

Erie County Technical School

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		105252807
Address 1		
8500 Oliver Road		
Address 2		
City	State	Zip Code
Erie	PA	16509
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
Matthew LaVerde		
Single Point of Contact Email		
mlaverde@ects.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
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Principal Name		
Dave Swanson		
Principal Email		
dswanson@ects.org		
Principal Phone Number		Principal Extension
8144648675		
School Improvement Facilitator Name		School Improvement Facilitator Email
Julie Aiken		jaiken@ects.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Matthew LaVerde	Administrator	Erie County Technical School	mlaverde@ects.org
Julie Aiken	Administrator	Erie County Technical School	scarr@ects.org
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Jennifer Kline	Community Member	Erie County Community College	jkline@ec3pa.org
Pam Chodubski	Community Member	Harbor Creek High School	pchodubski@harborcreeksd.com
Adam Gummerson	Community Member	Penn State - Erie Plastics	amg7364@psu.edu
Janet Anderson	Other	Workforce Investment Board	lstalnaker@nwpajobconnect.org
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Andrew Pushchak	Parent	Edinboro University / Wattsburg SD Board	apushchak@pennwest.edu
Kevin Sprong	Community Member	Crawford CTE Director	ksprong@crawfordctc.org
Kendra Ramey	Student	Fort Leboeuf High School/ECTS	ECE_KeRamey@students.ects.org
Tyler Wassell	Student	McDowell High School/ECTS	tywassell2207@outlook.com
Faythe Chevalier	Parent	Fairview SD Parent	chevaliers@roadrunner.com
Dr. Thad Urban	Community Member	Out of School Youth Rep; Iroquois SDiM	turban@iroquois.iu5.org
Edward Nientemp	Community Member	Out of School Youth Rep; Millcreek SD	enientemp@mtsd.org
Mary Bula	Other	Erie Together	Mary@erietogether.org
Emily Walsh	Community Member	Rep. Bob Merski Office	EWalsh@pahouse.net

Stephanie Rhodes	Data Analyst	IU5	stephanie_rhodes@iu5.org
Pam Pence	Staff Member	Erie County Technical School	ppence@ects.org
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Jessica Garnica	Parent	Parent / ECTS Admin	ygarnica@ects.org
Angela Plummer	Staff Member	Parent / Secretary	aplummer@ects.org
Allison Marendt	Parent	Parent / Teacher	amarendt@ects.org

LEA Profile

The Erie County Technical School (ECTS), located in northwest Pennsylvania provides career and technical education to students across Erie County in partnership with our surrounding school districts. The consortium of school districts are Fairview, Fort LeBoeuf, General McLane, Girard, Harbor Creek, Iroquois, Millcreek, North East, Northwestern, Union City, and Wattsburg. Due to the location of the school districts, ECTS is a blend of rural and urban culture that creates a diverse student population.

The Erie County Technical School annually provides career and technical education to approximately 1000 students in 20 career and technical majors. Each of the 20 majors provide our students with the choice of a technical education that integrates an exciting career and an academic foundation through a hands-on experience. The majors of Auto Body Repair, Automotive Technology, Computer Programming, Construction Trades, Cosmetology, Drafting & Design for Engineering, Early Childhood Education, Electrical Engineering Technology, Emergency & Protective Services, Facility Maintenance Technology, Health Assistant, Sports Therapy and Exercise Science, and Metal Fabrication Technology are programs that are operating at near capacity. The majors of Art and Design for Business, Computer Networking, Graphic Media and Design, and Culinary-Baking & Pastry Arts are functioning with an average population. The remaining programs of Precision Machining Technology, Hospitality Management and Tourism, and Diversified Occupations are struggling with enrollment. The school has added 3 programs in the last 3 years - Sports Therapy and Exercise Science, Emergency & Protective Services, and Heavy Equipment Operation.

The ECTS school building was built in 1968 and had a minor renovation in 1993. and a major renovation in 2023. The ECTS administration and staff has supported the career exploration of the students with program specific upgrades, adding programs, and adding equipment and supplies.

