Lehigh Career & Technical Institute

CTC Plan

07/01/2016 - 06/30/2019
CTC Profile

Demographics
4500 Education Park Drive
Schnecksville, PA 18078
(610)799-1323

AYP Status: None
Executive Director: Sandra Himes

Planning Process
The comprehensive planning process at LCTI is a continuous effort that includes input from school and community stakeholders. The Comprehensive Planning Committee and its sub committees have been meeting regularly to develop a plan that ensures student achievement in career and technical and academic education.

Mission Statement
Our mission at Lehigh Career & Technical Institute is to prepare all students for successful careers and lifelong learning.
We believe at LCTI that our purpose is to provide students with opportunities to pursue college and careers. We also believe it is important to serve our community therefore, our course offerings are a reflection of the identified employment needs in the Lehigh Valley.

Vision Statement
Our vision at LCTI is that every student will be provided with a high quality education in a safe and nurturing environment, become career and college ready, and enter the workforce equipped with the skills and knowledge to compete in a global economy.

Shared Values
LCTI Shared Values
1. Education needs to be student-centered and individualized
2. Students learn best in a caring environment
3. Professional development is essential for continuous improvement of staff
4. Communication with staff, families, community and business and industry is essential for student success
5. Data driven decision making is essential for continuous improvement
6. Technology enhances learning, communication, and data collection
7. Student engagement is vital to student success
8. Students will develop critical thinking skills for success in the 21st century workplace
Lehigh Career and Technical Institute (LCTI), located in Schnecksville, PA is one of the largest career and technical institutes in the United States and has its mission to prepare students for successful careers and lifelong learning. Close to 3000 students are served by a team of 15 administrators, 102 teachers/counselors and more than 60 support personnel. The student population is very diverse culturally and economically. A breakdown of the LCTI population is as follows: Special Education: 29.43% Hispanic: 40.44% Black: 8.73% White: 48.43% and Free and Reduced Lunch: 64.48%. LCTI serves ninth through twelfth grade students from the ten public high schools in Lehigh County. The 10 high schools, nine member school districts representing urban, suburban, and rural schools, are part of a consortium operating under Articles of Agreement since 1971. They include:

- Allentown School District
- Catasauqua Area School District
- East Penn School District
- Northern Lehigh School District
- Northwestern Lehigh School District
- Parkland School District
- Salisbury Township School District
- Southern Lehigh School District
- Whitehall-Coplay School District

The annual budget of LCTI represents an effort of the Joint Operating Committee's Business and Finance Committee and the administrative staff to provide a quality program of career and technical education and to demonstrate fiscal responsibility in an era of severely constrained resources. Cost savings strategies have been developed and continue to be implemented in the 2015-2016 Budget. The projected operations budget for 2015-2016 is $15,849,937.50 which represents 1.79% increase to the nine sending districts over the 2014/2015 budget. The overall budget to include debt service and Capitol Project contributions is $24,725,700.00.

Lehigh Career & Technical Institute is located in the center of the Lehigh County. Lehigh County is part of the Lehigh Valley and is a metropolitan region consisting of Carbon, Lehigh, and Northampton counties in eastern Pennsylvania. The Lehigh Valley is the third most populous region in the state of Pennsylvania, has an unemployment rate of 5.4%, and is considered one of the best performing regions of its size for economic development. After the demise of Bethlehem Steel, Lehigh Valley Hospital and Health Network (in Allentown), one of Pennsylvania's largest hospital systems, replaced it as the Lehigh Valley's largest employer. As of 2014, the Lehigh Valley's top ten employers are: 1.) Lehigh Valley Hospital and Health Network, 2.) St. Luke's Hospital and Health Network, 3.) Air Products & Chemicals, 4.) Lehigh Valley's Physicians' Group, 5.) Amazon 6.) Lehigh County 7.) Giant Food Stores, 8.) Allentown School District, 9.) Sands Bethworks Gaming , and 10.) Northampton County. The Lehigh Valley targeted industry clusters for
employment growth are: 1.) Healthcare and Life Sciences, 2.) Diversified Manufacturing and Services 3.) Business, Professional and Financial Services including Information and Communication, 4.) Green or Energy Related Manufacturing and Services. LCTI offers courses in each of the Lehigh Valley Industry Clusters.

