- 9th Grade Enrollment Track (Blue)
- 10th Grade Enrollment Track (Purple)
- Retention Track (Green)
- ★ Light Points (Green Star)

Enrollment/Retention

Right Student ... Right Program ... Right Reasons
Enrollment > Retention > Graduation

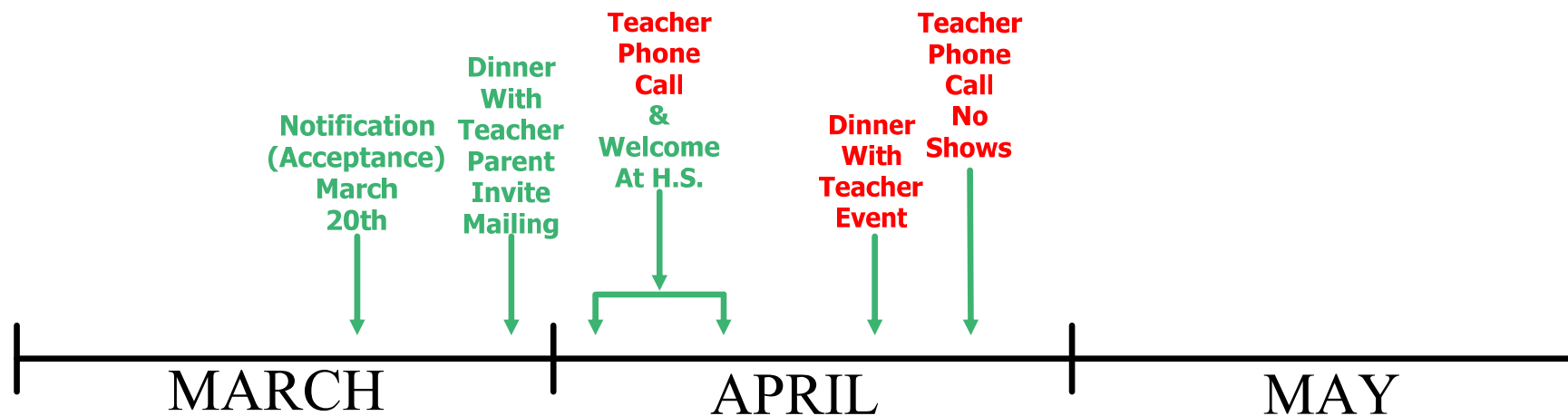


LEGEND

- 8th Grade Enrollment Track (Red)
- 9th Grade Enrollment Track (Blue)
- 10th Grade Enrollment Track (Purple)
- Retention Track (Green)
- Light Points (Green Star)

Enrollment/Retention

Right Student ... Right Program ... Right Reasons
Enrollment > Retention > Graduation



ENROLLMENT TRACK (HS)

1. **9TH GRADE PROGRAM COPY POINT BROCHURE MAILING** – *Late September* **TFS ECTS-5003 brochure & ECTS-5007 Letter**
2. **9TH GRADE PRESENTATIONS AT HOME SCHOOLS** – *October*
3. **9TH GRADE OPEN HOUSE PC INVITE (STUDENTS)** – *October 26th* **TFS ECTS-5008**
4. **9TH GRADE GREETING CARD INVITE (PARENTS)** – *November 2nd* **TFS ECTS-5009**
5. **9TH GRADE TOURS (3 PROGRAMS)** – *Early November*
6. **9TH GRADE OPEN HOUSE** – *November 19th*
7. **9TH GRADE THANK YOU/PRIORITY ENROLLMENT PC MAILING (STUDENTS)** – *November 19th* **TFS ECTS-5010**
8. **TEACHER ENGAGEMENT PHONE CALL** – *After Open House and before Priority Enrollment Date*
9. **9TH GRADE SHADOW DAYS** – *December*
10. **STAFF ENGAGEMENT PHONE CALL** – *Mid January*

RETENTION TRACK (HS)

1. **ACKNOWLEDGEMENT MAILING** – *After receipt of application* **TFS (ECTS-5011)**
2. **NOTIFICATION MAILING** – *March 20th* **ECTS**
3. **DINNER WITH TEACHER PARENT INVITE MAILING** – *Late March* **ECTS**
4. **TEACHER ENGAGEMENT PHONE CALL** – *Early April*
5. **WELCOME CELEBRATION VISIT AT HOME SCHOOL** – *Early to Mid April*
6. **DINNER WITH TEACHER EVENT** – *Mid April*
7. **TEACHER ENGAGEMENT PHONE CALL (DID NOT COME)** – *Immediately following Dinner*
8. **TEACHER ENGAGEMENT LETTER (TEASE FIRST 10 DAYS)** – *June*
9. **SUMMER TEASER POST CARD** – *Mid July* **TFS (ECTS-5002)**
10. **TEACHER ENGAGEMENT PROGRAM LOGISTICS MAILING** – *Mid July* **ECTS**
11. **FIRST DAY OF SCHOOL LETTER (DIRECTOR)** – *Early August* **ECTS**
12. **FIRST 10 DAYS/STUDENT APPRECIATION DAY** – *Early September*
13. **POTENTIAL DRIP: PARENT NIGHT** – *Mid October (must be reviewed)*
14. **THANK YOU/APPRECIATION MAILING (J TO BE S)** – *May/June* **TFS (ECTS-5004 & ECTS-5005)**

TEAM: Lisa Sorenson Admissions Coordinator Team Leader
Elaine Shaffer Business & Industry Liaison Team Minutes
Aldo Jackson Director
Joe Salorino Graphic Communications Instructor
Sandy Carr Professional Skills Instructor
Janet Grossman Culinary Instructor

ENROLLMENT TRACK

- **9TH GRADE PROGRAM COPY POINT MAILING** – *Mid September (TFS to Mail ECTS-5007 (letter) & ECTS-5003 (brochure))* – A mailing of a comprehensive yet simple to read and understand brochure with information about programs and the drips to come. **The goal:** Students and parents see the value and wide-ranging programs available – this increases the opportunity a student will be available during home school visits and on tour days on campus.
 - o Addressed to Student
 - o Must be easy to read!
 - o Letter (**ECTS-5007**) & Brochure (**ECTS-5003**) Information Included (Simple/Easy to Read):
 - Program copy points for each program (Bold – Fun – Engaging)
 - Organizational copy points – No more than 8 as call outs in the piece.
 - Application process and timelines
 - Priority Enrollment Date
 - Enrollment Date
 - The letter must clearly state that the enclosed application is for ease of future use.

ACTION:

o

-
- **9TH GRADE PRESENTATIONS AT HOME SCHOOLS** – *October* – **The goal:** To deliver a message of value to all students about the power of CTE, so they can best choose several programs for their upcoming tour.
 - o While students walk in: PowerPoint shown with music & student pictures (very good)
 - o Critical components of the presentation:
 - Bold - Fun – Engaging – Informative
 - Where possible, deliver a testimonial as part of the presentation from an existing student (ambassador of CTE). Use ambassadors in this order:
 - Organizational copy points interspersed throughout presentation
 - Program copy points used to describe program areas based on experience
 - Tease upcoming events throughout a typical school year on the RT such as:

- First 10 days engagement & fun
- Student Appreciation Day
- CTSO's – National competitions
- o ACTION:
 - Students select three programs to visit during their upcoming tour

ACTION:

o

-
- **9TH GRADE OPEN HOUSE PC INVITE MAILING (STUDENTS)** – *October 26th* **(TFS to Mail ECTS-5008)** – This is an invitation to students to join us for Open House. **The goal:** To put something in the hands of students who love to get mail that allows us to drip several organization copy points demonstrating the value of CTE and invite students/parents to Open House.
 - o Mailing (Addressed to Student) Includes:
 - Invitation to Open House
 - Several Organization Copy Points of Value
 - Priority Enrollment Date/Information (December 1st)

ACTION:

o

-
- **9TH GRADE OPEN HOUSE GREETING CARD INVITE MAILING (PARENTS)** – *November 2nd* **(TFS to Mail ECTS-5009)** – This is an invitation to parents to join us for Open House. **The goal:** To put something in the hands of parents that allows us to drip several organization copy points demonstrating the value of CTE and invite students/parents to Open House.
 - o Mailing (Addressed to Parents of) Includes:
 - Invitation to Open House
 - Several Organization Copy Points of Value
 - Priority Enrollment Date/Information (December 1st)
 - Value of Open House
 - Coupon Entry Form - Giveaway

ACTION:

- o Add to Coupon for 2010: We need to add what program at ECTS they are most interested in.

-
- **9TH GRADE TOURS** – *Early November* – This is the primary recruitment event each year. **The goal:** To connect and deliver an event that builds relationships, makes students feel welcome, and showcases our true value while overcoming the stigmas of CTE.