Mission and Vision

Mission

Mission Statement: The 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 will support all students in achieving their career and educational goals. Students will come to our school because we offer programs that help them pursue their career paths, lead them to respected occupations, and emphasize the need for lifelong learning. We will serve as the hub for career development of all students in our service area. All students will participate in a coordinated career development program so that they make informed career decisions. In support of this career development program and our overall mission, we will work to demonstrate to students, their families, and the community the value of career and technical education. (Updated and approved, August, 2021)

Educational Values

Students

The expectations for the students involved with the stakeholder group are to review the Mission and Vision Statements, articulate in their own words their understanding of the Mission and Vision Statements, and to provide their perspective if the Mission and Vision Statements are actually accomplished. All ECTS students will reflect upon the mission and vision annually through the professional skills courses. Students are expected to actively engage in their career major to attain the skills and knowledge to become employable or to continue with post-secondary training. Students may also use the knowledge acquired to venture on to new career paths. Students expectations will be acknowledged in the adoption of the ECTS Student Be-Attitudes: Be Passionate, Be Respectful, Be Involved, Be Disciplined, Be Employable. Students will also be asked for their feedback annually by completing the student satisfaction survey and post-graduate questionnaires.

Staff

The expectations for the staff involved with the stakeholder group are to review the Mission and Vision Statements, articulate in their own words their understanding of the Mission and Vision Statements, provide their perspective how the Mission and Vision Statements are actually accomplished at the Erie County Technical School, provide examples of instructional daily activities incorporated that provide

evidence of their support of the Mission and Vision Statements. Staff members are responsible for implementing the five core principles: Ensure the safety and welfare of our students, Provide opportunities for learning, Protect the public trust, Provide for the transition from school to work, additional education, or military service, Embrace diversity and inclusion. Staff expectations will be acknowledged in the adoption of the ECTS Staff Be-Attitudes: Be Welcoming, Be Genuine, Be Considerate, Be Knowledgeable, Be Involved.

Administration

The expectations for the administration involved with the stakeholder group is to review the Mission and Vision Statements with the sub-groups, guide the sub-groups through a thoughtful discussion of the Mission and Vision Statements, provide their perspective on how the Mission and Vision Statements are actually accomplished at the Erie County Technical School, provide examples of administrative activities incorporated that provide evidence of their support of the Mission and Vision Statements. The administrative team will provide the support and structure for the staff and students to be successful in the delivery and acquisition of skills and knowledge. The Erie County Technical School is committed to providing career and technical education that exceeds the expectations of our stakeholders while continually measuring our progress to improve our programs and services.

Parents

The expectations for the parents involved with the stakeholder group are to review the Mission and Vision Statements, articulate in their own words their understanding of the Mission and Vision Statements, and to provide their perspective if the Mission and Vision Statements are actually accomplished. Parents will support their child's career and technical education by supporting the instructional and administrative staff expectations that will prepare their child for employment, additional training, and/or military service. Parents will be provided with access to grades, attendance information and other ECTS communications. Parents will also be asked for their feedback annually by completing the parent satisfaction survey.

Community

The expectations for the community members involved with the stakeholder group are to review the Mission and Vision Statements, articulate in their own words their understanding of the Mission and Vision Statements, and to provide their perspective if the Mission and Vision Statements are actually accomplished. Key community stakeholders include sending school representatives, employers, post-secondary partners, and various community agencies with a vested interest in career and technical education. These partners will participate in our local advisory committee, occupational advisory committees for each career major, and stakeholder meetings for various initiatives. ECTS will collect stakeholder input to improve the services and education we provide.

Other (Optional)

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	False 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Career Standards Benchmark	Per data provided, ECTS career standards benchmark (100%) is above the statewide average of 91% and on par with the state performance standard of 98%.
Industry Based Learning	Per data provided, ECTS Industry Based Learning (99.5%) is better than the statewide average (95.8%) and the Statewide Performance Goal of 96%.
Rigorous Courses of Study	Per the data provided, ECTS Rigorous Courses of Study (83.8%) is above the statewide average of 78%.
Advanced on Industry-Based Competency Assessment	Per the data provided, ECTS had a higher percentage (50.5%) than the statewide average of 46.3%.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	Per data provided, ECT attendance (78.6) dipped below the statewide average for 2 years, just returned to be above the state average (78.1). However it is significantly below the statewide performance standard (94.1) and is over 10% below where it was 3 years ago at 87.5%.
Regular Attendance	Per data provided, ECT attendance of the economically disadvantaged population (70.8) remains below the statewide average (78.1%), is significantly below the statewide performance standard (94.1), and is over 10% below where it was 3 years ago at 84.5%.
Regular Attendance	Per data provided, ECT attendance of the special education population (76.4) dipped below the statewide average for the last 3 years. It is significantly below the statewide performance standard (94.1) and over 10% below where it was 3 years ago (86.8%)..

