

Erie County Technical School Action Plans

Goal #1: Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms. Strategies Differentiating Instruction Student Performance Data Analysis Instructional Improvement Plans				
Start	End	Implementation Step Title	Description	Responsible
9/1/2019	6/30/2022	Compose Instructional Improvement Plans based on NOCTI Performance Data	Faculty members develop annual instructional improvement plans based on one of their lowest performing NOCTI competencies. Plans account for differentiated instruction based on IEP; making the curriculum and instruction more rigorous in terms of Depth of Knowledge; sound instructional strategies; assessment strategies; and a procedure to self-assess the improvement plan by the faculty member. This process is completed yearly.	Principal and Supervisor of Instructional Support-Curriculum
8/25/2019	6/30/2022	Enhance the Literacy & Numeracy Instructional Strategies Occurring During the Instructional Day	Continue professional utilizing MAX teaching strategies and Collins writing procedures that have been implemented with the assistance of TAP; They will continue with the leadership of our Distinguished teachers in our Professional Learning Communities. This process is completed yearly.	Principal; Distinguished Teachers; Administrative Team
9/1/2019	6/30/2022	Improve the capabilities of faculty to provide differentiated instruction	Hold meetings at the start of each school year with each program instructor, program instructional aide, and Supervisor of Instructional Support to review IEPs for new;and existing students. Meetings will discuss accommodations required for each student and other instructional techniques to differentiate instruction. This is an annual activity.	Faculty, Instructional Aides, & Supervisor of Instructional Support Services
8/26/2019	10/1/2022	Compile NOCTI student performance data for each CTC program	Program performance data reports are created that provide NOCTI performance analysis for use by faculty members in developing instructional action plans based on the students; lowest performing NOCTI competency. This process will be reviewed yearly.	Supervisor of Instructional Support-Curriculum

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9/1/2019	6/30/2022	Evaluate the Effectiveness of the Instructional Improvement Plans	The instructional improvement plans, known locally as NOCTI Action Plans, are reviewed by an administrator to ensure the plan is focused on a particular competency, incorporates appropriate instructional strategies; and capitalizes on the campus literacy and numeracy campaigns. Using a scoring rubric, the administrator rates each plan. Faculty members have the opportunity to adjust their plans based on the rubric results. SLO's are reviewed as part of the end of the year teacher evaluation. The rubricscore is incorporated into the end-of-year assessment in the teacher specific category.	Supervisor of Instructional Support Services--Curriculum
12/1/2009	4/30/2022	Evaluate Effectiveness of Instructional Improvement Plan -- Student Learning Objectives	In May, NOCTI results are available for review. NOCTI competency performance reports are provided to each faculty member to determine whether their instructional improvement plan resulted in the expected level of achievement. In November, faculty members developed a Student Learning Objective based on the identified competency in their instructional improvement plan. The effectiveness of the plan is measured and recorded in the faculty members NOCTI Student Learning Objective. This is an ongoing yearly activity.	Faculty, Supervisor of Instructional Support, and Principal
9/1/2019	4/30/2022	Monitor Implementation of Instructional Improvement Plans	Administrators monitor whether and how instructional improvement plans are being carried out through planned and unplanned observations and walkthroughs. Faculty members are encouraged to schedule a required observation during a lesson related to the improvement plan. Ongoing annual activity.	Director, Principal, Supervisors of Instructional Support Services, Faculty

Erie County Technical School

CTC Plan

07/01/2019 - 06/30/2022

CTC Profile

Demographics

8500 Oliver Road
Erie, PA 16509
(814)464-8600

AYP Status: Not Provided
Administrative Director: H. Fred Walker

Planning Process

To be reviewed with small group leadership teams; utilizing data from Administrative retreat.

Mission Statement

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

Employ-Ability

Career Planning

Technical Education

Supporting Academics

Vision Statement

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

Shared Values

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.

Educational Community

Erie County Technical School serves 11 rural school districts. The economic status of the school community reflects a diverse population from extremely economically challenged to the ability to access greater resources. Erie County Technical School is financially positioned based on the support of the 11 sending school districts. Erie County has a strong manufacturing base but has seen the loss of family sustaining wage jobs based on closing of companies in the region. In addition, the health industry continues to grow with the presence of three major hospitals and a Medical School in the area. Erie County Technical School has an approximate enrollment of 800 students annually; 10-12 grade students. The school provides career and technical education in 5 career pathways that are made up of 18 programs. The community and its businesses offers the students many opportunities in the form of shadowing, field experience and cooperative education experiences. Erie County Technical School has been recognized by the Erie Times News as the Erie's Choice for Technical education for 6 years. The high school programs along with the Regional Career and Technical Center adult programs have a positive reputation in the Erie Community.

