SENECA HIGHLANDS CAREER AND TECHNICAL CENTER

219 Edison Bates Drive

Comprehensive Plan | 2021 - 2024

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MISSION STATEMENT

The mission of Seneca Highlands Intermediate Unit Nine is to provide high-quality equitable instructional, financial, and technological services to all learners through innovative leadership in our rural communities. The mission of the CTC: Our mission is to provide high quality career programs to support the wide variety of futures our students may pursue.

VISION STATEMENT

Seneca HIGHLANDS IU9 will be the center of excellence for rural leadership, working collaboratively to enhance schools and communities. The CTC: Our vision is to effectively communicate with sending districts, parents, industry, and post-secondary providers in an attempt to blend academic standards and Career and Technical education to meet the needs of students, community, and area industry needs.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

-Students will be encouraged to become visionary life-long learners. -Students, staff and administrators must all be accountable for high expectations. -Students and staff must have access to new and emerging technology. -Instruction must be rigorous and flexible to meet the needs of all learners, as well as the community. -Students will be taught in a safe and clean environment. -Students, staff and administrators must all be accountable for high expectations. -The racial, cultural and social differences of students and staff will be treated with respect.

STAFF

-Instructors will treat all students with caring and respect. -Students and staff must have access to new and emerging technology. -Appropriate state of the art equipment and technology should be the norm. -Instruction must be rigorous and flexible to meet the needs of all learners, as well as the community. -Students will be taught in a safe and clean environment. -Students will be encouraged to become visionary life-long learners. -Students, staff and administrators must all be accountable for high expectations. -The racial, cultural and social differences of students and staff will be treated with respect.

ADMINISTRATION

-Communication is a key ingredient for all stakeholders. -Appropriate state of the art equipment and technology should be the norm. -Instruction must be rigorous and flexible to meet the needs of all learners, as well as the community. -Students will be taught in a safe and clean environment. -Students will be encouraged to become visionary life-long learners. -Students, staff and administrators must all be accountable for high expectations. -The racial, cultural and social differences of students and staff will be treated with respect.

PARENTS

-Parents must be actively engaged in the educational process of their child and expect frequent communication with the school. -Communication is a key ingredient for all stakeholders. -Students will be encouraged to become visionary life-long learners. -The racial, cultural and social differences of students and staff will be treated with respect. -Parents, community and businesses must have an active role

in the educational process.

COMMUNITY

-The community will encourage and support career exploration. -Career education is integral to the educational process. -The racial, cultural and social differences of students and staff will be treated with respect. -Parents, community and businesses must have an active role in the educational process.

STEERING COMMITTEE

Name	Position	Building/Group
Shelly Carson	Administrator : Professional Education	Seneca Highlands IU9
Kelly Davis	Administrator : Professional Education	Seneca Highlands IU9
Cindy Murphy	Administrator : Professional Education	Seneca Highlands IU9
Don Wismar	Administrator : Professional Education	Seneca Highlands IU9
Brad Binder	Business Representative : Professional Education	First Fitness
Donna Dombek	Community Representative : Professional Education	Pitt UPB
Jodie Holmberg	Community Representative : Professional Education	PaTTAN EI
Greg Macer	Ed Specialist - Instructional Technology : Professional Education	Seneca Highlands IU9
Kristin Hawver	High School Teacher - Special Education : Professional Education	CTC Teacher
Greg Oliver	Special Education Director/Specialist : Professional Education	Seneca Highlands IU9

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If the CTC implements a system where individual student learning needs are Identified and addressed, then the CTC staff will address the individual needs through differentiation and the students will meet all Career Standards Benchmarks.	Career Standards Benchmark Industry-Based Learning
If the CTC implements a system where individual student learning needs are Identified and addressed, then the CTC staff will address the individual needs through differentiation and the students will meet all Career Standards Benchmarks.	Career Standards Benchmark
If the CTC implements a system where individual student learning needs are Identified and addressed, then teachers will address the individual needs through differentiation and the students will be successful on the NOCT.	Industry-Based Learning