- o Students visit three program of their choice
 - Each session is 20-30 minutes in length
- o Bus Talkers – Ambassador welcomes each bus as it arrives
1742 Georgetown Road • Hudson, Ohio 44236 • (P) 330-650-5300 (F) 330-650-6416

mark@MT4S.com • www.MT4S.com

- 1st Choice: Respected ambassador from that visiting school
- 2nd Choice: Any respected ambassador
- “Hi my name is John Smith and two years ago I sat on this bus just like you” – “I am in the (program name) program and when I graduate I will be (the light at the end of their tunnel).” Share where they go from there and how they depart the bus.
- **Elaine will coordinate**
- o Badges for each participant
 - First Name – Large
 - Last Name – Normal
 - Home School
 - Programs visiting today
 - Survey on reverse/inside – we will track information in our database immediately following the event.
 - How did you feel about today’s event? Loved it – Like it – Did not care for it
 - Do you plan to apply? Yes – No – Not Sure Yet
 - Rate the programs listed on the front of your badge as to which programs you liked best. (1) = Favorite (2) = Next Best etc...
 - Would you like more information or to speak to someone in more detail about the opportunities available? [] Yes
- o Phone #: _____
- o PowerPoint playing (automatically) in the main area dripping value throughout the tour time. Each slide is random (photo, copy point, photo, event, etc.)
 - Organizational copy points
 - Photos of students (happy/engaged)
 - Tease typical school events such as:
 - Student Appreciation Day(s)
 - Teacher Dinner
- o Follow Up/Close:
 - Complete application
 - Open House – Bring parents
 - Priority Enrollment December 1st

ACTION:

- o **Results 2009:**
 - **Went well**
 - **Badges and data from home schools (ECTS internal process) needs to be reviewed to avoid duplication of efforts.**
 - **Review program experience and enhance via TFS process**
 - **Some instructors were doing some cool things and we need to capture those examples (best practices) and create a session for other instructors**

-
- **9TH GRADE OPEN HOUSE** – *November 19th* – This is the event that gives every excited student an opportunity to sell their parents on CTE. **The goal:** To connect with students/parents by giving students an opportunity to bring their parents back to meet their teacher and see the value they saw on tour day. It is also an additional opportunity for the students to connect with us in the relationship building process.
 - o Time Frame: 4:30-6:30PM
 - o Invites: 9th
 - o Food – Dinner/Snacks
 - o Music - background
 - o Open programs – teachers available in each classroom
 - Hands-on
 - Conversation starters
 - What kinds of things are you interested in?
 - What brought you here tonight?
 - How is your school year going?
 - o Propaganda Slide Show
 - Every third slide
 - Organization copy point
 - Photos with captions
 - Testimonials/Events
 - o Presentation (PowerPoint) – How to make the most of your HS experience?
 - Tips to include:
 - Do something you are interested in
 - Hands-on
 - Prepare for college – earn college credit
 - Student organization participations – travel
 - Acquire leadership skills
 - Share the same interests with other students
 - Road map to success – career planning (Think ahead)
 - One on one personal attention (guidance-connections) Personal career trainer!
 - Earn while you learn - Internship in a field they love – finding those opportunities
 - Treated like an adult
 - Career placement
 - Apply academics to hands on projects (Real world)
 - End presentation by connecting the tips to our school.
 - o Leave With:
 - Program Sheets – Applications (Available everywhere)

- Next step:
 - 9th Graders – Visits to home school next year.
 - 10th Graders – Enroll OR Shadow Day – More info

ACTION:

o **Results 2009:**

- Very good turnout. Double the number expected – total 143 students (41.35 % of applications submitted to date of 346)
- Presentation with music – very cool
- Time worked well
- Review program experience and enhance via TFS process for next year
- All teachers must be present (two missing this year)
- Disconnect with the flow of the attendees (Registration, cafeteria etc...) – not enough people saw the PowerPoint in the cafeteria.

-
- **9TH GRADE THANK YOU/PRIORITY ENROLLMENT PC MAILING (STUDENTS) - November 19th - (TFS to Mail ECTS-5010)** – This is a reminder mailing to drive students to apply by December 1st Priority Enrollment date. **The goal:** To have students apply and get the application into their counselor no later than December 1st.

o Mailing (Addressed to Student) Includes:

- Priority Enrollment Date/Information (December 1st)
- Several Organization Copy Points
- Create a slight fear of loss – programs fill quickly

ACTION:

o

-
- **TEACHER ENGAGEMENT PHONE CALL – After Open House and before Priority Enrollment Date** – Personal contact from teachers to students to connect with students who selected their program as their favorite. **The goal:** To see if students have questions and invite them to a shadow or second look day in their program.

o Call made to:

- Loved it
- Plan To Apply
- Selected as favorite program

o Phone call Script Concept:

▪ Introduction:

- This is John Smith I am the (program) teacher from ECTS

▪ Reason for Call:

- I am calling for several reasons:

- o First – I wanted to thank you for visiting my program and stating in your survey that my program was your favorite – thank you!

- o Second – I wanted to see if you had any further questions about the program or ECTS
- o Lastly, I wanted to remind you about our Priority Enrollment Date of December 1st.
 - If this program is the right fit for you... please apply by the 1st, so you have the best chance at getting a seat.
- Offer Assistance:
 - If you have any questions at anytime or if I can be of any help to you, please call me at 123-456-7890.
- Logistics:
 - ??????
- Close:
 - Thanks for your time and I hope we get a chance to talk further one day soon. Have a great day!

ACTION:

- o Not in 2009 – start in 2010
- o Mark wrote initial script

-
- **9TH GRADE SHADOW DAYS** – *December* – An event to give students a chance to take a second look at programs of their choice and shadow an ambassador for that program. **The goal:** To overcome fear and create a feeling of comfort and understanding that the program is truly for them. This is typically for someone on the fence who has NOT already made a decision to apply.
 - o Sign-in at Main Office (Welcome Sign Visible)
 - o Name tag used
 - o Escorted to Student Services for a welcome reception
 - Easy to serve and eat food available (social time) – build relationship.
 - Find out student expectations for visit
 - Ask... “What are your expectations for today?”
 - o Student ambassadors escort visitors to programs
 - o Student services escort any visitors without an ambassador to programs
 - o Student visitors return to Student Services for debriefing
 - Questions to ask:
 - “On a scale of 1 to 10, 10 being you are ready to apply, where do you feel you are at on the scale?”
 - If the answer is 9 or 10 ... “Does that mean you are ready to apply today?”
 - If less than 9... “Great, what more do you need to see or hear from us in order to get you to a 10?” This should tell us what is missing and what objections we can help them overcome.

o ACTION:

- Have them leave with a clear understanding of what the next steps are for them...
 - Apply
 - Additional steps (if any)
 - Timeframe for follow up
- Leave with:
 - Application
 - Return envelope addressed to Student Services
 - Program specific information/brochure
- ????

ACTION:

o Results 2009:

- Culinary – better quality of student than in previous years
-

o

-
- **STAFF ENGAGEMENT PHONE CALL – Mid January** – Call made to targeted students who have not yet applied but stated they plan to apply. **The goal:** To determine the objection and if possible move forward if this is the right fit for them.

o Call Made To:

- Loved it
- Plan to apply or Not sure yet
- Want more information
- Have not yet applied

o Phone call Script Concept:

- Introduction:
 - Hi (first name)... this is (staff name) I am the (title) at ECTS.
- Reason for Call:
 - I am calling for several reasons:
 - o First – Thank you for taking the time to visit our campus in November – we had a lot of fun hosting you.
 - o Second – You stated on your survey that you loved the tour and that you planned to apply, but as of today we have not received your application
 - *Out of concern...* I just wanted to make sure that you didn't send one in and we just didn't get it – have you filled one out?
 - o {LISTEN and respond accordingly:}
 - Objections to prepare for:
 - Scheduling
 - o Band/Sports/Theater

- Credits
- Parents
- Interest
- Data collection
 - Why?
- Offer Assistance:
 - If you have any questions or if I can be of any help to you, please call me at 123-456-7890.
- Close:
 - Thanks for your interest in ECTS – have a great day!
- o ACTION:
 - Apply
 - Shadow
 - Offer to arrange contact by home school counselor
- o Who Makes calls:
 - Lisa
 - Sandy
 - Elaine
 - Aldo
 - Pat H
 - Jan K
 - Patty P
 - Joe T

ACTION:

- o 2010 Results
 - Did not happen in 2010 – Start in 2011

RETENTION TRACK

- **ACKNOWLEDGEMENT LETTER** – *5 to 10 Days after Receipt of Application* **(TFS to Mail ECTS-5011)** – This letter is to notify students that we have received their application and it is in process. **The goal:** To keep students and parents informed about the process and when they will hear about acceptance.
 - Mailing (Addressed to Student) Includes:
 - Thank you for applying...
 - Your application is in process...
 - We will notify you (when)...
 - Several organization copy points to reinforce their excitement.

ACTION:
○

-
- **NOTIFICATION** – *March 20th* **(ECTC to Mail)** – Letter goes out notifying each student of their acceptance status. **The goal:** To notify each new student of their acceptance status and invite to the Dinner with Teacher Event.

Acceptance Letter Should Include:

- Congratulations! Welcome to ECTC!
- You have been accepted into the _____ program...
- Several organization copy points to reinforce their excitement.
- Promote Dinner with Teacher Event. This should be a personal invitation... and is the main purpose of the notification – to get them to the dinner.

ACTION:
○ We send (2) letters: Acceptance or Still pending

-
- **DINNER WITH TEACHER PARENT INVITE MAILING** – *Late March* **(ECTS to Mail)** – Letter invite to invite parents to the Dinner with Teacher Event. **The goal:** To connect with parents and insure they feel just as important as students – they are a critical influencer throughout this entire process.