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Career Standards Benchmark ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Consistently above state average for 4 years, currently at 100%.
Indicator Career Standards Benchmark ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Consistently above state average for 4 years, currently at 100%.

Challenges

Indicator Regular Attendance ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations See comments above. Below state average and 10% below 3 years ago.
Indicator Regular Attendance ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations See comments above. Below state average and 10% below 3 years ago.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Industry Based Learning
Career Standards Benchmark
Advanced on Industry-Based Competency Assessment

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Regular Attendance
Regular Attendance - Economically Disadvantaged
Regular Attendance - Special Education

Local Assessment

English Language Arts

Data	Comments/Notable Observations
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English Language Arts Summary

Strengths

Challenges

Mathematics

Data	Comments/Notable Observations
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Mathematics Summary

Strengths

Challenges

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Industry Based Learning	Per data provided, ECTS Industry Based Learning (99.5%) is better than the statewide average (95.8%) and the Statewide Performance Goal of 96%.
Career Standards Benchmark	Per data provided, ECTS career standards benchmark (100%) is above the statewide average of 91% and on par with the state performance standard of 98%.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
GRAPHIC MEDIA & DESIGN (CIP 10.0399)	NOCTI Performance is at 100% Competent or Advanced, above the state target of 90%.
COMPUTER PROGRAMMING (CIP Code 11.0201)	NOCTI Performance is at 82% Competent or Advanced, below the state target of 90%, trending upward.
COMPUTER NETWORKING (CIP Code 11.0901)	NOCTI Performance is at 100% Competent or Advanced, above the state target of 90%.
COSMETOLOGY (CIP Code 12.0401)	NOCTI Performance is at 100% Competent or Advanced, above the state target of 90%.
CULINARY, BAKING & PASTRY ARTS (CIP Code 12.0508)	NOCTI Performance is at 89% Competent or Advanced, below the state target of 90%.
DRAFTING & DESIGN ENGINEERING (CIP Code 15.1301)	NOCTI Performance is at 75% Competent or Advanced, trending upward.
EARLY CHILDHOOD EDUCATION (CIP Code 19.0708)	NOCTI Performance is at 100% Competent or Advanced, above the state target of 90%.
DIVERSIFIED OCCUPATIONS (CIP Code 32.0401)	NOCTI Performance is at 75% Competent or Advanced, below the state target of 90% & trending downward.
EMERGENCY & PROTECTIVE SERVICES (CIP Code 43.9999)	New program, just finished 1st year so no NOCTI results yet.
CONSTRUCTION TRADES (CIP Code 46.0201)	NOCTI Performance is at 100% Competent or Advanced, above the state target of 90%.
ELECTRICAL ENGINEERING TECHNOLOGY (CIP	NOCTI Performance is at 100% Competent or Advanced, above the state target of

Code 46.0399)	90%.
FACILITY MAINTENANCE TECHNOLOGY (CIP Code 46.0401)	NOCTI Performance is at 57% Competent or Advanced, below the state target of 90%, trending downward.
AUTOMOTIVE BODY REPAIR (CIP Code 47.0603)	NOCTI Performance is at 100% Competent or Advanced, above the state target of 90%.
AUTOMOTIVE TECHNOLOGY (CIP Code 47.0604)	NOCTI Performance is at 53% Competent or Advanced, below the state target of 90%, trending downward.
ADVANCED MANUFACTURING TECHNOLOGY (CIP Code 48.0501)	NIMS Performance is at 54% Competent or Advanced, below the state target of 90%, trending downward.
METAL FABRICATION TECHNOLOGY (CIP Code 48.0508)	NOCTI Performance is at 77% Competent or Advanced, below the state target of 90%, trending upward.
ART & DESIGN FOR BUSINESS (CIP Code 50.0402)	NOCTI Performance is at 100% Competent or Advanced, above the state target of 90%.
HEALTH ASSISTANT (CIP Code 51.0899)	NOCTI Performance is at 67% Competent or Advanced, below the state target of 90%, trending downward.
SPORTS THERAPY & EXERCISE SCIENCE (CIP Code 51.2604)	NOCTI Performance is at 100% Competent or Advanced, above the state target of 90%.
HOSPITALITY MANAGEMENT & TOURISM (CIP Code 52.1905)	NOCTI Performance is at 100% Competent or Advanced, above the state target of 90%.