LCTI’s business and industry partners assist with curriculum development, new learning opportunities and skill development. They help to ensure that the content and skills taught are relevant to the skills required of business and industry in addition to providing many job opportunities for students. LCTI in turn provides employees with learning experiences to help improve the quality of the workplace. The main goal of the partnership is to meet the labor market needs of the Lehigh Valley’s business and industry community and provide students opportunities to support their career pathway.

In order to provide the Lehigh Valley with a trained workforce, LCTI prides itself in offering over 40 programs of study. These programs are designed to give students opportunities to earn college credit for completion of their programs. LCTI programs are offered in a competency based format, with a focus on national skill standards and certifications. All programs are taught by Pennsylvania Department of Education certified teachers. The program offerings are as follows:

- Administrative Office Technology/Accounting
- Advertising Design/Commercial Art
- Auto Body/Collision Repair Technology
- Auto Technology
- Cabinetmaking & Millwork
- CAP Automotive Specialization Technology
- CAP Building Trades
- CAP Early Care & Education of Young Children
- CAP Electrical Technology
- CAP Health Occupations/Health Related Technology
- CAP Office Systems Technology
- Carpentry
- Commercial Baking
- Commercial Photography/Electronic Imaging
- Computer Maintenance Technology
- Cosmetology
- Criminal Justice
- Culinary Arts
- Dental Technology
- Diesel Medium and Heavy Truck Technology
- Diversified Career Occupations
- Drafting/Computer Aided Design
- Early Care & Education of Young Children
- Electrical Technology
Electromechanical/Mechatronics Technology
Electronics Technology/Nanofabrication
Emerging Health Professionals
Floral Design/Greenhouse Management
Health Occupations/Health Related Technology
Heating/Air Conditioning and Refrigeration
Heavy Equipment Operations & Preventive Maintenance
Landscape Construction/Environmental Design
Marketing and Business Education
Masonry
Material Handling/Logistics Technology
Office Systems Technology
Painting and Decorating
Plumbing and Heating
Precision Machine Tool Technology
Pre-engineering/Emerging Engineering Technology
Print Technology/Graphic Imaging
Service Occupations Cluster
  • Building Trades Maintenance
  • Food Services
  • Hospitality Services
  • Indoor/Outdoor Maintenance
  • Material Handling
Small Engines/Recreational Vehicle Repair
Web Design/Web Programming
Welding Technology
Diversified Career Occupations Program

High school students enrolled in Lehigh Career & Technical Institute have the option of attending LCTI on a full-time basis by enrolling in the Academic Center along with their CTE lab. Students are scheduled for academic classes that satisfy all of the sending school’s graduation requirements. Another option for full day is the Career Academy Program. This program, designed for at risk students, provides career training, academics, and special supports for students to be successful and meet the graduation requirements.

In order to provide students with a high quality education, LCTI is committed to providing the most up-to-date equipment in a meticulously maintained state-of-the-art facility. This combined with the industry validated curriculum gives students many chances for success. As part of an LCTI education, students also are required to participate in a career and technical student organization. Skills USA, DECA, HOSA, FBLA, FCCLA, and NTHS provide leadership, service, and competitive activities that support career and technical education. Students who have completed a majority of their program and are in their senior year are eligible to participate in the LCTI Cooperative Education Program. Students spend half of their
day in their academic program and then the other half of the day is spent on the job in a paid position. A Co-op Coordinator oversees the students’ progress in the workplace and coordinates all required activities.

The school serves adults and employees of business and industry through the Adult & Continuing Education Department, accredited by the Pa. Department of Education, Bureau of Career & Technical education and the U.S. Department of Education. Programs include Precision Tool Technology, Electromechanical/ Mechatronics, CDL-A-Training, Heavy Equipment Operations, Forklift Safety, Crane Safety, and many other customized courses are offered throughout the year, including the summer time.