ACTION PLAN AND STEPS

Evidence-based Strategy
Make data part of an ongoing cycle of instructional improvement, https://ies.ed.gov/ncee/wwc/PracticeGuide/12

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
CRB for SwD	All students with disabilities will meet the Career Standards Benchmark of 98% with the 8 number of artifacts by June 30, 2024.
CSB for ED	All economically disadvantaged students will meet the Career Standards Benchmark of 98% with the 8 number of artifacts by June 30, 2024.
Automotive	Students in the Automotive Program will increase their scores on the three areas that are underperforming by 10 points from the baseline in each of the area on the NOCTI.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Generate data from the pre NOCTI assessment to determine areas of need for the student.	2021-08-20 - 2024-06-20	Jim Young, Director	Pre NOCTI assessment data, NOCTI dashboard
Meet with the automotive teacher to review and analyze the data	2021-08-20 - 2024-06-20	Jim Young, Director	NOCTI dashboard,
Purchase the Electude Curriculum	2021-08-20 - 2024-06-20	Jim Young, Director	Electude Curriculum, budget
Assign students the targeted areas for improvement.	2021-08-20 - 2024-06-20	Automotive Teacher	Electude Curriculum, student data
Monitor student progress	2021-09-20 -	Automotive	Electude Curriculum,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2024-06-20	Teacher	student grade data
Reassign or intervene with reteaching as the data requires	2021-09-20 - 2024-06-20	Automotive Teacher	Electude Curriculum, student grade data
Career Counselors will facilitate the building of Google Career portfolios for students by pushing into program classes.	2021-08-20 - 2024-06-20	Career Counselors	Google sites, schedule, sending school google drive folders
Career Counselors will facilitate the building of Google Career portfolios for Ed students and students with disabilities by pulling them from program classes to individualize their support.	2021-08-20 - 2024-06-20	Career Counselors	Google sites, schedule, identified students, sending school google drive folders
Students will share the google career portfolio with their sending school	2021-12-20 - 2024-06-20	Students	Google sites, schedule, identified students, sending school google
Plan for artifacts will be shared with the sending districts	2021-08-20 - 2024-06-20	career Counselor	action plan

Anticipated Outcome

Improved performance on the targeted areas in the Automotive NOCTI. Completion of 8 artifacts for students with disabilities. Completion of 8 artifacts for economically disadvantaged students.

Monitoring/Evaluation

Monitoring the automotive student progress in the Electude program monthly after the preNOCTI is administered. Student Career portfolio

created for each student in their sophomore year. Every student will have 2 artifacts at the end of sophomore year. Every students will have 4 artifacts at the end of the junior year. Every student will have at least 6 artifacts by the end of their senior year.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All students with disabilities will meet the Career Standards Benchmark of 98% with the 8 number of artifacts by June 30, 2024. (CRB for SwD) All economically disadvantaged students will meet the Career Standards Benchmark of 98% with the 8 number of artifacts by June 30, 2024. (CSB for ED) Students in the Automotive Program will increase their scores on the three areas that are underperforming by 10 points from the baseline in each of the area on the NOCTI. (Automotive)	Make data part of an ongoing cycle of instructional improvement, https://ies.ed.gov/ncee/wwc/PracticeGuide/12	Monitor student progress	09/20/2021 - 06/20/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