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
NA	

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
NA	

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
NA	

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
NA	

Social Studies (Civics and Government, Economics, Geography, History)

False Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
NA	

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

For our latest NOCTI Results 13 of our 19 programs (minus the new program that did not test), were at 100% proficient or advanced or were trending in the upward direction with results.

NOCTI Data is reviewed annually to create NOCTI Improvement Plans specific to each program.

All CTE programs at ECTS have articulation agreements with post-secondary institutes.

All CTE programs at ECTS have Industry Recognized Credentials.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

For our latest round of NOCTI Testing 6 of the 19 programs were below state average and trending downward.

Increasing access to Industry-Recognized Credentials beyond OSHA 10 Safety.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Continued improvement planning for NOCTI performance for each teacher & program.
NOCTI pre-test administered to all juniors at year-end to assess and plan remediation and preparation items for their senior year.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Accurately assessing the special education populations NOCTI performance and preparation needs.
Remediation plans for special populations

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Special Populations are cared for at Erie County Technical School, we collaborate with the 11 member school districts for meeting the needs of our students.
Title 1 Program	NA
Student Services	Special Populations are cared for at Erie County Technical School, we collaborate with the 11 member school districts for meeting the needs of our students.
K-12 Guidance Plan (339 Plan)	Strong emphasis placed on employability, career development, and work-based learning experiences.
Technology Plan	CTE programming is changing at a rapid rate and our Technology Plan is getting constantly reviewed.
English Language Development Programs	NA

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Technology Plan has been improving with investment in upgrades through renovation.
Student Services and Guidance Planning has been strong supporters of student successes and experiences at ECTS.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Increasing work-based learning experiences for students.
Increasing support for special populations.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Foster a culture of high expectations for success for all students, educators, families, and community members *
Identify and address individual student learning needs *
Collectively shape the vision for continuous improvement of teaching and learning *
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *
Provide frequent, timely, and systematic feedback and support on instructional practices *

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Collectively shape the vision for continuous improvement of teaching and learning - working with programs that are struggling to meet the state performance standard on NOCTI & NIMS.
Implement evidence-based strategies to engage families to support learning *

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Industry Based Learning	True
Career Standards Benchmark	True
Advanced on Industry-Based Competency Assessment	True
For our latest NOCTI Results 13 of our 19 programs (minus the new program that did not test), were at 100% proficient or advanced or were trending in the upward direction with results.	True
NOCTI Data is reviewed annually to create NOCTI Improvement Plans specific to each program.	False
All CTE programs at ECTS have articulation agreements with post-secondary institutes.	True
All CTE programs at ECTS have Industry Recognized Credentials.	True
Continued improvement planning for NOCTI performance for each teacher & program.	False
NOCTI pre-test administered to all juniors at year-end to assess and plan remediation and preparation items for their senior year.	False
Technology Plan has been improving with investment in upgrades through renovation.	True
Student Services and Guidance Planning has been strong supporters of student successes and experiences at ECTS.	True
Foster a culture of high expectations for success for all students, educators, families, and community members *	True
Identify and address individual student learning needs *	True
Collectively shape the vision for continuous improvement of teaching and learning *	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	True
Provide frequent, timely, and systematic feedback and support on instructional practices *	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Career Technical Center and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Regular Attendance	True
Regular Attendance - Economically Disadvantaged	True
Regular Attendance - Special Education	True
For our latest round of NOCTI Testing 6 of the 19 programs were below state average and trending downward.	True
Increasing access to Industry-Recognized Credentials beyond OSHA 10 Safety.	True
Accurately assessing the special education populations NOCTI performance and preparation needs.	False
Remediation plans for special populations	False
Increasing work-based learning experiences for students.	True
Increasing support for special populations.	True
Collectively shape the vision for continuous improvement of teaching and learning - working with programs that are struggling to meet the state performance standard on NOCTI & NIMS.	True
Implement evidence-based strategies to engage families to support learning *	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The Erie County Technical School is growing, adding 6 new teachers for 3 new programs and expanding 3 other programs. The expansion of programming is tripling the number students in health care programs, tripling the number of students in construction trade programs, and adding Emergency & Protective Services and Heavy Equipment Operation as new programs.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance	This area is a major concern and needs to improve, it is directly tied to employability.	True
Regular Attendance - Economically Disadvantaged	This area is a major concern and needs to improve, it is directly tied to employability.	True
Regular Attendance - Special Education		False
For our latest round of NOCTI Testing 6 of the 19 programs were below state average and trending downward.		False
Increasing access to Industry-Recognized Credentials beyond OSHA 10 Safety.		False
Increasing work-based learning experiences for students.		False
Increasing support for special populations.		False
Collectively shape the vision for continuous improvement of teaching and learning - working with programs that are struggling to meet the state performance standard on NOCTI & NIMS.	TAP Activities are used to support the teaching and learning in our CTE programs.	True
Implement evidence-based strategies to engage families to support learning *	Recruiting and expansion of programs are focused on family engagement strategies.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Industry Based Learning	Tremendous growth in these opportunities has led to record number of students on cooperative education and doing service learning.
Career Standards Benchmark	
Advanced on Industry-Based Competency Assessment	
For our latest NOCTI Results 13 of our 19 programs (minus the new program that did not test), were at 100% proficient or advanced or were trending in the upward direction with results.	
All CTE programs at ECTS have articulation agreements with post-secondary institutes.	We are adding Dual Enrollment opportunities and pre-apprenticeship opportunities in as many programs as we can as well.