Since opening the school in 1971, LCTI has been host to many community groups enjoying a meal in the restaurant, holding a meeting in the board room, receiving services from many labs or holding an event in one of the cafeterias. The commitment to serving the community is evident by the number of groups who return year after year. There are many stakeholders of LCTI who support and understand the importance of career & technical education. Lehigh Career & Technical Education prepares students with the academic and technical knowledge needed to succeed in college and careers. The school is committed to excellence in providing students the best education possible.

**Planning Committee**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Kurt Adam</td>
<td>Administrator : Professional Education</td>
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<tr>
<td>Cyndee Barkley</td>
<td>High School Teacher - Regular Education :</td>
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<td></td>
<td>Professional Education</td>
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<tr>
<td>Elsie Bell</td>
<td>Student Curriculum Director/Specialist :</td>
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<td></td>
<td>Professional Education</td>
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<tr>
<td>Phil Bertolino</td>
<td>Administrator : Professional Education</td>
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<tr>
<td>Russ Chorney</td>
<td>Business Representative : Professional Education</td>
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<td>Leah Christman</td>
<td>Community Representative : Professional</td>
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<td>Education</td>
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<tr>
<td>John Corby</td>
<td>Community Representative : Professional</td>
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<tr>
<td>Nancy Dischinat</td>
<td>Business Representative : Professional Education</td>
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<tr>
<td>Brian Faust</td>
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<td>Jacquelin Gannon</td>
<td>High School Teacher - Regular Education :</td>
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<tr>
<td>Lisa Greenawalt</td>
<td>Administrator : Professional Education</td>
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<tr>
<td>Wendy Harris</td>
<td>High School Teacher - Regular Education :</td>
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<td></td>
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<td>David Hein</td>
<td>Board Member : Professional Education</td>
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<tr>
<td>Name</td>
<td>Title</td>
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<tr>
<td>Joshua Herzog</td>
<td>Ed Specialist - Other : Professional Education</td>
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<tr>
<td>Sandra Himes</td>
<td>Administrator : Professional Education</td>
</tr>
<tr>
<td>Hubert Huang</td>
<td>Business Representative : Professional Education</td>
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<tr>
<td>Robert Hudoka</td>
<td>High School Teacher - Regular Education : Professional Education</td>
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<td>David Kennedy</td>
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<td>Kathy Khanuja</td>
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<td>Sharon Kinney</td>
<td>Ed Specialist - Other : Professional Education</td>
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<tr>
<td>Jan Klevis</td>
<td>Administrator</td>
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<tr>
<td>Robert Lembach</td>
<td>Parent : Professional Education</td>
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<td>Grace Loeffler-Guldin</td>
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<td>No Middle School staff at this LEA N/A</td>
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<td>Stan Nestor</td>
<td>Administrator</td>
</tr>
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<td>Thomas Rushton</td>
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<td>Thomas Shirkness</td>
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<td>Rita Tatusko</td>
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<td>Dana Torok</td>
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<td>Garrett Tweed</td>
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<tr>
<td>Darin VanNorm</td>
<td>Special Education Director/Specialist</td>
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<td>Rosemary Weigman</td>
<td>Parent : Professional Education</td>
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<tr>
<td>Sean Will</td>
<td>Ed Specialist - School Counselor : Professional Education</td>
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<tr>
<td>Nicole Zimmerman</td>
<td>Ed Specialist - School Counselor : Professional Education</td>
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</tbody>
</table>
Core Foundations

Standards

**Mapping and Alignment**

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

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

Lehigh Career and Technical Institute offer students an option to enroll in the full day program which includes 1/2 day each of academics and career and technical education. Since one half of the students' day is spent in their career and technical program, the academic courses offered are limited to courses that are needed to meet graduation requirements. The nine sending districts have agreed to the academic course offerings and have agreed to accept the credits for students to graduate from their individual high schools.

**Adaptations**

- 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
- Health, Safety and Physical Education
- History
Explanation for any standards checked:

All of the academic areas have been reviewed and curriculum revisions have been made to align to the PA Core Standards and the Academic Standards. All teachers integrate the content standards within the development of lesson plans and the ELA standards are integrated across the curriculum to ensure a school-wide focus on literacy.

**Curriculum**

**Planned Instruction**

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

Processes used to ensure Accomplishment:

The Director of Curriculum and Instruction, along with the administrative team oversees the development of curriculum and ensures that it is aligned to the academic standards. The instructional coach works with the professional staff in interpreting and implementing the academic 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.