| Superintendent/Chief Executive Officer | Donald E. Wismar | 2021-08-11 |

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
In Industry based learning, 94.3 % of the all student group students attained an industry based learning certificate	Career Standards Benchmark: Only 92.7% of the Ed students are meeting the Career Standards Benchmark
Advanced on Industry-Based Competency Assessment, 42.5% of the all students group attained advanced on Industry based competency assessments	Career Standards Benchmark: 91.3% students with disabilities have their Career Standards Benchmark
Industry-Based Learning, 95% of economically disadvantaged students participated in industry based learning	68.5% of all student groups are achieving regular attendance which is below the state avg of 85.7% and does not meet the performance standard 94.1
DNA	DNA
DNA	DNA
DNA	DNA
All student group at 94.3% in Industry based Learning goal which is above the state average of 89.6 and just below the performance standard of 96.1	Career Standards Benchmark Students with disabilities does not meet the performance level and is only at 91.3%
On NOCTI in Networking: Students are above the cut scores in all ten areas and high scoring in safety, network media, network devices, tools and security.	On NOCTI in Automotive: Students are not meeting the cut scores in orientation, electrical and engine performance.
	Career Standards Benchmark Students with disabilities does not meet the performance level and is only at 91.3%

Strengths

All student group at 94.3% in Industry based Learning goal which is above the state average of 89.6 and just below the performance standard of 96.1

he CTC employs 2 special education teachers, one math facilitator who is also special ed certified to work with their special education population.

Student Services are supported with by Learning facilitator and the Director of the CTC . Additionally they keep in touch with the sending districts school counselors to address and concerns.

Work based learning, Co-op, Capstone, articulation agreements, dual enrollment and Career Counselors are all included and addressed through the 339 plan.

Technology is integrated in the CTC programs. New technologies recommended by OAC are purchased and supplied to the programs.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school *

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community *

Foster a culture of high expectations for success for all students,

Challenges

Integration and application of technology can be challenging.

Communication with sending districts and ensuring our instructors are aware of the IEP goals and needs of the students is not always occurring.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *

Identify and address individual student learning needs *

Strengths

educators, families, and community members *

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Career Standards Benchmark: Only 92.7% of the Ed students are meeting the Career Standards Benchmark		
Career Standards Benchmark: 91.3% students with disabilities have their Career Standards Benchmark		
On NOCTI in Automotive: Students are not meeting the cut scores in orientation, electrical and engine performance.		

ADDENDUM B: ACTION PLAN

Action Plan: Make data part of an ongoing cycle of instructional improvement, https://ies.ed.gov/ncee/wwc/PracticeGuide/12

Action Steps	Anticipated Start/Completion Date
Generate data from the pre NOCTI assessment to determine areas of need for the student.	08/20/2021 - 06/20/2024

Monitoring/Evaluation	Anticipated Output
Monitoring the automotive student progress in the Electude program monthly after the preNOCTI is administered. Student Career portfolio created for each student in their sophomore year. Every student will have 2 artifacts at the end of sophomore year. Every students will have 4 artifacts at the end of the junior year. Every student will have at least 6 artifacts by the end of their senior year.	Improved performance on the targeted areas in the Automotive NOCTI. Completion of 8 artifacts for students with disabilities. Completion of 8 artifacts for economically disadvantaged students.

Material/Resources/Supports Needed	PD Step	Comm Step
Pre NOCTI assessment data, NOCTI dashboard	no	no

Action Steps	Anticipated Start/Completion Date
Meet with the automotive teacher to review and analyze the data	08/20/2021 - 06/20/2024

Monitoring/Evaluation	Anticipated Output
Monitoring the automotive student progress in the Electude program monthly after the preNOCTI is administered. Student Career portfolio created for each student in their sophomore year. Every student will have 2 artifacts at the end of sophomore year. Every students will have 4 artifacts at the end of the junior year. Every student will have at least 6 artifacts by the end of their senior year.	Improved performance on the targeted areas in the Automotive NOCTI. Completion of 8 artifacts for students with disabilities. Completion of 8 artifacts for economically disadvantaged students.