All CTE programs at ECTS have Industry Recognized Credentials.	
Technology Plan has been improving with investment in upgrades through renovation.	
Student Services and Guidance Planning has been strong supporters of student successes and experiences at ECTS.	
Foster a culture of high expectations for success for all students, educators, families, and community members *	Culture improvement has been a focus measured by the administration with annual surveys. Survey results are very favorable for administration meeting the improvement goals.
Identify and address individual student learning needs *	
Collectively shape the vision for continuous improvement of teaching and learning *	Culture of continuous improvement has been a focus measured by the administration with annual surveys. Survey results are very favorable for administration meeting the improvement goals.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	Our industry partners are vital to the success of the students, programs, and school. From LAC & OAC meetings, to JOC & CLNA, all the meetings and stakeholder input is valued.
Provide frequent, timely, and systematic feedback and support on instructional practices *	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Regular attendance is a focus of employability so this is constantly being assessed, with motivational techniques applied to incentivize improvements.
	Regular attendance is a focus of employability so this is constantly being assessed, with motivational techniques applied to incentivize improvements.
	With the high rate of turnover in staff in the last 5 years, we will continue to support new teachers and plan for professional development for all staff, especially new staff, that is ongoing and job-embedded.
	Continue to use the mass media announcements, electronic mail, community events, and community projects to promote student and family connectivity to the school.

Goal Setting

Priority: Regular attendance is a focus of employability so this is constantly being assessed, with motivational techniques applied to incentivize improvements.

Outcome Category		
Industry-Based Learning		
Measurable Goal Statement (Smart Goal)		
We will have over 50% of 3rd year students in work-based learning experiences (Cooperative Education, Internships, and Service Learning projects) during their 3rd and final year at ECTS.		
Measurable Goal Nickname (35 Character Max)		
Increasing WBLE for students through Cooperative Education, Internships, and Service Learning.		
Target Year 1	Target Year 2	Target Year 3
We will have over 40% students in work-based learning experiences (Cooperative Education, Internships, and Service Learning projects) during their 3rd and final year at ECTS.	We will have over 45% students in work-based learning experiences (Cooperative Education, Internships, and Service Learning projects) during their 3rd and final year at ECTS.	We will have over 50% of 3rd year students in work-based learning experiences (Cooperative Education, Internships, and Service Learning projects) during their 3rd and final year at ECTS.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Attendance rates will improve to over 87% closing the gap by more than 50% between current rates and the statewide performance standard. Current rate is 78.6%, statewide average is 78.1%, & statewide performance standard is 94.1%.		
Measurable Goal Nickname (35 Character Max)		
Improvement in Regular Attendance		
Target Year 1	Target Year 2	Target Year 3
Attendance rates will improve to over 83%.	Attendance rates will improve to over 85%.	Attendance rates will improve to over 87% closing the gap by more than 50% between current rates and the statewide performance standard. Current rate is 78.6%, statewide average is 78.1%, & statewide performance standard is 94.1%.

Priority: Regular attendance is a focus of employability so this is constantly being assessed, with motivational techniques applied to incentivize improvements.