Planning Committee

Name	Role
Natalie Fatica	Administrator : Professional Education
Joe Tarasovitch	Administrator : Professional Education
James Bucksbee	Board Member
Andy Foyle	Business Representative : Professional Education
Lucy Lenhardt	Business Representative : Professional Education
Rick Cornwell	Community Representative : Professional Education

Janet Rosenthal	Community Representative : Professional Education
Mary Foulkrod	Ed Specialist - Other : Professional Education
Lisa Sorensen	Ed Specialist - Other : Professional Education
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Not Applicable	Elementary School Teacher - Regular Education : Professional Education
Kayla Noonan	High School Teacher - Regular Education : Professional Education
Mariea Sargent	High School Teacher - Regular Education : Professional Education
Kelly Schoullis	High School Teacher - Regular Education : Professional Education
Lesa Scalise	High School Teacher - Special Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education : Professional Education
Kelly Bennett	Parent : Professional Education
Kathryn Greene	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

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

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

This narrative is empty.

Adaptations

Checked answers

- Career Education and Work

Unchecked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education

- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

Erie County Technical School has aligned 15 of its 18 programs to the state's recognized Programs of Study. (POS)

Curriculum

Planned Instruction

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

Erie County Technical School conducts annual curriculum audits between Administration and each program instructor. In addition, two Occupational Advisory Committee meetings are held that afford the opportunity for business and industry to share their expertise so that our programs are aligned to industry standards.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Get list of typically prescribed adaptations and accommodations from Pat and Sandy.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

Unchecked Answers

- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Career Cluster Chairs
- Instructional Coaches
- Not Reviewed

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

Curriculum planning to state standards; annual curriculum audits by supervisory staff.

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

This narrative is empty.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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

This narrative is empty.

Recruitment

(Comprehensive CTC only)

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

This narrative is empty.

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

This narrative is empty.

Assessments**Local Graduation Requirements**

(Comprehensive CTC who graduate students only)

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

(Comprehensive CTC who graduate students only)

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English						

Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

None.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

- NOCTI Test

Benchmark Assessments

- Pre-NOCTI Test

Formative Assessments

- MAX Teaching Strategies
- Collins Writing
- Exit Slips
- Think-pair-share

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

(Comprehensive CTC only)

Checked answers

None.

Unchecked answers

- External Review
- Intermediate Unit Review
- LEA Administration Review
- Career Cluster Chair Review
- Professional Learning Community Review
- Instructional Coach Review
- Teacher Peer Review

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

This narrative is empty.

Collection and Dissemination

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

This narrative is empty.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

This narrative is empty.

Assessment Data Uses

(Comprehensive CTC only)

*Checked answers**None.**Unchecked answers*

- Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.
- Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.
- Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.
- Instructional practices modified or adapted to increase student mastery.

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

*This narrative is empty.****Distribution of Summative Assessment Results****Checked answers**None.**Unchecked answers*

- Course Planning Guides
- Directing Public to the PDE & other Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and School Board
- Mass Phone Calls/Emails/Letters
- Newsletters

- Press Releases
- School Calendar
- Student Handbook

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- School-wide Positive Behavioral Programs
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Placement of School Resource Officers
- Counseling Services Available for all Students
- Coordination of Services with Sending School

Unchecked answers

- Conflict Resolution or Dispute Management
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Student, Staff and Visitor Identification Systems
- Student Assistance Program Teams and Training
- Internet Web-based System for the Management of Student Discipline

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

Erie County Technical School utilized the resources available at the sending school districts for those itmes unchecked strategy that is needed for students.

Screening, Evaluating and Programming for Gifted Students

(Comprehensive CTC only)

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

This narrative is empty.

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

This narrative is empty.

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

This narrative is empty.

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

This narrative is empty.