Material/Resources/Supports Needed	PD Step	Comm Step
NOCTI dashboard,	no	no

Action Steps	Anticipated Start/Completion Date
Purchase the Electude Curriculum	08/20/2021 - 06/20/2024

Monitoring/Evaluation	Anticipated Output
Monitoring the automotive student progress in the Electude program monthly after the preNOCTI is administered. Student Career portfolio created for each student in their sophomore year. Every student will have 2 artifacts at the end of sophomore year. Every students will have 4 artifacts at the end of the junior year. Every student will have at least 6 artifacts by the end of their senior year.	Improved performance on the targeted areas in the Automotive NOCTI. Completion of 8 artifacts for students with disabilities. Completion of 8 artifacts for economically disadvantaged students.

Material/Resources/Supports Needed	PD Step	Comm Step
Electude Curriculum, budget	no	no

Action Steps	Anticipated Start/Completion Date
Assign students the targeted areas for improvement.	08/20/2021 - 06/20/2024

Monitoring/Evaluation	Anticipated Output
Monitoring the automotive student progress in the Electude program monthly after the preNOCTI is administered. Student Career portfolio created for each student in their sophomore year. Every student will have 2 artifacts at the end of sophomore year. Every students will have 4 artifacts at the end of the junior year. Every student will have at least 6 artifacts by the end of their senior year.	Improved performance on the targeted areas in the Automotive NOCTI. Completion of 8 artifacts for students with disabilities. Completion of 8 artifacts for economically disadvantaged students.

Material/Resources/Supports Needed	PD Step	Comm Step
Electude Curriculum, student data	no	no

Action Steps	Anticipated Start/Completion Date
Monitor student progress	09/20/2021 - 06/20/2024

Monitoring/Evaluation	Anticipated Output
Monitoring the automotive student progress in the Electude program monthly after the preNOCTI is administered. Student Career portfolio created for each student in their sophomore year. Every student will have 2 artifacts at the end of sophomore year. Every students will have 4 artifacts at the end of the junior year. Every student will have at least 6 artifacts by the end of their senior year.	Improved performance on the targeted areas in the Automotive NOCTI. Completion of 8 artifacts for students with disabilities. Completion of 8 artifacts for economically disadvantaged students.

Material/Resources/Supports Needed		PD Step	Comm Step
Electude Curriculum, student grade data		yes	yes

Action Steps	Anticipated Start/Completion Date
Reassign or intervene with reteaching as the data requires	09/20/2021 - 06/20/2024

Monitoring/Evaluation	Anticipated Output
Monitoring the automotive student progress in the Electude program monthly after the preNOCTI is administered. Student Career portfolio created for each student in their sophomore year. Every student will have 2 artifacts at the end of sophomore year. Every students will have 4 artifacts at the end of the junior year. Every student will have at least 6 artifacts by the end of their senior year.	Improved performance on the targeted areas in the Automotive NOCTI. Completion of 8 artifacts for students with disabilities. Completion of 8 artifacts for economically disadvantaged students.

Material/Resources/Supports Needed		PD Step	Comm Step
Electude Curriculum, student grade data		no	no

Action Steps	Anticipated Start/Completion Date
Career Counselors will facilitate the building of Google Career portfolios for students by pushing into program classes.	08/20/2021 - 06/20/2024

Monitoring/Evaluation	Anticipated Output
Monitoring the automotive student progress in the Electude program monthly after the preNOCTI is administered. Student Career portfolio created for each student in their sophomore year. Every student will have 2 artifacts at the end of sophomore year. Every students will have 4 artifacts at the end of the junior year. Every student will have at least 6 artifacts by the end of their senior year.	Improved performance on the targeted areas in the Automotive NOCTI. Completion of 8 artifacts for students with disabilities. Completion of 8 artifacts for economically disadvantaged students.