Outcome Category

Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Attendance rates for our Economically Disadvantaged population will will improve to over 85% closing the gap by more than 50% between current rates and the statewide performance standard. Current rate for that subgroup is 70.8% & statewide performance standard is 94.1%.		
Measurable Goal Nickname (35 Character Max)		
Improvement in Regular Attendance for Economically Disadvantaged population		
Target Year 1	Target Year 2	Target Year 3
Attendance rates for our Economically Disadvantaged population will will improve to over 78% closing the gap by more than 30% between current rates and the statewide performance standard. Current rate for that subgroup is 70.8% & statewide performance standard is 94.1%.	Attendance rates for our Economically Disadvantaged population will will improve to over 82% closing the gap by more than 40% between current rates and the statewide performance standard. Current rate for that subgroup is 70.8% & statewide performance standard is 94.1%.	Attendance rates for our Economically Disadvantaged population will will improve to over 85% closing the gap by more than 50% between current rates and the statewide performance standard. Current rate for that subgroup is 70.8% & statewide performance standard is 94.1%.

Priority: With the high rate of turnover in staff in the last 5 years, we will continue to support new teachers and plan for professional development for all staff, especially new staff, that is ongoing and job-embedded.

Outcome Category		
Essential Practices 4: Foster Quality Professional Learning		
Measurable Goal Statement (Smart Goal)		
We will have 100% of teachers with less than 3 years experience and 90% of tenured teachers participating in quality professional learning opportunities through TAP Activities, IU trainings, IUP coursework, & PACTA conferences.		
Measurable Goal Nickname (35 Character Max)		
Fostering Quality Professional Learning		
Target Year 1	Target Year 2	Target Year 3
We will have 100% of teachers with less than 3 years experience and 70% of tenured teachers participating in quality professional learning opportunities through TAP Activities, IU trainings, IUP coursework, & PACTA conferences.	We will have 100% of teachers with less than 3 years experience and 80% of tenured teachers participating in quality professional learning opportunities through TAP Activities, IU trainings, IUP coursework, & PACTA conferences.	We will have 100% of teachers with less than 3 years experience and 90% of tenured teachers participating in quality professional learning opportunities through TAP Activities, IU trainings, IUP coursework, & PACTA conferences.

Outcome Category

Rigorous Courses of Study Section		
Measurable Goal Statement (Smart Goal)		
Increase programming at the school with the addition of 3 new avenues for students to gain Career and Technical Educational programming.		
Measurable Goal Nickname (35 Character Max)		
Expansion of Programs		
Target Year 1	Target Year 2	Target Year 3
Increase programming at the school with the addition of 1 new avenues for students to gain Career and Technical Educational programming.	Increase programming at the school with the addition of 2 new avenues for students to gain Career and Technical Educational programming.	Increase programming at the school with the addition of 3 new avenues for students to gain Career and Technical Educational programming.

Outcome Category		
Rigorous Courses of Study Section		
Measurable Goal Statement (Smart Goal)		
Increase the dual enrollment options, industry credential options, and work-based learning options for our students through curricular revisions, community partnerships, and summer curriculum hours in more than 50% of our CTE programs.		
Measurable Goal Nickname (35 Character Max)		
Curricular Revisions in CTE 360 & Dual Enrollment		
Target Year 1	Target Year 2	Target Year 3
Increase the dual enrollment options, industry credential options, and work-based learning options for our students through curricular revisions, community partnerships, and summer curriculum hours in more than 25% of our CTE programs.	Increase the dual enrollment options, industry credential options, and work-based learning options for our students through curricular revisions, community partnerships, and summer curriculum hours in more than 40% of our CTE programs.	Increase the dual enrollment options, industry credential options, and work-based learning options for our students through curricular revisions, community partnerships, and summer curriculum hours in more than 50% of our CTE programs.

Priority: Continue to use the mass media announcements, electronic mail, community events, and community projects to promote student and family connectivity to the school.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
Increase programming at the school with the addition of 3 new avenues for students to gain Career and Technical Educational programming.		
Measurable Goal Nickname (35 Character Max)		

Expansion of Programs		
Target Year 1	Target Year 2	Target Year 3
Increase programming at the school with the addition of 1 new avenues for students to gain Career and Technical Educational programming.	Increase programming at the school with the addition of 2 new avenues for students to gain Career and Technical Educational programming.	Increase programming at the school with the addition of 3 new avenues for students to gain Career and Technical Educational programming.