Developmental Services

Checked answers

- Attendance Monitoring
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Individual Student Planning
- Orientation/Transition
- RTII/MTSS
- Coordination of Services with Sending School

Unchecked answers

- Academic Counseling
- Behavior Management Programs
- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization
- Health and Wellness Curriculum
- Health Screenings
- Nutrition
- Wellness/Health Appraisal

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Checked answers

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Casework
- Placement into Appropriate Programs
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Coordination of Services with Sending School

Unchecked answers

- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Small Group Counseling-Coping with life situations
- Special Education Evaluation
- Student Assistance Program

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Checked answers

- Case and Care Management
- Home/Family Communication
- Managing IEP and 504 Plans
- Staff Development
- Coordination of Services with Sending School
- In conjunction with the sending schools, ECTS will address student educational, behavioral and personal issues.

Unchecked answers

- Alternative Education
- Community Liaison
- Community Services Coordination (Internal or External)
- Coordinate Plans
- Coordination with Families (Learning or Behavioral)
- Managing Chronic Health Problems
- Referral to Community Agencies
- Strengthening Relationships Between School Personnel, Parents and Communities
- System Support
- Truancy Coordination

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Checked answers

- Individual Meetings
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and Board of Directors
- Mass Phone Calls/Emails/Letters
- Press Releases
- Student Handbook
- Coordination of Services with Sending School

Unchecked answers

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

Communication of Student Health Needs

(Comprehensive CTC only)

Checked answers

None.

Unchecked answers

- Individual Meetings
- Individual Screening Results
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and Board of Directors
- Newsletters
- School Calendar
- Student Handbook
- Coordination of Services with Sending School

Frequency of Communication

Frequency of communication: **Not Applicable**

Collaboration for Interventions

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

ECTS conducts IEP reviews with each Program instructor. Administrative liaisons conduct regular meetings with sending school personnel as needed to address student needs and progress.

Community Coordination

Describe how you accomplish coordination with community operated before or after school programs and services for all grade levels through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

This narrative is empty.

Materials and Resources

Description of Materials and Resources

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

Provide explanation for processes used to ensure Accomplishment.

Erie County Technical School annually evaluates its curriculum and the equipment required for the curriculum with two planned Occupational Advisory Committee meetings. All students have access to the equipment and the curriculum materials under the direction of the programs instructors. Two student support administrative liaisons to the 11 school districts that work in conjunction with special education personnel to ensure that differentiated instruction occurs as needed.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable

Further explanation for columns selected "

Erie County Technical School is a part time Career and Technical Center that has informed its staff of the opportunity to utilized the materials available through SAS.

Professional Education

Characteristics

Ctc Avts's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.				X
Empowers educators to work effectively with parents				X

and community partners.				
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Ctc Avts's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				X
Provides leaders with the ability to access and use appropriate data to inform decision making.				X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				X
Instructs the leader in managing resources for effective results.				X

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

For our faculty and instructional support staff, the professional education plan, both long- and short-term, is based on opportunities for improvement identified by reviewing summary results from our professional development assessment system--PDE Teacher Effectiveness System. Besides the opportunities for improvement, the professional development plan is also largely driven by PDE mandated training. For our administrators, the plan reflects best practices in the required areas and frequently utilizes the PIL program provided by the Pennsylvania Association of Career and Technical Administrators. Annually, we review a summary of our professional assessment data for opportunities for improvement. Where there are opportunities, the professional development committee design strategies to provide the training or development. Depending upon the content, the training can take the form of in-service activities, online training, or workshops/conferences.

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

All strategies were selected.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:

10/7/2013 Conducted with Girard high school.
The LEA plans to conduct the required training on approximately:
10/8/2018 Conduct during in-service with on-line instruction

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/26/2016 Conducted during in-service and a series of after school faculty meetings
The LEA plans to conduct the training on approximately:
8/28/2020 Conduct during in-service

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

The use of various total quality practices and processes helps to ensure professional development is delivered with fidelity. The administrative team reviews professional development providers on their basis to relate to the CTC environment, to coordinate with the local literacy and numeracy initiatives, and their ability to address performance issues found from faculty end-of-year assessments.

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

All strategies were selected.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers**None.*

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

A Planned Program of Delivery is used to ensure all inductees receive the necessary competencies. Strategies used to ensure inductees receive the proper training include a competency checklist, inductee orientation session, monthly inductee-mentor-administrator sessions, and daily access to mentors and administrators. Inductees also compile a binder of relevant documents and materials.

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

All strategies were selected.

*Needs of Inductees**Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Student PSSA data.

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

Various forms of input are used to monitor and adjust our induction program. This process is reviewed on a regular basis to ensure the induction program contains the necessary competencies and is delivered in an effective manner.