Lehigh Career & Technical Institute uses a competency based curriculum framework for teaching the career and technical programs. This allows students to work individually at their own pace and according to a quarterly contract. Within the Academic Center and the CTE labs teachers use various strategies that include but are not limited to differentiated instruction, additional testing or homework time, preferential seating, oral testing, flex time, alternative location to take a test, note taking, chunking assignments, and peer on peer help. All student IEPs are reviewed by the teachers and special education facilitators who work with the teachers in
assisting with curriculum modifications and accommodations. LCTI employs instructional assistants who assist and tutor students as needed. The Center for Humanistic Change has partnered with LCTI to provide mental health assistance. Students are also served by their sending schools who are the LEA. LCTI is in constant communication with these schools to provide students with a quality and consistent educational experience.

**Instruction**

**Instructional Strategies**

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

**Regular Lesson Plan Review**

- Administrators
- Instructional Coaches

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

Currently we are using the Teachscape system to implement the PDE Effective Educator Model. Annually, all non-tenured teachers and selected tenured teachers are formally observed in the classroom. The other two thirds of staff members are evaluated using the differentiated supervision model that includes the Differentiated Action Plan, and informal observations. Walkthroughs, to observe professional practice, are completed throughout the year with all professional staff members. Learning walks are completed for the purpose of peer coaching and an instructional coach assists and supports the professional staff in the development of pedagogical skills. Professional staff members are evaluated annually using the PDE 82-1.

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

*This narrative is empty.*
### Responsiveness to Student Needs

<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th>Status</th>
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<tbody>
<tr>
<td>Structured grouping practices are used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
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<tr>
<td>Flexible instructional time or other schedule-related practices are used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
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<tr>
<td>Differentiated instruction is used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>

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

Students at LCTI are placed in their CTE programs based on their interests and aptitudes. In the academic center students are placed in courses based on the recommendations from the sending school counselors. The CTE programs operate on a half day schedule, consequently students half approximately two and one half hours in their CTE lab and have flexibility in meeting the CTE program competencies. The Academic Center operates on a traditional forty-two minute schedule. One daily period is built into the schedule where student may receive additional help or pursue enrichment activities. Teachers have been trained in differentiated instruction to help in meeting the needs of all students.

### 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)

<table>
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<tr>
<th>Course Completion</th>
<th>SY 16/17</th>
<th>SY 17/18</th>
<th>SY 18/19</th>
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<td>Total Courses</td>
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<td>English</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Social Studies</td>
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<td>Science</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Health</td>
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<tr>
<td>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Minimum % Grade Required for Credit (Numerical Answer)</td>
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Local Assessments
(Comprehensive CTC who graduate students only)

<table>
<thead>
<tr>
<th>Standards</th>
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<th>NAT</th>
<th>DA</th>
<th>PSW</th>
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<tr>
<td>Arts and Humanities</td>
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<td>History</td>
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<td>Science and Technology and Engineering Education</td>
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</table>
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: No graduation requirement specifics have been identified.

Methods and Measures

Summative Assessments
No methods or measures have been identified for Summative Assessments

Benchmark Assessments
No methods or measures have been identified for Benchmark Assessments

Formative Assessments
No methods or measures have been identified for Formative Assessments

Diagnostic Assessments
No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments
(Comprehensive CTC only)
No validation methods have been identified for this content area.
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)

No assessment data uses have been identified for this content area.
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

No distribution methods have been identified for this content area.
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

• Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
• School-wide Positive Behavioral Programs
• Conflict Resolution or Dispute Management
• Peer Helper Programs
• Safety and Violence Prevention Curricula
• Student Codes of Conduct
• Comprehensive School Safety and Violence Prevention Plans
• Purchase of Security-related Technology
• Student, Staff and Visitor Identification Systems
• Placement of School Resource Officers
• Student Assistance Program Teams and Training
• Counseling Services Available for all Students
• Internet Web-based System for the Management of Student Discipline
• Coordination of Services with Sending School

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

Due to the fact that we are under the jurisdiction of the state police, we are not eligible for a School Resource Officer; however we have a full time School Police Officer.