Outcome Category		
Parent and family engagement		
Measurable Goal Statement (Smart Goal)		
Expanding opportunities for students and families to engage in the school by adding 6 new events that are tied to recruitment, career awareness, student engagement, family engagement, or community engagement.		
Measurable Goal Nickname (35 Character Max)		
Expanding footprint with the community & recruiting events.		
Target Year 1	Target Year 2	Target Year 3
Expanding opportunities for students and families to engage in the school by adding 2 new events that are tied to recruitment, career awareness, family engagement, or community engagement.	Expanding opportunities for students and families to engage in the school by adding 4 new events that are tied to recruitment, career awareness, family engagement, or community engagement.	Expanding opportunities for students and families to engage in the school by adding 6 new events that are tied to recruitment, career awareness, student engagement, family engagement, or community engagement.

Outcome Category		
Industry-Based Learning		
Measurable Goal Statement (Smart Goal)		
90% of programs will show growth on the NOCTI or NIMS end of course assessments through priority action planning, data analysis, and supports for special populations		
Measurable Goal Nickname (35 Character Max)		
NOCTI Improvement Action Plans		
Target Year 1	Target Year 2	Target Year 3
70% of programs will show growth on the NOCTI or NIMS end of course assessments or have 100% proficiency through priority action	80% of programs will show growth on the NOCTI or NIMS end of course assessments through priority action planning, data	90% of programs will show growth on the NOCTI or NIMS end of course assessments through priority action planning, data

planning, data analysis, and supports for special populations	analysis, and supports for special populations	analysis, and supports for special populations
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Action Plan

Measurable Goals

Increasing WBLE for students through Cooperative Education, Internships, and Service Learning.	Improvement in Regular Attendance
Improvement in Regular Attendance for Economically Disadvantaged population	Fostering Quality Professional Learning
Expansion of Programs	Curricular Revisions in CTE 360 & Dual Enrollment
Expansion of Programs	Expanding footprint with the community & recruiting events.
NOCTI Improvement Action Plans	

Action Plan For: WBL through Cooperative Education, Service Learning, and more

Measurable Goals:
- We will have over 50% of 3rd year students in work-based learning experiences (Cooperative Education, Internships, and Service Learning projects) during their 3rd and final year at ECTS. - Increase the dual enrollment options, industry credential options, and work-based learning options for our students through curricular revisions, community partnerships, and summer curriculum hours in more than 50% of our CTE programs.

Action Step		Anticipated Start/Completion Date	
Increasing WBLE for students through Cooperative Education, Internships, and Service Learning.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lesa Scalise / Supervisor of Special Education & WBL	Additional Cooperative Education Staff	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increasing annually per the goals - 40% / 45% / 50 %	Leadership Team, annually & ongoing, data analysis of growth in WBL

Action Plan For: Foster Quality PD

Measurable Goals:
We will have 100% of teachers with less than 3 years experience and 90% of tenured teachers participating in quality professional learning opportunities through TAP Activities, IU trainings, IUP coursework, & PACTA conferences.

Action Step		Anticipated Start/Completion Date	
We will have 100% of teachers with less than 3 years experience and 90% of tenured teachers participating in quality professional learning opportunities through TAP Activities, IU trainings, IUP coursework, & PACTA conferences.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Julie Aiken / Director of Curriculum, Instruction, and Assessment	PD Funding, Planning, & TAP Resources	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
We will have 100% of teachers with less than 3 years experience and 90% of tenured teachers participating in quality professional learning opportunities through TAP Activities, IU trainings, IUP coursework, & PACTA conferences.	Leadership Team, annually & ongoing, data analysis of staff experiences.

Action Plan For: Increase Regular Attendance for all students and ED students

Measurable Goals:
- Attendance rates will improve to over 87% closing the gap by more than 50% between current rates and the statewide performance standard. Current rate is 78.6%, statewide average is 78.1%, & statewide performance standard is 94.1%. - Attendance rates for our Economically Disadvantaged population will will improve to over 85% closing the gap by more than 50% between current rates and the statewide performance standard. Current rate for that subgroup is 70.8% & statewide performance standard is 94.1%.

Action Step	Anticipated Start/Completion Date	
Work with our team of teachers to improve attendance rates. Attendance rates will improve to over 87% closing the gap by more than 50% between current rates and the statewide performance standard. Current rate is 78.6%,	2025-07-01	2028-06-30

statewide average is 78.1%, & statewide performance standard is 94.1%.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dave Swanson / Principal	Intentional Planning / Employability emphasis	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Attendance rates will improve to over 87% closing the gap by more than 50% between current rates and the statewide performance standard. Current rate is 78.6%, statewide average is 78.1%, & statewide performance standard is 94.1%. Attendance rates for our Economically Disadvantaged population will will improve to over 85% closing the gap by more than 50% between current rates and the statewide performance standard. Current rate for that subgroup is 70.8% & statewide performance standard is 94.1%.	Leadership Team, annually & ongoing, data analysis of attendance results.