Invite Should Include:

- Pleasant introduction – we are pleased to have {student's name} attending etc.
- Stress partnership
- You are cordially invited to attend, as our guest, our FREE Dinner with Teacher Event etc...
- We look forward to seeing you April 20th at 5:00pm

ACTION:
○

-
- **TEACHER ENGAGEMENT PHONE CALL** – *April 6th through the 10th* – Personal contact from teachers to students to congratulate them and make them feel welcome. **The goal:** To make students feel welcome and deliver a personal invitation to the April dinner event.
 - o Phone call made to new students who have just been accepted into their program:
 - Introduction:
 - This is John Smith I am the (program) teacher from ECTS
 - Reason for Call:
 - I am calling to welcome you to ECTS and more specifically into my program. I am looking forward to working with you for the next two years.
 - Offer Assistance:
 - If you have any questions or if I can be of any help to you, please call me at 123-456-7890.
 - Personal Invitation:
 - Lastly, I would like to personally invite you and your parents to attend our (Event Name) scheduled for April 20th. It will be a lot of fun and a great way to get to know each other.
 - Close:
 - I hope to see you April 20th and I look forward to having you in my program.

ACTION:

o

-
- **WELCOME CELEBRATION VISIT AT HOME SCHOOL** – *After Notification Mailing but before April Dinner Event* – Creates a welcome/festive atmosphere at the home school by making students feel appreciated. **The goal:** To congratulate and welcome students to their new school while teasing the events to come such as the April Dinner event.

- o Short & Sweet
- o Congratulations & Welcome...
- o Superintendents/Principals of each school will be there as well
- o Promo item giveaway (gift)
 - Gym bag
- o ACTION:
 - Invite to Dinner
- o Who:
 - Lisa
 - Sandy (potentially)

ACTION:

- Aldo – Superintendents - principals

-
- **DINNER WITH TEACHER EVENT** – April 19 & 20 – An event to connect students prior to leaving school for the summer. **The goal:** Build relationship with teacher, answer all questions, and overcome fear of the unknown.

OBJECTIVES:

- **RETENTION TRACK STUDENTS:** We must connect with them!! This event is about overcoming fear long before it takes hold and results in a retention loss over the summer.
 - Make new students/parents feel welcome, comfortable, and safe by connecting them to our school long before August. They are a new student the day we accept them to our school.
 - Build a strong relationship/bond between teacher and student/parent. (This gives us a great opportunity to continue that relationship throughout the summer through various drips)
 - Help our students overcome their fear of the unknown in August by letting them meet their teachers and peers long before the start of school and the summer.
 - Drip positive information about the program such as; cool engagement things that are planned for the first 10 days of school, upcoming events over the summer, and career and/or college opportunities available at the end of the program (or during the program for that matter)
 - Answer any questions students/parents may have.
- **ENROLLMENT TRACK STUDENTS:**
 - Demonstrate we are unique and care about our students. This event gives the prospective student an opportunity to ask questions and socialize with teachers and peers already enrolled into the program.

LOGISTICS TO CONSIDER:

- The entire organization must be prepared to deliver a “Wade” experience – positive, upbeat, welcoming, and engaging.
- Teacher is backed up by:
 - 2 well chosen ambassadors (junior/senior) of their program
 - 1-2 Advisory members who know how to walk the walk and talk the talk.
 - Parent (present or past)
- Badges – created in advance for both retention track and enrollment track invitees. Color code so RT and ET are visible from a distance. This allows teachers to know at a glance who is a student in their program and who is still looking.
 - First name - Large (bold)

- o Last Name
- o RT Students: Program they are accepted into (under their name)
- o ET Students: No program listed - but asked at the reception table what program they would like to eat with.
- o 90 minutes is a perfect timeframe if possible for the entire event – short and sweet. 5:00PM to 6:30PM works great. Never later than 7:30PM, if possible, because it still leaves participants the rest of their evening – they do not feel like they are sacrificing their evening to join us.
- o Suggested Time Breakdown:
 - o 5:00PM – 5:15PM: Social time (meet and greet)
 - o 5:15PM – 5:45PM: Food is Served
 - o 5:45PM – 6:30PM: When a teacher sees that everyone in their area is done eating, he/she will invite them back to the lab for dessert where they can stand around and socialize for the remainder of the time.
- o Plenty of serving stations to quickly expedite the serving and eating process
- o Color code (with tablecloths potentially) different areas/clusters so students can be told which area they are in and it will help them quickly find their teacher.
- o “Come as you are” for all invitees – parents can come directly from work.
- o Students and parents are both invited.
- o (Notification) acceptance letters are a great place to invite the new RT students while a post card or letter to ET students needs to be created.
 - o Loved it/liked it
 - o Primary interest in a remaining open program

TALKING POINTS PLANNING SUGGESTIONS:

- o **Planned Engagement (light at the end of the tunnel) – what are those one or two really cool things each program has planned for their students – experience is everything!**
- o Success Stories (2)
- o Fun social activities:
 - Ice Cream Socials / Pizza Parties/Student Appreciation Day
- o CTSO Tie-in to program
 - Regional, state, and national competition
- o Opportunities that await...
 - New friends with students that share your same interests
 - Employment
 - College
 - Wages

- o Tease Orientation and its importance
 - Junior Only First Day (if applicable)
- o Conversation Starters
 - What are your expectations for next year?
 - What are your plans for this summer?
 - What kinds of things do you love to do?

ACTION:

- o 2 nights – split by program
- o

-
- **TEACHER ENGAGEMENT PHONE CALL (NO SHOWS)** – *After Dinner with Teacher Event* – Personal contact from teachers to students to connect to those students who did not attend the dinner event. **The goal:** To make students feel welcome and determine if we have a potential “no show” or retention issue with each student’s absence.

o **PHONE CALL MADE TO NEW STUDENTS (SPEAKING TO STUDENT):**

- Introduction:
 - Hi (first name)... this is (teacher name) I am the (program) teacher at ECTS.
- Reason for Call:
 - We missed you at dinner the other night. I was looking forward to seeing you and your parents to share some of the great things we have planned for the first 10 days of school... things...
 - o Like... (keep short – to the point)
 - (Engaging activity #1)
 - (Fun Team Building Activity)
 - (Engaging Activity #2)
- Offer Assistance:
 - If you have any questions or if I can be of any help to you, please call me at 123-456-7890.
- Close:
 -

o **PHONE CALL MADE TO NEW STUDENTS (MESSAGE LEFT):**

- Introduction:
 - Hi (first name)... this is (teacher name) I am the (program) teacher at ECTS.
- Reason for Call:
 - We missed you at dinner the other night. I was looking forward to seeing you and your parents to share some of the great things we have planned for the first 10 days of school.

- Offer Assistance:
 - If you have any questions, would like to hear some of those great things, or if I can be of any help to you, please call me at 123-456-7890.
- Close:
 -

ACTION:

- Start in 2010 – Teachers accountable for calls through call log created out of school desk.

- **TEACHER ENGAGEMENT LETTER (TEASE FIRST 10 DAYS)** – June – Personal contact from teachers to students to deliver the “light at the end of the tunnel”. **The goal:** To make students feel welcome and tease the great things that are planned for the first 10 days of school – focus on the first couple of day’s engagement.

- Addressed to Student
- Tease upcoming engagement in the program
- Three paragraphs (1st and 3rd same on all letters)
- 2nd – custom by each program
-

ACTION:

- Not in 2009 – need Light at end of Tunnel first.

- **SUMMER POST CARD MAILING** – Mid July (**TFS to Mail ECTS-5002**) – Have a great summer we look forward to seeing you in August - Fun post card teasing the fun coming in the first 10 days of school. **The goal:** To keep students engaged and thinking about their decision and the ongoing value of CTE.

- Mailing (Addressed to Students) Includes:
 - Several Organization Copy Points reminding them of the reason they selected CTE.
 - Tease First 10 days
 - Important dates

ACTION:

-

- **TEACHER ENGAGEMENT PROGRAM LOGISTICS MAILING** – Mid July – (**ECTS to Mail**) Personal contact from teachers to students to deliver the program logistics necessary for the start of school. This opportunity should also be used to tease the engagement (again) for the light at the end of the tunnel for the program. **The goal:** To make students feel welcome and tease the great things that are planned for the first 10 days of school – focus on the first couple of day’s engagement and the logistics needed.

- o Addressed to Student
- o Logistics are program specific

ACTION:

- o 2009: Handful of teachers sent something (not effective) – for 2010: every teacher should be doing this and the message must be controlled. Team needs to develop an effective template that teachers can plug into. The logistics can be sent along with this piece.

- **FIRST DAY OF SCHOOL MAILING (DIRECTOR)** – *Early August (ECTS to Mail)* – Letter to each student.