**Identifying and Programming for Gifted Students**

*(Comprehensive CTC only)*

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

*This narrative is empty.*

**Developmental Services**

• Academic Counseling
• Attendance Monitoring
• Behavior Management Programs
• Bullying Prevention
• Career Awareness
• Career Development/Planning
• Coaching/Mentoring
• Compliance with Health Requirements – i.e., Immunization
• Emergency and Disaster Preparedness
• Guidance Curriculum
• Health and Wellness Curriculum
• Health Screenings
• Individual Student Planning
• Nutrition
• Orientation/Transition
• RTII/MTSS
• Wellness/Health Appraisal
• Coordination of Services with Sending School

Explanation of developmental services:

*This narrative is empty.*
Diagnostic, Intervention and Referral Services

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Casework
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Special Education Evaluation
- Student Assistance Program
- Coordination of Services with Sending School

Explanation of diagnostic, intervention and referral services:

LCTI special education facilitators are assigned to individual districts and interact directly with the send districts' case workers.

Consultation and Coordination Services

- Alternative Education
- Community Liaison
- Community Services Coordination (Internal or External)
- Home/Family Communication
- Managing Chronic Health Problems
- Managing IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- Truancy Coordination
- Coordination of Services with Sending School

Explanation of consultation and coordination services:

*This narrative is empty.*

Communication of Educational Opportunities

- Course Planning Guides
- Directing Public to the PDE & Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
• Meetings with Community, Families and Board of Directors
• Mass Phone Calls/Emails/Letters
• Newsletters
• Press Releases
• School Calendar
• Student Handbook
• Coordination of Services with Sending School
• Summer Fun Camp
• Open House

**Communication of Student Health Needs**  
*(Comprehensive CTC only)*

No means of communication have been identified for this content area.

**Frequency of Communication**

Frequency of communication: **Monthly**

**Collaboration for Interventions**

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

LCTI implements a full spectrum of services to address performance standards not being met by special population’s students. For example, special education students are aided in the career and technical programs by a team of instructional assistants. The instructional support personnel assist students with studying for tests and with current homework assignments. They implement the required IEP accommodations and provide needed physical and emotional support services. LCTI also works closely with the Carbon Lehigh Intermediate Unit #21 which employs additional staff members who are assigned directly to the LCTI facility. These staff members provide academic and behavioral support, as determined by individual student needs and as stated in the IEP documents. In addition, LCTI employs two special education facilitators who act as a valuable resource for students and teachers. The special education facilitators guide the work of the instructional support personnel, attend all IEP meetings and act as the liaisons between the sending districts and LCTI. Disabled students are also supported through the use of technology. For example, the Kurzweil Scan and Read System were purchased to assist students in reading technical and academic materials. Teachers and support personnel were trained to effectively use the Kurzweil System for various applications.  

LEP students are aided through the ongoing services of the Bilingual Coordinator, Bilingual Instructional Assistant, and Translators who provide academic, technical and social integration support, and monitor students’ grades and attendance records. Single parents are supported through Project Success
which is offered through the Center for Humanistic Change (CHC). The CHC counselor meets with all teens to offer behavioral support, address anger management issues, or offer teen parenting support, as needed. Project Success is funded through Lehigh County and other grants petitioned by LCTI. The school nurse also meets with the students and provides them with support services through the Visiting Nurses Program of Lehigh County, while LCTI counselors provide additional support, as required. Economically disadvantaged students receive free and reduced lunches. All students, including special population groups, are monitored for grades and attendance. All of the above mentioned services that accommodate students’ needs assist them to best succeed in the learning environment and meet standards. Services are available to all students. Special population’s students are encouraged to enroll and have equal access to career guidance, personal counseling, instruction and services to support successful completion while meeting requirements of the academic and technical components established for the programs. Other funding sources and services are coordinated with the Perkins plan. Via the PDE-PIMS student data system, special population student data will continue to be tracked and reviewed. According to the PDE Performance Indicators LCTI did meet the State Standards in the areas of Student Attainment, Graduation Rates and Placement. Areas in need of continued improvement include PSSA Reading and Math, Technical Skill Attainment, and Nontraditional Services for all students, including special populations. The PPC had decided to address all performance indicators and will include the above mentioned strategies during the upcoming year to improve performance. In addition, an instructional coach is employed to address the academic areas in need of improvement. The coaches analyze the data and recommend resources and aid for students that require additional support.