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

PSSA data is not available to the career and technical center.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

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

Mentors are carefully chosen to assure a compatible relationship between the inductee and the mentor. Consideration is given to professional experience, attitude toward the profession, similarity in content area, and compatible personal demeanors.

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

All characteristics were selected.

Induction Program Timeline

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

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

If necessary, provide further explanation.

Topics are revisited as the process is two years.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Monitoring of the inductee's performance by administrators and other professional staff members is used to gauge the effectiveness of the inductee and the induction program. We also gather input from each inductee and mentor to assess opportunities for improvement. Results are used to make additions or alterations to the program.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

The continual review of the mentor-inductee meetings has been well received by both the mentors and inductees. Inductee performance continues to be evaluated for improvements for future reference.

Accomplishment #2:

The implementation of an annual NOCTI action plan has supported stronger student results in the NOCTI test in each program because the instructor identifies low competencies on the pre-test. After analyzing the pre-test results the instructors identify at least one low performing competency to assist with the preparation of the actual test.

CTC Concerns

Concern #1:

Student achievement on the end-of-program assessment, NOCTI, is at or above the performance level expected by the state (BCTE/Perkins).

Concern #2:

Non-traditional student enrollment addressed in the Perkins plan continues to be a concern that is addressed at Erie County Technical School.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #3*) Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Aligned Concerns:

Student achievement on the end-of-program assessment, NOCTI, is at or above the performance level expected by the state (BCTE/Perkins).

Systemic Challenge #2 (*Guiding Question #8*) Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Non-traditional student enrollment addressed in the Perkins plan continues to be a concern that is addressed at Erie County Technical School.

Systemic Challenge #3 (*Guiding Question #1*) Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Systemic Challenge #4 (*Guiding Question #2*) Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Systemic Challenge #5 (*Guiding Question #5*) Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Systemic Challenge #6 (*Guiding Question #6*) Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Systemic Challenge #7 (*Guiding Question #9*) Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

Systemic Challenge #8 (*Guiding Question #10*) Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

Systemic Challenge #9 (*Guiding Question #11*) Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Systemic Challenge #10 (*Guiding Question #12*) Establish a system within the school that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Systemic Challenge #11 (*Guiding Question #13*) Establish a system within the school that fully ensures classrooms are staffed with highly qualified teachers and that student needs drive decisions about teacher placement.

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Related Challenges:

- Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: NOCTI Performance Data by Program, pre-test review of low competencies

Specific Targets: Student performance on the NOCTI written and practical assessment at the competency level is the measure. The number of students performing at the 'basic' level determines whether a competency is low performing. Programs are expected to show improvement in the competency score based on the pre-test performance score. NOCTI action plans are established annually for each program and identify the competencies that need improvement.

Strategies:

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Student Performance Data Analysis

Description:

At the conclusion of each school year each faculty member receives their NOCTI performance test results for review of low competencies. With the start of the new year pre-tests are completed by students and an analysis is completed and a guided 'data analysis' session is conducted and faculty members identify opportunities for improvement from the NOCTI scores. The opportunities are typically the lowest performing competency score or a large portion of the NOCTI assessment that has growth potential.

Once a low performing competency is identified by the faculty member, using a campus template, teachers develop a formal NOCTI improvement plan.

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

Instructional Improvement Plans

Description:

After faculty members identify a low performing competency on the NOCTI written assessment, they develop an instructional improvement plan. Using a campus template, teachers examine potential root causes, consider student demographics, and take into account other factors that may have led to the weak performance. Once a root cause is identified, they consider various instructional strategies that will address the root cause. The strategies they decide to employ can take many forms -- using different or unique teaching strategies, using instructional technology, incorporating field-based experiences, scheduling course content for a different time period, expanding the instructional time devoted to the content area, or using other instructional reinforcing activities.

Instructional plans are ultimately used as the basis for a required NOCTI Student Learning Objective where faculty members set a level of student performance on the identified competency.

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

Implementation Steps:

Compile NOCTI student performance data for each CTC program

Description:

Program performance data reports are created that provide NOCTI performance analysis for use by faculty members in developing instructional action plans based on the students' lowest performing NOCTI competency. This process will be reviewed yearly.