Material/Resources/Supports Needed	PD Step	Comm Step
Google sites, schedule, sending school google drive folders	no	no

Action Steps	Anticipated Start/Completion Date
Career Counselors will facilitate the building of Google Career portfolios for Ed students and students with disabilities by pulling them from program classes to individualize their support.	08/20/2021 - 06/20/2024

Monitoring/Evaluation	Anticipated Output
Monitoring the automotive student progress in the Electude program monthly after the preNOCTI is administered. Student Career portfolio created for each student in their sophomore year. Every student will have 2 artifacts at the end of sophomore year. Every students will have 4 artifacts at the end of the junior year. Every student will have at least 6 artifacts by the end of their senior year.	Improved performance on the targeted areas in the Automotive NOCTI. Completion of 8 artifacts for students with disabilities. Completion of 8 artifacts for economically disadvantaged students.

Material/Resources/Supports Needed	PD Step	Comm Step
Google sites, schedule, identified students, sending school google drive folders	no	no

Action Steps	Anticipated Start/Completion Date
Students will share the google career portfolio with their sending school	12/20/2021 - 06/20/2024

Monitoring/Evaluation	Anticipated Output
Monitoring the automotive student progress in the Electude program monthly after the preNOCTI is administered. Student Career portfolio created for each student in their sophomore year. Every student will have 2 artifacts at the end of sophomore year. Every students will have 4 artifacts at the end of the junior year. Every student will have at least 6 artifacts by the end of their senior year.	Improved performance on the targeted areas in the Automotive NOCTI. Completion of 8 artifacts for students with disabilities. Completion of 8 artifacts for economically disadvantaged students.

Material/Resources/Supports Needed	PD Step	Comm Step
Google sites, schedule, identified students, sending school google	no	no

Action Steps	Anticipated Start/Completion Date
Plan for artifacts will be shared with the sending districts	08/20/2021 - 06/20/2024

Monitoring/Evaluation	Anticipated Output
Monitoring the automotive student progress in the Electude program monthly after the preNOCTI is administered. Student Career portfolio created for each student in their sophomore year. Every student will have 2 artifacts at the end of sophomore year. Every students will have 4 artifacts at the end of the junior year. Every student will have at least 6 artifacts by the end of their senior year.	Improved performance on the targeted areas in the Automotive NOCTI. Completion of 8 artifacts for students with disabilities. Completion of 8 artifacts for economically disadvantaged students.

Material/Resources/Supports Needed	PD Step	Comm Step
action plan	no	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All students with disabilities will meet the Career Standards Benchmark of 98% with the 8 number of artifacts by June 30, 2024. (CRB for SwD) All economically disadvantaged students will meet the Career Standards Benchmark of 98% with the 8 number of artifacts by June 30, 2024. (CSB for ED) Students in the Automotive Program will increase their scores on the three areas that are underperforming by 10 points from the baseline in each of the area on the NOCTI. (Automotive)	Make data part of an ongoing cycle of instructional improvement, https://ies.ed.gov/ncee/wwc/PracticeGuide/12	Monitor student progress	09/20/2021 - 06/20/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Progress Monitoring	CTC Teachers	Progress monitoring, data analysis, evidence collection

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will have a system in place to monitor student progress in the areas of improvement	09/01/2021 - 06/30/2022	TaC Nicole Meyer

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
3a: Communicating with Students	
2b: Establishing a Culture for Learning	
4b: Maintaining Accurate Records	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All students with disabilities will meet the Career Standards Benchmark of 98% with the 8 number of artifacts by June 30, 2024. (CRB for SwD) All economically disadvantaged students will meet the Career Standards Benchmark of 98% with the 8 number of artifacts by June 30, 2024. (CSB for ED) Students in the Automotive Program will increase their scores on the three areas that are underperforming by 10 points from the baseline in each of the area on the NOCTI. (Automotive)	Make data part of an ongoing cycle of instructional improvement, https://ies.ed.gov/ncee/wwc/PracticeGuide/12	Monitor student progress	2021-09-20 - 2024-06-20
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COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Share Career Portfolio Plan with sending districts	Sending school districts	annual goals, access

Anticipated Timeframe	Frequency	Delivery Method
08/20/2021 - 06/20/2024	annually	Presentation

Lead Person/Position
Career Counselor

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline