

Goal 1: Strengthen Public Relations			
Problem Definition:			
There is a lack of public relation activities by the school to improve community awareness of secondary and post-secondary programs and services offered.			
Co-captains:			
Joe Tarasovitch and Jeff Smith			
Measurable/Observable Product:			
An organized public relations plan initiated by the Erie County Technical School to present ECTS to our customers			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
Objective A. Identify Message			
1. Promote ownership of ECTS campus			
2. Promote value of ECTS training			
3. Promote successes of programs			
4. Promote opportunities for students			
5. Promote events at ECTS			
Objective B. Audiences & Activities			
1. District school boards			
A. Invite JOC members to review student portfolios.	Principal, Director	Spring 2011	Pending
<i>Update:</i>			
B. Invite district school boards to hold a meeting at ECTS- provide tour.	JOC, Director	Fall 2010	In-Process
<i>Update: 9/16/2010--Two districts have scheduled meetings at ECTS.</i>			
C. Attend district school board meetings with current students.	JOC, Principal	Feb. CTE week.	In-Process
<i>Update: 10-21-10 Principal has attended 3 meetings; NWSD, FLBSD, and WSD.</i>			
<i>Update: 11-22-10 Principal has attended meetings; NESD.</i>			
D. Distribute monthly <i>District Report</i> of JOC meeting.	Director	Monthly	In-Process
<i>Update: 09/01/10--reports are being written by director and submitted to JOC members and districts</i>			
2. Superintendents & Other District Administrators			
A. Provide program tours to superintendents, JOC members and sending school teachers and administrators.	Director	Monthly	In-Process
<i>Update: 09/01/10--Director has notified superintendents of intent to schedule program tours at the start of each PAC meeting</i>			
<i>Update: 11/22/10--Superintendents have visited six programs over the last two PAC meetings</i>			
B. Invite superintendents to review student portfolios.	Director	Spring 2011	Pending
<i>Update:</i>			
C. Invite principals to review student portfolios.	Principal	Spring 2011	Pending
<i>Update:</i>			

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ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
3. Sending School Teachers			
A. Invite districts to form a teacher exchange	Superintendents	Sep-10	In-Process
<i>Update: 09/01/10--Reviewed action plan item with superintendents--to be discussed further.</i>			
a. District level endorsement	Director	Sep-10	Pending
<i>Update:</i>			
b. Experience all programs	Faculty		Pending
<i>Update:</i>			
c. Expose academic content	Faculty		Pending
<i>Update:</i>			
d. Expose technical content	Faculty		Pending
<i>Update:</i>			
e. Present postsecondary opportunities	Faculty		Pending
<i>Update:</i>			
4. ECTS staff			
A. Teacher/Staff Recognition Event	CHQR	May	Pending
<i>Update:</i>			
B. Recognition of Achievement (e.g. Gold Star, accreditation, etc.)	CHQR	Monthly	Pending
<i>Update:</i>			
5. Parents			
A. Invite to participate in field trips	Faculty		Pending
<i>Update:</i>			
B. Invite to participate in portfolio reviews	Faculty		Pending
<i>Update:</i>			
C. Send positive note to parents about their child	Faculty	Quarterly	Pending
<i>Update:</i>			
D. Create parent email distribution list for each program	IT Manager	Fall 2010	Pending
<i>Update:</i>			

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ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
6. Current students			
A. Graduate Comments in labs	Principal		Pending
<i>Update:</i>			
7. The community at large			
A. Press Releases about ECTS events			In-Process
<i>Update: 09/01/10--press releases have been submitted on various ECTS activities</i>			
B. Develop and refine an internal process for publicity requests.			Pending
<i>Update:</i>			

Goal 2: Personalized Staff Development			
Problem Definition:			
Instructors want to have direct input into the selection of topics that are provided in staff development sessions.			
Co-captains:			
Natalie Fatica and Jan Kennerknecht			
Measurable/Observable Product:			
An individualized professional development plan for all certified staff members			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
Objective A. Develop an individual PD plan based on the needs and desires of faculty member and campus priorities			
1. Review annual professional development assessment	Faculty		Complete
<i>Update: 08/15/10--Principal and CHQR have reviewed 2009-2010 assessments for common professional development needs</i>			
<i>Update: 8/26/10--Reviewed with faculty at in-service</i>			
2. Summarize annual professional development assessments	PD Committee, Principal, CHQR		In-Process
<i>Update: 08/15/10--principal and CHQR have reviewed 2009-2010 assessments for common professional development needs</i>			
<i>Update: Reviewed summary of assessment and will run by faculty member</i>			
3. Review student satisfaction, senior exit and graduate follow-up data	Faculty		In-Process
<i>Update: Plan to schedule 2 small groups to review data and process for development of plans.</i>			
4. Review Act 48 status	Faculty		In-Process
<i>Update: Schedule voluntary Act 48 information session.</i>			
5. Review personal professional growth goals (degrees, certification, etc)	Faculty		Pending
<i>Update:</i>			
6. Consider industry and organization accreditation/certification standards	Faculty		In-Process
<i>Update: Compiled list of industry certifications for faculty members.</i>			
<i>Update: Plan to distribute information to faculty.</i>			
Objective B. Develop plan development process			
1. Compose a plan that accounts for personal, professional and organizational goals	Faculty		Pending
<i>Update:</i>			
2. Submit professional development plans/requests for administrative approval	Faculty, Principal	November	Pending
<i>Update:</i>			
3. Coordinate professional development activities to meet the greatest number of faculty members	CHQR		Pending
<i>Update:</i>			

Goal 2: Personalized Staff Development			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
Objective C. Provide resources to conduct personalized professional development			
1. Activate the professional development committee	CHQR		In-Process
<i>Update: 9/23/2010--Committee convened to review action plan.</i>			
<i>Update: Committee to meet biweekly</i>			
<i>Update: PD committee reviewed Induction plan and professional education action plan from strategic plan</i>			
<i>Update: 11/22/10--PD committee has been meeting on a monthly basis</i>			
2. Establish professional development announcements under the Faculty Connection section of the web page	Director		Pending
<i>Update:</i>			
3. Consider participation in on-line training package (e.g. PD360)	PD Committee		In-Process
<i>Update: Review PD360 with PD Committee</i>			
4. Consider and allocate sufficient fiscal resources to carry out plans	Busines Manager, Director	Dec. 2010	In-Process
<i>Update: 11/22/10--2011-2012 budget contains some, but not all intentions of this action plan</i>			
5. Promote participation in PDE, BCTE, SREB and other appropriate agency-sponsored training activities	PD Committee, CHQR		In-Process
<i>Update: 12/10/10--BCTE-sponsored Professional Learning Communities program offered to faculty and staff.</i>			

Goal 3: Retain Current Students			
STAY - Staff Teams Assisting Youth			
Problem Definition:			
ECTS has determined that the percent of students who complete their program of study is not acceptable.			
Co-captains:			
Lisa Sorensen and Patty Palo			
Measurable/Observable Product:			
Student retention rate shows an upward trend as compared to 2009-10 retention data of 1 st year students			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
Objective A. Plan for and Monitor Retention of At-Risk Students			
1. Analyze departure points of students	Principal/Guidance/Admissions	Monthly	In-Process
<i>Update: 08/01/10--director has conducted an initial review of departure points for 2009-2010 academic year.</i>			
2. Analyze causes of student drops	Guidance/Principal	Monthly	Pending
<i>Update:</i>			
3. Determine level of satisfaction of those who left ECTS	Guidance/Principal	Monthly	In-Process
<i>Update: 9/1/2010--Guidance counselor has conducted a survey of withdrawn students to assess their satisfaction.</i>			
4. Communicate details to sending school staff	Guidance	Quarterly	In-Process
<i>Update:10/21/2010-Home school counselors were introduced to the STAY program at meeting on 10/7/2010</i>			
5. Provide contracted counseling services	(e.g., Gary McEnery)	TBD	Complete
<i>Update: 9/1/2010--Principal has had an initial conversation with consultant on services to be provided.</i>			
<i>Update: 11/22/2010--Counseling services being provided by Dr. McEnery, but not necessarily for STAY students</i>			
6. Identify up to 80 at-risk students for staff assistance and monitoring	Principal/Guidance/Admissions	September	Complete
<i>Update: 9/1/2010--Administrative and professional support staff members have refined a list of students to be served by the STAY program.</i>			
<i>Update:10/19/2010-Initial meetings planned by all STAY group leaders</i>			
7. Assign personnel to monitor groups of at-risk students	Principal	Fall 2010	Complete
<i>Update: 09/22/10--Lead STAY Team identified groups of students and assigned staff members to teams.</i>			
<i>Update: 10/26/10--STAY teams begin meeting on a weekly basis.</i>			
8. Meet to discuss at-risk issues	STAY Team	Bi-weekly	In-Process
<i>Update: 10/18/10--STAY Teams met for the first time to review students assigned to teams.</i>			
<i>Update: 10/26/10--STAY teams begin meeting on a weekly basis.</i>			
<i>Update: 12/1/10--STAY teams continue to meet on a weekly basis.</i>			
9. Analyze drop vs. transfer data	Director/Principal	Monthly	Pending
<i>Update:</i>			
10. Measure success on retention efforts	Director, Principal, STAY Team	June 2011	Pending
<i>Update:</i>			