Start Date: 8/26/2019 **End Date:** 10/1/2022

Program Area(s): Professional Education

Supported Strategies:

- Student Performance Data Analysis

Compose Instructional Improvement Plans based on NOCTI Performance Data

Description:

Faculty members develop annual instructional improvement plans based on one of their lowest performing NOCTI competencies. Plans account for differentiated instruction based on IEP; making the curriculum and instruction more rigorous in terms of Depth of Knowledge; sound instructional strategies and assessment strategies; and a procedure to self-assess the improvement plan by the faculty member. This process is completed yearly.

Start Date: 9/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Student Performance Data Analysis
- Instructional Improvement Plans

Evaluate the Effectiveness of the Instructional Improvement Plans

Description:

The instructional improvement plans, known locally as NOCTI Action Plans, are reviewed by an administrator to ensure the plan is focused on a particular competency, incorporates appropriate instructional strategies, and capitalizes on the campus literacy and numeracy campaigns. Using a scoring rubric, the administrator rates each plan. Faculty members have the opportunity to adjust their plans based on the rubric results. SLO's are reviewed as part of the end of the year teacher evaluation.

The rubric score is incorporated into the end-of-year assessment in the teacher specific category.

Start Date: 9/1/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Instructional Improvement Plans

Enhance the Literacy & Numeracy Instructional Strategies Occurring During the Instructional Day

Description:

Continue professional utilizing MAX teaching strategies and Collins writing procedures that have been implemented with the assistance of TAP. They will continue with the leadership of our Distinguished teachers in our Professional Learning Communities. This process is completed yearly.

Start Date: 8/25/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Improve the capabilities of faculty to provide differentiated instruction

Description:

Hold meetings at the start of each school year with each program instructor, program instructional aide, and Supervisor of Instructional Support to review IEPs for new and existing students. Meetings will discuss accommodations required for each student and other instructional techniques to differentiate instruction.

This is an annual activity.

Start Date: 9/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- Differentiating Instruction

Monitor Implementation of Instructional Improvement Plans

Description:

Administrators monitor whether and how instructional improvement plans are being carried out through planned and unplanned observations and walkthroughs. Faculty members are encouraged to schedule a required observation during a lesson related to the improvement plan. Ongoing annual activity.

Start Date: 9/1/2019 **End Date:** 4/30/2022

Program Area(s):

Supported Strategies:

- Instructional Improvement Plans

Evaluate Effectiveness of Instructional Improvement Plan -- Student Learning Objectives

Description:

In May, NOCTI results are available for review. NOCTI competency performance reports are provided to each faculty member to determine whether their instructional improvement plan resulted in the expected level of achievement. In November, faculty members developed a Student Learning Objective based on the identified competency in their instructional improvement plan. The effectiveness of the plan is measured and recorded in the faculty member's NOCTI Student Learning Objective. This is an ongoing yearly activity.

Start Date: 12/1/2009 **End Date:** 4/30/2022

Program Area(s):**Supported Strategies:**

- Student Performance Data Analysis
- Instructional Improvement Plans

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.	Strategy #1: Student Performance Data Analysis Strategy #2: Instructional Improvement Plans
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Start	End	Title	Description					
9/1/2019	6/30/2022	Compose Instructional Improvement Plans based on NOCTI Performance Data	Faculty members develop annual instructional improvement plans based on one of their lowest performing NOCTI competencies. Plans account for differentiated instruction based on IEP; making the curriculum and instruction more rigorous in terms of Depth of Knowledge; sound instructional strategies and assessment strategies; and a procedure to self-assess the improvement plan by the faculty member. This process is completed yearly.					
Person Responsible			SH	S	EP	Provider	Type	App.
Principal and Supervisor of Instructional Support-Curriculum			1.0	3	22	ECTS	School Entity	No

Knowledge

Use NOCTI achievement data to improve instruction and learning.

Supportive Research

Analysis of student performance data, using this data to determine areas needing improvement, and using the same data to set action plans goals.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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.

LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers	Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Student NOCTI data; Faculty Instructional Improvement Plans are reviewed and rated against a rubric; the rubric score is included in the teacher specific annual rating

Start	End	Title			Description			
8/25/2019	6/30/2022	Enhance the Literacy & Numeracy Instructional Strategies Occurring During the Instructional Day			Continue professional utilizing MAX teaching strategies and Collins writing procedures that have been implemented with the assistance of TAP. They will continue with the leadership of our Distinguished teachers in our Professional Learning Communities. This process is completed yearly.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Principal; Distinguished Teachers; Administrative Team	1.0	10	35	Technical Assistance Program	School Entity	No

Supportive Research Training is based on TAP professional experts.