- o Addressed to Student
- o

ACTION:

- o

- **FIRST 10 DAYS OF SCHOOL/STUDENT APPRECIATION DAY** – *Late August/Early September* – A coordinated series of drips that keep students engaged and satisfied during the most critical retention loss period – the first 10 days. This is the period all students determine if CTE is truly for them and if their experience matches their expectation. **The goal:** Engage every student and insure that they connect with the “light at the end of the tunnel” for their program objectives. The MUST see the light or they become a retention risk.
 - o **DAY 1 (Tue, Aug 31) – Ice Cream Social**
 - o Ice cream
 - o YouTube playing during break time – videos selected by admin
 - o 2009: Ice cream social worked well with new students
 - o **DAY 2 (Wed, Sep 01) – Myth Busters**
 - o Trivia contest
 - o Program winners
 - o 2009: Seem to work well, but might want to adjust slightly for 2010 – there were some tech difficulties that put this behind
 - o **DAY 3 (Thu, Sep 02) – Bridge Building**
 - o Bridge building – hold a 1 gallon jug of water with only newspaper and masking tape
 - o Program winners face off against other programs to determine ECTS winner
 - o 2009: Worked really well – Need to save papers way earlier (we were short this year) – Budget tape usage

- o **DAY 4 (Fri, Sep 03) – YouTube Day**
 - o Three videos selected by admin and students voted on them
 - o 2009: Worked well
- o **DAY 5 (Tue, Sep 07) – Guitar Hero**
 - o Competition – each program submits 1 participant
 - o 2009: Worked well
- o **DAY 6 (Wed, Sep 08) – Battle of the Drum Lines (Joe)**
 - o Aldo has title but would not tell us yet – and now has forgotten it!
 - o 2009: Not done this year
- o **DAY 7 (Thu, Sep 09) – Spirit Day**
 - o Home school spirit
 - o Trivia challenge
 - o Name that tune
 - o 2009: Worked really well – everyone loved the sports and games – this was done as the student appreciation day
- o **DAY 8 (Fri, Sep 10) – Wii Olympics**
 - o 2009: not done this year
 - o Wii Boxing – bracket system
 - o Great idea (Sandy) – home games and visiting games in each program lab – gives a great opportunity for students to see other programs
- o **DAY 9 (Mon, Sep 13) – Wii Olympics**
 - o 2009: not done this year
- o **DAY 10 (Tue, Sep 14) – Wii Olympics**
 - o 2009: not done this year
- o **DAY 11 (Wed, Sep 15) – Wii Olympics**
 - o 2009: not done this year
- o **DAY 12 (Thu, Sep 16) – Wii Olympics FINALS**
 - o Student Appreciation Day
 - o Finals – Awards
 - o Cookout hot dogs
 - o 2009: Not done this year – moved up as part of Day 7

ACTION:

- o Teacher participation in each day is a challenge and must be fixed for 2010!!! Perhaps greater follow up throughout first 10 days.

- **THANK YOU (APPRECIATION) MAILING (JUNIORS TO BE SENIORS) – May & June (TFS to Mail ECTS-5004 & ECTS-5005)** – A student appreciation mailing to thank our students/customers for having chosen to spend their year with us. **The goal:** To connect with our existing students and parents, let them know they are important, that they are appreciated, and that we are looking forward to seeing them again in August for the start of another great year.
 - Student Letter **(TFS to Mail ECTS-5004)** (Mailed to arrive last week of school):
 - Addressed to students –letter format
 - Signed by Director or Principal
 - Should include:
 - Thank you!
 - Have a great summer!
 - Tease upcoming events in August/September – we are preparing for our best year ever
 - Parent Letter **(TFS to Mail ECTS-5005)** (Mailed 1 week after school is over):
 - Addressed to “parents of” –letter format
 - Signed by Director or Principal
 - Should include:
 - Thank you!
 - We appreciate your partnership

ACTION:

○

APPLICATION PROCESS & TIMELINE

PROCESS BREAKDOWNS (These are not drips)

APPLICATION PROCESS

- Applications are available from home school counselors, accessed on the Internet, and available at ECTS events.
- Applications are turned into home school counselors.
 - Home school counselor adds transcript, test scores, and schedule.
 - Applications with transcripts are then given to ECTS at a scheduled meeting in December.
- Applications are reviewed by ECTS staff in January.
- Applications are reviewed with home school counselors in February in order to reconcile any challenges.
- Applications, in future years, will also be accepted directly at ECTS – this is going to be discussed at a counselors meeting in March 2009.
 - Any future applications received at ECTS will need to initiate an immediate notification to the home school.

APPLICATION TIMELINE

- **Priority Enrollment:** December 1ST (Consideration - Round One)
- **Open Enrollment:** December 2ND & Beyond (Consideration - Round Two)
- **Notification:** March 20th (All Rounds Completed To Date)

APPLICATION PRIORITY CONSIDERATION - Rounds

- Priority Enrollment Round One
- Open Enrollment Round Two

ENROLLMENT CRITERIA

- **What criteria are used to place students into programs that are over enrolled?**
 - Feeder schools are each given a certain number of slots to fill – allocation.



INTERNAL MARKETING PROCESS

(Completed November 2009)

- TFS Team Meetings
- Staff Meetings – Monthly
 - o Success Stories
 - o Drip Sequence to come (30 day increments)
 - o Logic for Drip Sequence
 - o Needed Logistics (support)
- Feedback to TFS Team Meeting



HIGH SCHOOL WITHDRAWAL PROCESS

(Not Yet Developed)

CURRENT PROCESS

PRIOR TO FIRST DAY:

- -
 -
- -
 -

FIRST 10 DAYS:

- -
 -
- -
 -

BEYOND FIRST 10 DAYS:

- -
 -
- -
 -

REVISED PROCESS



SREB

Technology Centers That Work

2010 TCTW Teacher Survey Report

Erie County Technical School Pennsylvania

Site Code: 39136
Number of Teachers: 27

Southern
Regional
Education
Board

592 10th St. N.W.
Atlanta, GA 30318
(404) 875-9211
www.sreb.org

Dear Colleagues,

Technology centers in the *Technology Centers That Work (TCTW)* network have committed themselves to preparing graduates in high-demand, high-wage, high-skill fields for postsecondary studies and employment. One distinguishing feature of this effort is the use of data linking student outcomes to center practices. This *TCTW* Teacher Survey provides important information on the experiences and perception of technology center teachers. Results should be used not only to obtain a sense of what is going on in the center, but also to set goals and document progress towards attaining them.

For a technology center to change, its leaders and teachers must first have a vision of how the center can be different. They need to determine where they are and where they want to be. To close the gap between —what is|| and —what can be,|| the faculty must become a learning community that constantly searches for ways to advance the performance of all students.

The *TCTW* Teacher Survey is designed to provide teachers an opportunity to share their insights into school and classroom practices and to indicate the professional development they have received and would like to receive in coming years. The *TCTW* Teacher Survey allows technology centers to explore the views and practices of their faculties and work as a team to find ways of improving student learning, performance and placement.

Center leaders and teachers can work together as a team to determine how school and instructional practices advance student performance. Center leaders will need to assemble their staff to review the results of this report, make plans to address the gaps revealed through the indicators and carry out those plans.

Gene Bottoms
Senior Vice President
Southern Regional Education Board

Table of Contents

Introduction	4
Technology Center Mission	5
High Expectations and Extra Help	7
Guiding and Supporting Students	9
Integrating Academic and Career/Technical Content	11
Integrating Mathematics Skills and Content	12
Integrating Science Skills and Content	14
Integrating Reading and English/Language Arts Skills and Content	15
Teaching Challenging Career/Technical Content	16
Using Assessment Techniques to Improve Learning	18
Helping Students Make Successful Transitions	20
Transitions from Middle Grades and High Schools to Technology Centers	20
Transitions from the Technology Center to College and Careers	22
Strong Leadership	24
Teachers' Perceptions on Continuous School Improvement	28
Appendix	30

Introduction

This 2010 *TCTW* Teacher Survey Report provides information on teachers' views about improving student performance, their expectations of students, the extent to which they use instructional practices that improve student performance, the integration of academic and career/technical content, and school leaders' support for changing practices. The teacher survey results are reported in sections based on themes from the *Technology Centers That Work (TCTW)* framework for school improvement.

At this site, **27** teachers participated in the survey, including **3** academic and **24** career/technical teachers. Among academic teachers, **1** responded that they primarily teach English/language arts, **2** teach mathematics, **0** teach life and physical science, and **0** teach history and social sciences. Career/technical teachers responded that they primarily teach in the following content areas (based on the 16 career clusters identified by the States' Career Cluster Initiative):

0	Agriculture, Food & Natural Resources
4	Architecture & Construction
2	Arts, Audio/Video Technology & Communications
0	Business, Management & Administration
0	Education & Training
0	Finance
0	Government & Public Administration
1	Health Science
1	Hospitality & Tourism
2	Human Services
2	Information Technology
0	Law, Public Safety, Corrections & Security
2	Manufacturing
1	Marketing
0	Science, Technology, Engineering & Mathematics
3	Transportation, Distribution & Logistics
6	Other Career/Technical Subject

Technology Center Mission

There are multiple models for technology centers, with each serving students in different ways. However, one common element among these centers is the need for a clear mission. Without a clear sense of mission and a vision for how to fulfill the mission, technology centers will not be successful for students. Policies, practices and resources, especially time, must be aligned with the center's mission **and** the curriculum and performance goals derived from the mission. Mission statements that are concrete, achievable and measurable can jump-start career centers on the path to success.

Every technology center that has achieved and sustained meaningful increases in student performance has a significant number of teachers and leaders who agree that their mission is to prepare all students with the academic and technical knowledge and skills necessary to be successful in postsecondary studies and in their chosen career field. A center can reach consensus on such a mission when someone focuses the faculty and community on the mission, identifies the gap between where the center is and where it should be, and engages the faculty and community in looking at the actions and policies needed to close the gap.

2010	2009	All Sites	Teachers Reported That . . .
54	48	56	Preparing all students with the academic and technical knowledge and skills needed to enter college and be successful without needing remedial courses is a very important goal.
52	52	68	Helping all students master the academic content and skills needed to enter and advance in their chosen career field is a very important goal.
65	84	80	Helping students acquire the technical knowledge and skills needed to get a good job is a very important goal.
62	72	61	Preparing all students for the dual objective of employment and further study is a very important goal.
73	60	70	Ensuring students earn a high school diploma is a very important goal.
54	52	64	Preparing all students to pass an exam that will give them a credential that is valued by employers is a very important goal.

1 —All Sites|| data includes 2,706 teachers at 113 *TCTW* sites that participated in the 2010 *TCTW* Teacher Survey.

Improvement Actions

If few teachers indicate the school has a mission to prepare all students for further learning without remediation or for a good job after graduation, then greater effort must be made to build consensus for such a mission. To constantly convey the importance of the mission to the faculty and to actively engage the community in improving student performance, leaders can take the following actions:

- Compile and share information with teachers and parents about the percentage of graduates who enter college and must take remedial courses.
- Invite employers to discuss with teachers and parents the qualifications of high school graduates applying for jobs, both in terms of academic skills and technical competence.
- Keep score on the percentage of students who take and successfully complete a college-preparatory academic core and share this information with the entire faculty.
- Interview graduates who have entered careers and postsecondary education about their technology center experiences and their perceptions of what the center could have done differently to better prepare them for the future.
- Revisit the center's mission annually and meet with feeder high schools to discuss ways of improving student performance and readiness for college and careers.

High Expectations and Extra Help

Preparing all students for college and careers means raising expectations for what students must know and be able to do. It involves giving students challenging assignments that have personal meaning to them and consistently pushing students to do high-quality work. It means embedding academics in career/technical assignments and giving students the support they need to master both the academic and technical content. Teachers should agree that all students must meet common, high standards regardless of their post-high school plans and that they must continually redo work until it meets those standards. Center leaders and teachers must create a demanding environment that holds high academic and technical expectations for students and that is supportive of those who have difficulty meeting those expectations. This level of rigor, expectations and support sends the message to students that they matter and that what they do in school matters.

2010	2009	All Sites	Teachers Reported That . . .
50%	48	50%	Strongly agree that their center emphasizes academic standards (English/language arts, mathematics and science) to ensure students' success in postsecondary studies and careers.
58	44	63	Strongly agree that they are encouraged to give their students challenging assignments.
64	56	58	Strongly agree that their center emphasizes academic skills in reading, mathematics and science that are embedded in the problems, projects and tasks students are assigned.
23	28	36	Somewhat or strongly disagree that students' success or failure at the center is largely due to factors beyond them.
54	52	43	Assign one or more hours of homework per week in their courses.
60	72	49	Require extra help for students who are not demonstrating the competencies expected for success in the workplace and postsecondary studies at least weekly .
56	36	42	Encourage all students to take rigorous academic courses at their home high schools at least monthly .
68	72	80	Encourage all students to take a mathematics course during their senior year.
57	64	72	Encourage all students to take a science course during their senior year.

Improvement Actions

If few teachers responded at the desired level for any item above, it is likely that the center is not sending a consistent message that all students must meet high expectations. Actions the center can take include:

- aligning assignments and assessments to college- and career-readiness standards.
- explicitly focusing on the academic content embedded in career/technical projects and materials.
- providing course syllabi that contain guidelines for quality work and examples of work that meets high standards to students and parents.
- expecting students to do at least one hour of meaningful homework each week, then leading teachers to:
 - o help all students understand that learning and increased performance come from effort in class and doing quality homework outside of class.
 - o make homework more meaningful and hold students accountable for their work so that homework effectively expands learning.
- requiring students not meeting college- and career-readiness standards to receive extra help at least weekly.

Teachers and center leaders agree to:

- require students to redo work to meet college- and career-readiness standards developed for each course and to attend extra help sessions until standards are met.
- constantly remind students that improved performance comes from effort in class and through doing meaningful homework outside of class.
- identify strategies to influence the academic courses the students are taking at their home high schools.

Guiding and Supporting Students

All students and their families should feel connected to the technology center and its purpose in the students' education if they are to be ready to succeed in postsecondary studies and a career. To establish the connection, each student needs an adult adviser who provides easier access to information and helps students select courses and other opportunities at the center. Adult advisers should help students and parents set goals, choose programs of study and review and revise educational plans and goals. They should also keep students and their parents updated with information regarding students' readiness for postsecondary studies and/or careers.

2010	2009	All Sites	Teachers Reported That . . .
35%	32	48%	Are part of a structured guidance/advisory program in their center.
19	20	29	Assist students and their parents in developing a program of study at their home high school that includes preparing for postsecondary opportunities.
31	68	36	Have a core group of students whom they advise.
			Teachers who have a core group of students whom they advise reported that they:
88	95	91	Meet with their group of students at least once a year .
75	68	72	Inform parents and students about the student's readiness to do post-high school studies at least once a year .
75	79	64	Inform parents and students about the student's readiness to pass an employer certification exam at least once a year .
88	95	74	Work with parents and students on ways to address gaps in achievement at least once a year .
63	68	73	Work with a career/technical student organization at least once a semester .

Improvement Actions

If few teachers are involved in helping students set goals and develop a program of study, there is more the center can do to prepare students for college and careers:

- Work with sending high schools to help students develop a cohesive program of study that incorporates both college-preparatory academics and rigorous career/technical courses.
- Determine the gaps between students' course-taking patterns and their goals beyond high school and share the information with students and their parents. This should give students the reality checks they need to take courses consistent with their goals for further learning and careers.
- Schedule regular meetings for teachers/mentors and their students and parents.
- Encourage all students to take challenging academic courses that supplement and improve their understanding of technical content.
- Provide information about further educational and employment opportunities and assist students in setting goals for beyond high school.

Integrating Academic and Career/Technical Content

Success in the modern workplace is dependent upon students' ability to read and interpret information, use mathematics in context, and understand scientific principles underlying major technologies and materials. Career/technical content and skills become more meaningful when underlying academic skills are emphasized and enhanced. Focusing on these academic skills will provide students with a solid foundation upon which to build technical knowledge and skills. Their understanding will be more comprehensive, making them more competitive in a globalizing workforce.

Successfully integrating academic and career/technical content means getting students in career/technical classes to complete assignments that require them to use high-level academic content in an applied setting. This requires that all teachers be committed to teaching all students to the same high academic and technical standards.

2010	2009	All Sites	Teachers Reported That . . .
91%	82	53%	Their center has a staff member at their center who assists them in developing lesson plans to teach the reading, mathematics and/or science content embedded in the career/technical assignments they give students.
65	80	64	They give students assignments designed to address the reading, mathematics and/or science content embedded in career/technical assignments at least weekly .
88	80	60	Their center has developed a method for assisting them in planning lessons, assignments and assessments that help students master the academic content embedded in career/technical assignments, projects and problems assigned to students.

Integrating Mathematics Skills and Content

Career/technical teachers improve student performance by getting students to understand and learn how to reason with mathematics in the context of their career field. Mathematics knowledge and skills should then be embedded in career/technical courses to reinforce the integration of academic and technical content. Students will have higher academic and technical understanding and performance when they understand how both are used in their career field.

Mathematics processes that can be embedded in career/technical content include: problem solving (analyze problems and develop solution strategies); reading and communication (read problems, interpret them and understand what is being asked); estimation (recognize correct answers, check for reasonableness and identify mistakes to revise work); and logical reasoning (inductive and deductive reasoning).

2010	2009	All Sites	Teachers reported that they require students to:
76%	84	62%	Read mathematics-related materials and demonstrate how it relates to career/technical content at least monthly.
38	32	21	Use a graphing calculator to complete mathematics assignments at least monthly.
33	13	36	Use a computer to complete mathematics assignments at least monthly.
92	80	76	Use mathematics to solve a real-world problem at least monthly.
61	60	49	Work with other students on a challenging mathematics assignment related to a career/technical project at least monthly.
54	46	38	Create a written notebook that defines mathematics terms in the way they are used in a career field at least once a year.
56	50	36	Orally defend a process they used to solve a mathematics problem related to a career/technical assignment at least monthly.
64	72	52	Use mathematics to complete assignments at least weekly.

Improvement Actions

The center probably does not emphasize the mathematics skills embedded in career/technical content if few teachers are using practices that require students to read, write and talk with each other about mathematics; use mathematics to solve real-world problems; and work together to solve challenging problems. To strengthen mathematics teaching, the following eight-step process can be used to develop authentic anchor project units.