Action Plan For: Expansion of CTE Programs and Community Engagement

Measurable Goals:
- Expanding opportunities for students and families to engage in the school by adding 6 new events that are tied to recruitment, career awareness, student engagement, family engagement, or community engagement. - Increase programming at the school with the addition of 3 new avenues for students to gain Career and Technical Educational programming.

Action Step		Anticipated Start/Completion Date	
Increase programming at the school with the addition of 3 new avenues for students to gain Career and Technical Educational programming.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matt LaVerde / Executive Director	Funding / Member District Support / Board Support	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase programming at the school with the addition of 3 new avenues for	Leadership Team, annually & ongoing, data analysis of

students to gain Career and Technical Educational programming.	opportunities and attendance at events.
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Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
WBL through Cooperative Education, Service Learning, and more	Increasing WBLE for students through Cooperative Education, Internships, and Service Learning.
Foster Quality PD	We will have 100% of teachers with less than 3 years experience and 90% of tenured teachers participating in quality professional learning opportunities through TAP Activities, IU trainings, IUP coursework, & PACTA conferences.
Increase Regular Attendance for all students and ED students	Work with our team of teachers to improve attendance rates. Attendance rates will improve to over 87% closing the gap by more than 50% between current rates and the statewide performance standard. Current rate is 78.6%, statewide average is 78.1%, & statewide performance standard is 94.1%.
Expansion of CTE Programs and Community Engagement	Increase programming at the school with the addition of 3 new avenues for students to gain Career and Technical Educational programming.

TAP Services

Action Step		
- We will have 100% of teachers with less than 3 years experience and 90% of tenured teachers participating in quality professional learning opportunities through TAP Activities, IU trainings, IUP coursework, & PACTA conferences. - Work with our team of teachers to improve attendance rates. Attendance rates will improve to over 87% closing the gap by more than 50% between current rates and the statewide performance standard. Current rate is 78.6%, statewide average is 78.1%, & statewide performance standard is 94.1%.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
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Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly or Bi-weekly
Observation and Practice Framework Met in this Plan	
4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Increasing WBLE for students through Cooperative Education, Internships, and Service Learning.

Action Step		
Increasing WBLE for students through Cooperative Education, Internships, and Service Learning.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Quarterly
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Indicator 14 Pennsylvania Post School Outcomes Training	

Relationship Building, Establishing Culture, and Connectivity

Action Step
Work with our team of teachers to improve attendance rates. Attendance rates will improve to over 87% closing the gap by more than 50% between current rates and the statewide performance standard. Current rate is 78.6%, statewide average is 78.1%, & statewide performance standard is 94.1%.
Audience

Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	Weekly & Quarterly
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 3a: Communicating with Students • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Fostering Quality PD

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
We will have 100% of teachers with less than 3 years experience and 90% of tenured teachers participating in quality professional learning opportunities through TAP Activities, IU trainings, IUP coursework, & PACTA conferences.	All Staff	TAP Service, Goal Setting, CIA	Julie Aiken / Director of Curriculum, Instruction, & Assessment	07/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Email	Weekly
Presentation	Quarterly
Brief	Monthly

Increasing WBLE					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Increasing WBLE for students through Cooperative Education, Internships, and Service Learning.	Faculty & Instructional Aides	WBLE, Cooperative Education, Service Learning, Internships, Apprenticeships, & Enterprise Activities	Lesa Scalise / Supervisor of Special Education & WBL	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Email			Quarterly		
Presentation			Quarterly		
Brief			Monthly		

Continuous Improvement of Attendance

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Work with our team of teachers to improve attendance rates. Attendance rates will improve to over 87% closing the gap by more than 50% between current rates and the statewide performance standard. Current rate is 78.6%, statewide average is 78.1%, & statewide performance standard is 94.1%.	All Staff	Employability, Attendance, Motivation, Trauma, Barriers to Learning	Dave Swanson / Principal	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Presentation			Quarterly		
Email			Monthly		

Expansion of Programs

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Increase programming at the school with the addition of 3 new avenues for students to gain Career and Technical Educational programming.	JOC Members, 11 Member District Superintendents, & Community	CTE, Programs, Student Interest, High Priority Occupations, & Collaboration	Matt LaVerde / Director	07/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Presentation	Annually / Bi-Annually
Brief	Monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date