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.

For school and district administrators, and other educators seeking leadership	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
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roles:

School Whole Group Presentation

Training Format

Participant Roles	Dir	Classroom teachers	Grade Levels	High (grades 9-12)
		Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors		
Follow-up Activities		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
		Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring		Review of participant lesson plans Portfolio Faculty members are required to provide evidence in their portfolio of how they have participated in Professional Learning Communities.

LEA Goals Addressed:	Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.	Strategy #1: Differentiating Instruction
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Participant Roles	Classroom teachers School counselors Paraprofessional	Grade Levels	High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	Evaluation Methods	• Portfolio • Evidence of accommodations are a required element of each faculty member's professional portfolio.

CTC Level Affirmations

We affirm that this CTC Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the CTC offices and on the CTC website until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members to meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Executive Director

**Erie County Technical School
Professional Development Action Steps**

LEA Goals Addressed:	#1 Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.	Strategy #1: Student Performance Data Analysis Strategy #2: Instructional Improvement Plans
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/1/2019	6/30/2022	Compose Instructional Improvement Plans based on NOCTI Performance Data	Faculty members develop annual instructional improvement plans based on one of their lowest performing NOCTI competencies. Plans account for differentiated instruction based on IEP; making the curriculum and instruction more rigorous in terms of Depth of Knowledge; sound instructional strategies and assessment strategies; and a procedure to self-assess the improvement plan by the faculty member. This process is completed yearly.	Principal and Supervisor of Instructional Support-Curriculum	1.0	3	22	ECTS	School Entity	No

Knowledge

Use NOCTI achievement data to improve instruction and learning.

Supportive Research

Analysis of student performance data, using this data to determine areas needing improvement, and using the same data to set action plans goals.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership

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

Erie County Technical School Professional Development Action Steps

roles:

LEA Whole Group Presentation

Training Format

	Classroom teachers		High (grades 9-12)
Participant Roles		Grade Levels	
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers		
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Student NOCTI data; Faculty Instructional Improvement Plans are reviewed and rated against a rubric; the rubric score is included in the teacher specific annual rating

**Erie County Technical School
Professional Development Action Steps**

LEA Goals Addressed:	#1 Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.	Strategy #1: Differentiating Instruction
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Start	End	Title	Description				Type	App.
8/25/2019	6/30/2022	Enhance the Literacy & Numeracy Instructional Strategies Occurring During the Instructional Day	Continue professional utilizing MAX teaching strategies and Collins writing procedures that have been implemented with the assistance of TAP. They will continue with the leadership of our Distinguished teachers in our Professional Learning Communities. This process is completed yearly.					
		Person Responsible	SH	S	EP	Provider		
		Principal; Distinguished Teachers; Administrative Team	1.0	10	35	Technical Assistance Program	School Entity	No
		Knowledge	Effective instructional strategies using reading and writing to improve student achievement in the instructional content.					
		Supportive Research	Training is based on TAP professional experts.					
		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.					
		For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.					
		Training Format	School Whole Group Presentation					

Erie County Technical School Professional Development Action Steps

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors	Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans Portfolio Faculty members are required to provide evidence in their portfolio of how they have participated in Professional Learning Communities.

Erie County Technical School Professional Development Action Steps

LEA Goals Addressed:	#1 Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.	Strategy #1: Differentiating Instruction
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Start	End	Title			Description		
9/1/2019	6/30/2022	Improve the capabilities of faculty to provide differentiated instruction			Hold meetings at the start of each school year with each program instructor, program instructional aide, and Supervisor of Instructional Support to review IEPs for new and existing students. Meetings will discuss accommodations required for each student and other instructional techniques to differentiate instruction.		
		Person Responsible	SH	S	EP	Provider	Type
		Faculty, Instructional Aides, & Supervisor of Instructional Support Services	1.0	1	1	Erie County Technical School	School Entity
							App.
							No

Knowledge Awareness of learning disabilities and prescribed accommodations.

Supportive Research Required review of IEP by instructional staff.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Erie County Technical School

Professional Development Action Steps

Department Focused Presentation

Training Format

Participant Roles	Classroom teachers School counselors Paraprofessional	Grade Levels	High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	Evaluation Methods	• Portfolio • Evidence of accommodations are a required element of each faculty member's professional portfolio.