1. Identify and describe a major project that is rich with embedded mathematics content that career/technical faculty will have students complete during each 12 weeks of school.
2. Identify the embedded mathematics and technical standard(s) and use of technology tools that can be taught through the authentic integrated project units. This will involve taking the mathematics standards and being deliberate about identifying the specific knowledge and skills students are expected to apply and understand.
3. Identify the literacy study skills and habits of success that students will be expected to apply in advancing their mastery of academic and technical content and skills. This will involve the identification of materials to be read, records to be kept, reports to be written, quality of work expected, behavior expectations for individual and for teamwork, and specifications of other key habits of success important to the 21st-century workplace.
4. Develop a summative assessment that incorporates mathematics and technical content questions and the use of technology questions at the end of the unit. Describe re-teaching strategies for those students who fail to demonstrate mastery and indicate the benchmark level that would be acceptable for demonstrating mastery at the proficient level.
5. Develop a process to pre-assess students' current knowledge and skills as they pertain to mathematics, technical content, technology and tools embedded in the unit. Determine how students will be pre-assessed for current level of knowledge and skills in each of these four domains — mathematics, technical content, the use of technology, and other skills and habits essential to success.
6. Decide how career/technical faculty will engage students with mathematics and technical content and the use of technology and tools embedded in the authentic anchor project unit. Identify: 1) a series of teacher-directed instructional activities; 2) student assignments aimed at helping students understand the mathematics and technical content; and 3) ways technology will be used to enhance learning. Part of this planning will involve bridging the gap between the language of the pathway field as it relates to the language of mathematics in order to help students understand the language of the workplace and of formal mathematics and to see how these are connected without abandoning either.
7. Decide how mathematics faculty will engage students with mathematics and technical content and the use of technology and tools embedded in the authentic anchor project unit. Develop related contextual mathematics assignments using the embedded mathematics concept in the unit. This work will continue to bridge academic language and the language of the career/technical pathway.
8. Describe how students will demonstrate their understanding of mathematics and technical knowledge and skills by completing the project and assignments designed to provide additional practice.

Integrating Science Skills and Content

Many career/technical fields are based on science concepts and principles. A deep understanding of physics, chemistry and biology provides a solid foundation upon which to build applied career/technical concepts and skills. Focusing on the science embedded in career/technical content means addressing not only scientific principles, but also scientific processes. Science provides a rigorous method of analyzing problems and testing solutions.

Rigorous, laboratory-based science strategies can be incorporated into career/technical classrooms. Students should participate in classroom and field-based research studies requiring them to collect and analyze data, present and defend data, and apply new findings to their career field. Students should use literacy skills to communicate science information and encourage scientific interest as it related to career/technical content. Students should also use the Internet and common tools such as word processing, PowerPoint and spreadsheets. Scientific equipment such as hand-held computers, lab-based probes, balances and other equipment should be used to integrate mathematics and science into career/technical content.

2010	2009	All Sites	Teachers reported that they require students to:
25%	24	43%	Read science-related materials and demonstrate how it relates to career/technical content at least monthly .
26	16	33	Complete a science research project in a career/technical field that includes doing an experiment and preparing a written report of the results at least once a semester .
38	16	28	Use scientific inquiry methods to solve problems related to their career/technical field of study or work setting at least weekly .

Improvement Actions

If few teachers are using the practices listed above, the center is not integrating science content and skills into career/technical courses. Organize a study team of science, mathematics and career/technical teachers to determine how to make science instruction more fully based in a real-world, career context by taking the following actions:

- Develop assignments that require students to read, write and talk with each other about interesting scientific topics that relate to their work in career/technical courses.
- Give students assignments that require them to address problems found in the community or workplace and to complete a major research project.
- Revise course syllabi to include: challenging assignments that require students to use graphing calculators and computers; joint science assignments developed with career/technical teachers; and at least one graded lab assignment each month that includes a written summary.

Integrating Reading and English/Language Arts Skills and Content

Reading and writing skills are critical for success in any profession. All students need experiences in reading, writing, research, using technology, and speaking and listening, specifically as these items relate to their career field. There are several literacy readiness indicators important to success in career/technical fields:

- Develop vocabulary appropriate to reading, writing and speaking proficiency.
- Summarize, paraphrase and categorize information.
- Make inferences and predictions.
- Connect what is read to personal experience and the world beyond the classroom.
- Compose writing that conveys a clear main point with logical support.
- Edit and revise writing for the strongest effect.
- Use English language structure and grammar appropriately to communicate effectively.
- Use research skills to locate, gather, evaluate and organize information for different purposes.

2010	2009	All Sites	Teachers reported that they require students to:
36%	40	36%	Read an assigned book or technical article outside of class and demonstrate understanding of the significance of the main ideas at least monthly .
38	8	45	Select entries from recommended reading lists for out-of-school reading at least once a year .
24	24	30	Read several pieces on the same topic in a career field and discuss the different points of view at least monthly .
12	8	30	Write a major research paper on a subject within their career/technical field at least once a semester .
65	64	48	Read and interpret technical books and manuals in carrying out assignments at least weekly .
16	8	19	Write and prepare business or technical documents and service reports at least weekly .
44	28	27	Meet academic content standards in writing assignments set by the English/language arts department at least weekly .

Improvement Actions

If few teachers are embedding literacy strategies in career/technical assignments, have teachers work together to create assignments that require students to:

- read technical and career-based books and articles and demonstrate understanding of the vocabulary.
- summarize, paraphrase and categorize information.
- draw inference from text(s) to make predictions.
- create written documents that solve problems and provide reasoning and support.
- use research skills to locate and collect information about a topic, organize and evaluate information, and make a logical conclusion based on collected evidence.

Teaching Challenging Career/Technical Content

Challenging and authentic career/technical projects and assignments provide students with a deeper understanding of content, provide a link between school and the real world, and prepare students for the level of work that will be expected of them in college and in careers. Among all sites, many teachers are requiring students to regularly solve problems they are likely to encounter in the real world and work on extended, major projects. However, fewer teachers are giving assignments that focus on the background knowledge, skills and tools needed to be successful on these assignments. Few teachers regularly require students to develop and analyze tables, charts and graphs; use word processing software; or design, implement and prepare a written report of a research investigation. Furthermore, few teachers are requiring students to engage in 21st-century skills to deepen understanding of content, such as working in cooperative groups. Students should not just be required to perform routine procedures. They should be engaged in assignments that deepen their understanding of technical material.

2010	2009	All Sites	Teachers reported that they require students to:
68%	56	47%	Meet performance standards that relate to national industry standards developed by a national committee of teachers and employers at least weekly .
80	84	67	Use background knowledge and prior knowledge at the beginning of lessons to read new technical content at least weekly .
88	80	81	Solve problems students are likely to encounter in the real world at least weekly .
67	64	57	Develop a strategy for solving a problem that is occurring or could occur in a work setting at least weekly .
69	60	69	Complete assignments using the vocabulary associated with the subject area being taught at least weekly .
36	36	39	Use word processing to complete an assignment or project at least weekly .
17	8	23	Develop and analyze tables, charts and graphs in schoolwork at least weekly .
80	76	85	Work on an extended, major project that lasts one week or more at least once a semester .
42	24	53	Design a research investigation, implement it and prepare a written report that summarizes and interprets findings at least once a semester .
50	36	46	Work in cooperative groups or teams to deepen understanding of content at least weekly .

Improvement Actions

If few teachers require students to complete challenging career/technical assignments, consider the following actions to deepen students' understanding of technical content and skills:

- Align center and classroom performance standards to state and national industry standards developed by a national committee of teachers and employers.
- Develop assignments that focus on the background knowledge and skills students must have to understand the new technical material being learned.
- Assign authentic projects that require students to apply concepts and content learned to real-world problems they may encounter in their chosen career path.
- Require students to apply the academic skills they have learned in their career/technical field to complete assignments.
- Require students to use and understand tools such as word processing, spreadsheet software, PowerPoint, and career-specific software, such as CAD.
- Organize faculty study groups on community-based learning, interdisciplinary units, student-designed research, integration of academic and career studies, and more thoughtful questioning and discussion techniques.
- Require students to pass a three-part final exam in their career area that includes a comprehensive written exam aligned with national certification standards that measure students' ability to read and interpret technical materials, apply major mathematics concepts to enter and advance in the field and understand major technical concepts; an oral exam; and an open-ended project.

Using Assessment Techniques to Improve Learning

Teaching challenging content depends on teachers using assessment techniques that require students to demonstrate deep understanding of career/technical content. This means grading students on how well they can collect, understand and synthesize information; explain orally and in writing what they have done; and discuss and defend their conclusions.

2010	2009	All Sites	Teachers reported that they use an assessment technique to determine how well a student can:
61%	60	61%	Write a report and explain verbally what the student has done and why at least once a semester .
54	44	61	Solve problems and give a clear rationale for the method used to solve them at least monthly .
88	88	84	Collect, organize, synthesize and use information to complete a project at least once a semester .
79	84	71	Demonstrate critical knowledge about technical and related academic competencies used to complete an assignment at least monthly .

Various forms of evaluation serve different purposes and should be used together to provide a comprehensive, well-rounded overall assessment of student learning. Among teachers at all sites, the four most common forms of assessment include participation, projects or laboratory exercises, objective tests, and observations. It is important that teachers use a combination of assessment techniques to ensure that students know, understand and can apply content and skills learned.

What forms of assessment are most used in determining students' course grades?

2010	2009	All Sites	Teachers include the following forms of assessment in students' course grades:
68%	76	81%	Attendance
96	84	96	Participation in classroom or laboratory activities
100	96	97	Projects or practical/laboratory exercises
83	76	69	Portfolio of student work
88	80	70	Homework assignments
84	96	94	Teacher-made objective tests (multiple choice, true-false)
58	64	75	Teacher-made open-ended tests
42	32	62	End-of-course exam in their content area that is used center-wide
64	60	65	Standardized tests produced outside the center

Improvement Actions

If few teachers are using a combination of assessment techniques designed to thoroughly evaluate student learning, consider taking the following actions:

- Develop a comprehensive assessment plan that encourages teachers to utilize a variety of assessment techniques to evaluate students' comprehension of content and their ability to apply that knowledge.
- Give exams that require students to think at higher levels by developing their own responses to short-answer and essay questions.
- Give assessments that evaluate students' abilities to answer questions both orally and in writing.
- Include practical assessments such as laboratory exercises, semester-long projects, student portfolios, and/or senior projects.
- Reach agreement on exam standards, explaining them to students and parents and helping them understand why students must be better prepared for further learning and careers after high school.
- Have career/technical teachers assess students for mastery of literacy and mathematics content and skills that were embedded in the activities they completed.

Helping Students Make Successful Transitions

Many teachers agree that students' success or failure at their center is largely due to factors beyond them. This may be due, in part, to the lack of communication between technical centers and feeder middle grades and high schools. These institutions should work together to form a cohesive education for students. Helping students make successful transitions from middle grades and high schools to the technology center and from the technology center to the workplace or further learning is critical to students' success. A key component is effectively communicating to students and parents what it takes to be ready to attend a technology center.

Research indicates that each student transition, unless well planned and implemented, can result in an achievement lag. With each transition to a new building, families seem to become less connected to schools and centers. To ease these transitions, teachers and administrators must work together to prepare and inform families about expectations, policies and practices and to make sure that expectations, content and standards are aligned with sending and receiving schools. Transition activities can be a useful tool for making sure students are on track with their educational plans and that parents have the information they need to help students stay with their plans.

Transitions from Middle Grades and High Schools to Technology Centers

Helping students make a successful transition to the technology center is important in ensuring students are completing a well-rounded academic and technical curriculum that will prepare them for a specific postsecondary goal. The following indicators suggest whether or not center teachers are prepared to help students make this transition successfully.

2010	2009	All Sites	Teachers Reported That . . .
15%	16	15%	They are very familiar with the content and specific goals of the courses taught in the middle grades and high schools that send students to their center.
0	16	31	They meet with teachers from feeder middle grades or high schools to discuss expectations, content knowledge and performance standards for students entering their center at least annually .

Improvement Actions

If few teachers report being engaged in activities to improve student transitions into the center, consider the following actions:

- Help middle grades and high school students, parents, teachers and school leaders understand the career/technical opportunities available to them at the center, as well as what it takes to be ready to attend the center.
- Meet with teachers at middle grades and high schools to discuss the technology center's expectations for incoming students.
- Have a technology center representative meet with each entering student and his/her parents to discuss the student's readiness to begin challenging career/technical studies and to present an extra help plan for those students who are not prepared.
- Provide more personalized instruction, guidance and extra-help services to entering students to help them make the transition and select the best teachers to work with them.
- Assign each student an adult mentor to meet regularly, review goals and plans for achieving them and discuss any issues the student may be facing at the technology center.
- Help incoming students set an outcome goal beyond high school and define a program of study that will help them reach that goal.

Transitions from the Technology Center to College and Careers

Few teachers think more than 80 percent of their seniors have the skills to do well at a four-year or community college and not many more think more than 60 percent of seniors have the skills to do well. Many students leave technology centers only to discover that they cannot pass employer exams for good jobs or that they must take remedial courses in college. Technology centers must meet with employers and postsecondary instructors to understand what their graduates need to know and be able to do to be successful. They must make changes in the technology center and work with partnering high schools to ensure students are getting the knowledge and skills they need to be successful.

Schools should make the senior year count. Students who are not prepared for college and careers should be provided with extra help and transitional courses to get them prepared. Transitional courses should be required for students who do not meet standards on high school graduation tests or on community college placement exams. These courses may supplement to students' regular courses. Students who are prepared for college and careers should continue to be challenged. All career/technical students should take rigorous mathematics and science courses during the senior year. Those students not continuing on to further study should be enrolled in courses that emphasize passing employer exams and achieving national certification.

2010	2009	All Sites	Teachers Reported That . . .
92%	92	85%	They meet with employers and postsecondary faculty to discuss expectations, content knowledge and performance standards for students graduating from their center at least annually .
12	12	13	They think 81 percent or more of current seniors have the skills to do well at a four-year or community college.
8	8	14	They are comfortable recommending 81 percent or more of current seniors as highly competent to an employer in their area of specialization.

Improvement Actions

If few teachers meet with employers and postsecondary instructors to learn how to better prepare students for college and careers, consider taking the following actions:

- Work regularly with the colleges that enroll the highest percentages of their students to find out what they expect students to know and be able to do.
- Enroll seniors not meeting college- and career-readiness standards in transitional English/language arts and mathematics courses designed to get them to standards.
- If seniors are not planning to pursue further study, enroll them in career/technical courses that lead to employer certification or provide an edge in the workplace.
- Find out what the major employers who hire graduates expect students to know and be able to do in reading, English/language arts and mathematics to pass employer exams.
- Require students to use more communications and mathematics skills to complete career/technical assignments in and out of class.
- Encourage all students to take three rigorous academic courses in the senior year, including mathematics and science.

Strong Leadership

Among teachers at all sites, few perceive their center leadership is engaging them in continuous school improvement. High-performing and effective technology centers are led by strong leaders who guide the faculty in improvement efforts. They work together with faculty to identify needs and provide solutions. They rally the entire staff around a strong mission to prepare all students for college and careers.

2010	2009	All Sites	Teachers Reported That . . .
4%	17	32%	Emphasizes monthly the importance of guiding students into challenging academic courses at their home school.
46	67	36	Uses data continuously to evaluate the center's effectiveness monthly in preparing students for further study and careers.
24	38	39	Consults with staff members monthly before making decisions that affect them.
44	30	45	Encourages them monthly to experiment with instructional strategies.
44	33	34	Organizes study team meetings monthly to address how to implement the individual components of the center's improvement plan.
31	36	41	Involves staff monthly in school improvement decisions and activities.

High-performing and effective technology centers also have motivated faculty who work together to increase student expectations and the rigor and quality of assignments. They work together to review students' work and align assignments to college- and career-readiness standards.

2010	2009	All Sites	Teachers Reported That . . .
21%	16	36%	They meet as a member of a team of teachers to plan joint instructional activities and to take collective responsibility for student learning at least monthly .
18	24	35	They meet with a group of teachers to examine students' work to determine if it meets national industry and academic standards in their content area at least a few times a year .
13	24	40	They meet with other teachers in their department or center to align assignments and agree upon what student work looks like below, at or above a college- and career-ready level at least a few times a year .

Improvement Actions

There are several actions technology center leaders can take if the faculty does not perceive an emphasis on leadership for continuous improvement:

- Emphasize the importance of integrating academic content into career/technical classes.
- Emphasize the importance of guiding students into a rigorous program of study.
- Encourage teachers to experiment with instructional strategies and hold high expectations for all students.
- Encourage teachers to meet in teams to discuss student expectations and align assignments to readiness standards.

Professional Development

To teach in ways that improve student performance, teachers must regularly seek new ideas, evaluate what they do and revise their lesson plans to get more students to meet challenging standards. Professional development helps teachers learn and master new research-based instructional practices, reflect on what they have learned and share responsibility in applying new knowledge as they plan joint assignments that require students to use academic content and skills in completing real-world, hands-on projects.

2010	2009	All Sites	Teachers Reported That . . .
44%	52	54%	Adapting teaching methods to the learning styles of different students
33		46	Establishing a classroom environment that actively involves students in the learning process
47	40	54	Doing collaborative planning with other teachers
58	56	52	Raising expectations for student achievement
37		52	Aligning assignments to college- and career-ready standards
28	48	63	Helping at-risk students master complex content
33	32	47	Using interdisciplinary themes or units
42	36	46	Implementing a grading policy that requires students to redo work not meeting standards
32	48	49	Using reading and writing for learning strategies across the curriculum
22	32	45	Using real-world problems in instruction and assignments
50		48	Using cooperative learning in instruction and assignments
29		49	Using data to improve instruction and learning
37		41	Developing grading scales and guidelines
24	36	46	Using project-based learning in instruction and assignments
39	32	47	Using performance assessments (e.g., presentations, writing, projects, portfolios)
22	32	47	Having students design and conduct research investigations
50		55	Using applied learning strategies to teach higher-level content
47		57	Using technology in instruction
33	48	52	Providing effective extra help
39	28	49	Working with students as a mentor or adviser

2010	2009	All Sites	Teachers reported that they need staff development in the following areas to get students to use academic content and skills to complete challenging assignments:
10%		44%	Understanding mathematical concepts underlying their career/technical field
10		47	Embedding mathematics in career/technical instruction
24		48	Applying scientific methods of inquiry in career/technical instruction
19		48	Embedding literacy (reading, writing, communication) in career/technical instruction
19		44	Designing course syllabi for career/technical courses
24		48	Using authentic problems and projects in career/technical instruction
30		54	Planning joint assignments with academic teachers

Professional development should provide follow-up activities to help teachers fine-tune the new practices. They should be expected to learn from activities and implement new strategies in their classrooms.

2010	2009	All Sites	Teachers Reported That . . .
35%	44	28%	Staff development experiences have resulted in holding their students to the current national academic and industry standards developed for their field.
27	12	21	Staff development programs are sustained over time, with ample follow-up activities that include an expert observing their teaching and giving them ideas for refining instruction to get higher achievement from their students.
19	20	20	There are incentives that encourage them to participate in staff development (release time, substitute pay, certificate renewal credit, stipends).
24	32	34	They are expected to reflect on what they learn in staff development programs, apply it in the classroom and share it with their colleagues.