Goal 3: Retain Current Students			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
Objective B. Implement Strategies to Increase Attendance of At-Risk Students			
1. Notify instructor of students with history of attendance problems	Admissions	September	In-Process
<i>Update: 10/15/10--faculty notified of students identified in this risk category.</i>			
<i>Update: 11/22/10--Q1 attendance data recorded for each STAY student</i>			
2. Maintain personal contact with students who have attendance problems	Instructor/Principal	On-going	In-Process
<i>Update: 10/19/2010-all students have been contacted by STAY Team leader/co leaders</i>			
3. Initiate parent communication	Instructor/Guidance/SSO	September	In-Process
<i>Update: 11/22/10--Letter of introduction sent to all parents of STAY students</i>			
4. Initiate sending school guidance counselor contact	Admissions/Guidance	Monthly	Complete
<i>Update: 10/7/2010 Home School counselors attended ECTS meeting at which STAY program was explained and lists reviewed</i>			
5. Utilize an attendance incentive plan	Guidance/Principal	On-going	In-Process
<i>Update: 11/22/10--Q1 attendance has been recorded</i>			
Objective C. Implement Strategies to Support Academic Performance of At-Risk Students at ECTS and at Their Sending School (Core Academics)			
1. Identify place to go for help with academics at ECTS	Instructor/Instructional Aides	September	In-Process
<i>Update: 9/22/2010--Administrative and professional support staff have identified instructional staff and support staff to assist with academic issues.</i>			
<i>Update: 11/22/2010--An academic support service has been created and staffed to assist students with home school academic concerns.</i>			
2. Provide Study Island/Remediation (math or reading)	SSO - Literacy	As Needed	In-Process
<i>Update: 9/22/2010--Study Island services are being adjusted to accommodate students selected for the academic STAY.</i>			
3. Identify students' academic needs	Admissions	September	In-Process
<i>Update: 9/22/2010--Administrative and professional support staff are collecting grades, schedules and PSSA results for students identified in the category.</i>			
4. Monitor mid-term grade reports from districts	STAY Team	Quarterly	In-Process
<i>Update: 11/22/10--Home school guidance counselors provided Q1 grades for most STAY students</i>			
<i>Update: 11/22/10--STAY teams reviewed academic performance of STAY students</i>			
5. Provide instructional aide assistance	STAY Team	As Needed	Complete
<i>Update: 10/19/2010 Team members identified and referred students to tutorial services</i>			
Objective D. Implement Strategies to Support Emotional Needs of At-Risk Students			
1. Inform instructors of students with emotional needs	Admissions/Guidance/SSO	September	Complete
<i>Update: 10/15/10--faculty notified of students identified in this risk category.</i>			
2. Initiate contact with students	STAY Team	September	Complete
<i>Update: 10/19/2010 Team leaders/assistants have met with each STAY student</i>			

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ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	STATUS
3. Make contact with sending school case manager for students with emotional issues	Guidance	As Needed	In-Process
<i>Update: 11/22/10--Contact made with case managers</i>			
4. Maintain contact with parents	Faculty	As Needed	In-Process
<i>Update: 11/22/10--All parents contacted with letter of introduction</i>			
<i>Update: 11/22/10--Faculty and staff are contacting parents as appropriate--calls, emails, notes</i>			
Objective E. Implement Strategies to Support Environmental Needs of At-Risk Students			
1. Review students' issues with appropriate personnel	STAY Team	As Needed	Complete
<i>Update: 10/19/2010 Team leaders/assistants have met with each STAY student</i>			
2. Provide clothing, uniforms, school supplies or tools	STAY Team	As Needed	In-Process
<i>Update: 9/22/2010--Some students identified on the list have been provided assistance in this area.</i>			
3. Provide referrals for health issues	STAY Team	As Needed	In-Process
<i>Update: 10/19/2010 Team leaders/assistants have met with each STAY student</i>			
<i>Update: 11/22/10--Guidance staff have contacted home school nurses about STAY students</i>			
4. Provide assistance with free and reduced meals	STAY Team	As Needed	In-Process
<i>Update: 9/22/2010--Some students identified on the list have been provided assistance in this area.</i>			
<i>Update: 11/22/10--As they become eligible, students are receiving free/reduced breakfasts and lunches.</i>			