Improvement Actions

If few teachers are engaged in professional development and subsequent follow-up activities, it is likely that the current professional development programs are not helping teachers determine how to change instruction, expectations of students and evaluation of student work to improve student performance. The following steps will help teachers focus on continuous improvement:

- Provide staff development aligned to the school's improvement plan. As part of this development, there should be a plan to implement learned strategies in the classroom, to assist teachers in implementation of strategies and to allow teachers to work together.
- Meet with teachers to determine what types of professional development are needed. Work with them to provide innovative formats that will assist them in increasing the rigor of their courses and the achievement of all students.
- Participate in professional development opportunities at the *HSTW* Staff Development Conference and national workshops throughout the year.

Teachers' Perceptions on Continuous School Improvement

It is important that teachers perceive that their center is engaging in continuous improvement. It is their belief in these improvement methods that will make improvement efforts successful. High-performing technology centers are never satisfied. They constantly evaluate themselves and seek ways to improve students' readiness for college and careers. They have clear goals and priorities and focus on teaching all students to the same high standards and engaging students in challenging, authentic assignments.

2010	2009	All Sites	Teachers reported that:
35%	32	51%	They strongly agree that the goals and priorities for their center are clear.
50	48	55	They strongly agree that teachers in this center maintain a demanding yet supportive environment that pushes students to do their best.
12	25	46	The director stresses to them monthly that they should teach all students to the same high standards.
62	48	53	They strongly agree that teachers in this center are continually learning and seeking new ideas on how to improve student achievement.
15	16	43	They strongly agree that teachers and center director work as a team to improve student achievement in their center.
35	44	38	They strongly agree that teachers use data continuously to evaluate the center's curriculum, instruction and student success.

What is the school's emphasis on teachers' perception on continuous improvement?

	2010	2009	All Sites
Intensive (4 to 6 of the above items)	19%	24	37%
Moderate (2 to 3 of the above items)	52	40	25
Low (0 to 1 of the above items)	22	32	31
Incomplete Data1	7	4	6

Improvement Actions

If few teachers perceive their center to be engaged in continuous school improvement, center leaders can consider taking the following actions:

- Make professional development an ongoing process related to improvement goals, rather than a series of fragmented events.
- Identify and provide the kind of professional support that will improve teaching skills and content knowledge.
- Thoroughly understand quality instruction, how to integrate academic content into career/technical courses and what conditions foster teaching and learning.
- Use data to initiate change, improve student performance and keep everyone well-informed of progress made and challenges ahead.
- Create a shared leadership approach with a team of teacher leaders to improve curriculum and instruction.
- Visit classrooms frequently to identify outstanding practices for sharing with all staff and to identify ways to improve individual teacher instruction that will result in improved student performance.
- Actively participate in professional development with teachers and create a risk-free environment that encourages teachers to work together and to do what is necessary to improve curricula and instruction.
- Create a flexible time and an organization that encourages teachers to face difficult issues, share instructional practices and content knowledge and agree on solutions that address student needs.

Appendix

About the Survey

The 2010 *Technology Center That Work* Teacher Survey was administered online to TCTW centers January 29 – February 26, 2010 as part of the 2010 *High Schools That Work* Assessment. Because TCTW centers participate in a custom teacher survey that was developed specifically for technology centers, teacher survey results are not included in centers' HSTW Assessment reports. Centers can use these results along with the student survey and achievement results presented in the 2010 HSTW Assessment report.

All center teachers (grades 9-12) were to participate in the teacher survey, including academic and career/technical teachers. Non-teaching staff (such as media specialists, guidance counselors and administrators) were not included, as very few questions relate to their specific experiences.

Organization of the Report

Each section of this report is organized around a particular improvement theme relevant to the teacher survey. The tables within each section provide teacher response data for questions and indicators related to the theme.

The Teachers' Perception of Continuous Improvement section includes a —What is the school's emphasis...|| table. This table provides data on the index that SREB has developed. Instructional leaders must do more than examine variables in isolation. They must examine combinations of related variables to gain a better understanding of the factors influencing student achievement. The percentage of teachers experiencing an intensive, moderate or low emphasis in the cluster of related variables is reported.

Contact Information

Questions about HSTW, TCTW or this report may be directed to:

Gene Bottoms
Senior Vice President
gene.bottoms@sreb.org
Ann Benson
Director, *Technology Centers That Work*
gben@brightok.net

Allison Timberlake
Director, Assessment and Evaluation
allison.timberlake@sreb.org

SREB
592 10th Street, NW
Atlanta, GA 30318-5776

Telephone: (404) 875-9211
Fax: (404) 872-1477

**Erie County Technical School
Literacy Plan 2009-2010**

Literacy Goal: Engage students in daily relevant reading, writing and communication activities

ACTION	PERSON RESPONSIBLE	EVALUATION	TIME LINE
Create a Literacy-Rich Culture in each CTE Program • Encourage & support each program to utilize ○ Magazine Racks ○ Newspapers ○ Trade Journals ○ Textbooks ○ Lab Specific AV (movies, PPT presentations, TV Shows) • Assess & review action plans for each program	• Director • Principal • Special Ed Supervisor • Literacy Coach • Lab instructors	• Improved test scores • Improved PSSA & NOCTI scores • TAP AYP	September 2009-Ongoing
Increase Writing Skills • Portfolio/Writing workshops ○ Authentic Writing: Cover letters, resumes, mission statements, personal statements ○ Student reflections on lab projects • Increase Student Weekly Writing ○ Weekly reader response ○ Friday math quizzes ○ Forms of the trade (work orders, estimates, job sheets)	• Lab Instructors • Literacy Coach • Math Coach • Mrs. Carr (Professional Skills)	• Portfolio Rubric • Grades, Mrs. Carr	September 2009-Ongoing
Increase Reading Skills and Content Literacy (Equivalent of 12.5 Books/Year) • Independent and reading of course texts and packets • Weekly reader response articles • Weekly SSR (Sustained Silent Reading) • Newspapers in education • Encourage teachers to incorporate Trade Journal articles into lessons • Explicit teaching of vocabulary & technical terms • Intensive intervention – pull out for direct instruction of reading and math skills	• Lab Instructors • Literacy Coach • Standards Mastery Assistant	• Course grades • Improved tests scores	September 2009-Ongoing

ACTION	PERSON RESPONSIBLE	EVALUATION	TIME LINE
Practice Speaking and Listening Skills • Encourage student-generated questions • Utilize group work in classes • Formal and informal presentations	• Lab Instructors	• Teacher-generated rubric	Sept 2009-ongoing
Professional Development – All staff members will use differentiated teaching strategies and Higher Order Thinking Skills into Lessons • H.O.T. Skills • MAX teaching strategies • Team-Teaching with literacy coach • Peer observations of integrated lessons • Consultant Visits—strategy suggestions • Create Units & Daily Lessons with Before-During-After Strategies	• Director • Principal • Special Ed Supervisor • Literacy Coach • Math Coach • Lab Instructors	• Teacher observations • PSSA improvement • Nocti improvement	September 2009-Ongoing
Assessment/Progress Monitoring • Incorporate RITT Framework ○ Universal interventions in the labs ○ Strategic interventions for students flagged on PSSA and IEPs ○ Benchmark tests administered ○ Intensive intervention – pull out for direct instruction of reading and math skills	• Special Ed Supervisor • Lab Instructors • Literacy Coach • Math Coach • Standards Mastery Assistant	• PSSA improvement • NAEP Assessment • Study Island results	September 2009-Ongoing

NUMERACY & LITERACY YEAR IN REVIEW – 2009-2010

- Flexibility and support during remediation and benchmarking (showing students you value our work)
- Word Walls
- Danielle's S.A.T. graphic word presentation
- Vocabulary by accident (highlighting vocabulary)
- More trade related journals
- During movies/videos/power points, students have a written component
- Note taking
- Increased incidents of co-teaching with math coach
- Presenting math and reading activities not separate from career tech training
- Use of study guides
- Teaching better cover letters and resumes

WISH LIST FOR 2010-2011 SCHOOL YEAR

- More trade journals
- Think about having reading/math coaches join your class when you are teaching math/reading heavy lessons
- Focus on before, during and after strategies
- Instructors model "finding main idea" and supporting details and distinguishing between the two

Erie County Technical School

Consensus on Priorities

**Planning Retreat
2009-2010**

Erie County Technical School

Day 3

Planning Retreat 2009-2010

Priority 1:			
Co-Captains:			
Measurable/Observable Product:			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A.			
1.			
2.			
3.			
4.			
Objective B.			
1.			
2.			
3.			
4.			
Objective C.			
1.			
2.			
3.			
4.			
Projected Cost			

Priority 2:			
Co-Captains:			
Measurable/Observable Product:			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A.			
1.			
2.			
3.			
4.			
Objective B.			
1.			
2.			
3.			
4.			
Objective C.			
1.			
2.			
3.			
4.			
Projected Cost			

Priority 3:			
Co-Captains:			
Measurable/Observable Product:			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A.			
1.			
2.			
3.			
4.			
Objective B.			
1.			
2.			
3.			
4.			
Objective C.			
1.			
2.			
3.			
4.			
Projected Cost			

Priority 4:			
Co-Captains:			
Measurable/Observable Product:			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A.			
1.			
2.			
3.			
4.			
Objective B.			
1.			
2.			
3.			
4.			
Objective C.			
1.			
2.			
3.			
4.			
Projected Cost			