**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

LCTI participates in the Youth Workforce training program through the Workforce Investment Board. Students are assigned to the Facilities Engineer, the Building and Grounds Summer Coordinator or the Supervisor of Technology who provides job assignments needed to be completed to prepare for the upcoming school year.
Materials and Resources

Description of Materials and Resources

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

Provide explanation for processes used to ensure Accomplishment.

Lehigh Career & Technical Institute prides itself in being a state of the art facility that is equipped with the latest equipment and technology. The CTE teachers work with their Occupational Advisory Council to determine the most current curriculum and resource materials needed. Once this is determined, the teacher in concert with the administrator will budget for the needed items for future purchasing. The academic teachers meet by content area as a department. During those meetings it is determined what instructional materials and resources are needed to meet the PA Core and Academic Standards. Once this is determined the department in concert with the administrator will budget for the needed items for future purchasing.

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

This narrative is empty.

SAS Incorporation

<table>
<thead>
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<th>Standards</th>
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<td>Arts and Humanities</td>
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<tr>
<td>Career Education and Work</td>
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<td>Civics and Government</td>
<td>Level of Implementation is</td>
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<td></td>
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<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Level of Implementation is</td>
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<td></td>
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<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
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<tr>
<td>PA Core Standards: Mathematics</td>
<td>Level of Implementation is</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
</tr>
</tbody>
</table>
Further explanation for columns selected”

The courses marked NA are not taught at Lehigh Career & Technical Institute. All teachers have access and are encouraged to use SAS but it is not part of our student achievement plan. We have done training but have no way of formally knowing how often our teachers are using SAS.

**Professional Education**

**Characteristics**

Which of the following describes your professional education program for classroom teachers, school counselors and education specialists? (Check all that apply)

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

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

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

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

- Empowers educators to work effectively with parents and community partners.
Which of the following describes your professional education program for administrators and other educators seeking leadership roles? (Check all that apply)

• 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.

• 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.

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

• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

• Instructs the leader in managing resources for effective results.

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

The underlying purpose of the LCTI professional education program is student achievement. The objective of the professional education program is to connect teacher learning to student learning for a positive impact on student achievement. The major goal of professional development is to provide a comprehensive, sustained and intensive approach to improving professional staff and administration’s effectiveness in raising student achievement.

Through the Director of Curriculum and Instruction, professional staff members complete a professional development survey. This survey along with input from employers, state mandates, student data results and researched best practices formulate the basis for the professional development plan. Once the school-wide plan is developed, professional staff develops an Individual Professional Development Plan. This plan is aligned to their evaluation plan and is part of the evidence for Domains I and II. Administrators use the data of the Individual professional development plan to make evaluation decisions. Teachers are empowered to become experts in various professional development areas and then provide staff with professional development program. We believe we have a wealth of talent within our own school and use this talent to develop a culture of learning between staff members.
The Major Areas of Professional Development

Student Engagement

Create classroom conditions that foster student engagement by sharing a common school-wide definition and clear articulation of learning criteria with understandable, immediate, and constructive feedback. Show students the skills they need to be successful are within their grasp by clearly and systematically demonstrating these skills, and; demonstrate engagement in learning as a valuable aspect of their personalities.

Formative Assessment

Develop an assessment system that indicates whether teacher work produces change in student achievement and is used before, during, and after teaching to drive instructional practice. Design and implement instructional practices that continuously monitor students' progress and modify activities in response to their varied needs; use a variety of instructional strategies and assessment techniques; and engage students in the process of setting challenging academic goals, assessing their own work, and reflecting on their own progress.

Curriculum Development

Continue to develop and refine a rigorous and relevant curriculum that meets or exceeds business & industry standards and is aligned to Pennsylvania academic standards and eligible content.

Instructional Leadership

Develop a collaborative culture whereby teachers and administrators focus on student achievement through action research, distributed leadership and participation in professional learning communities.

The Learning Process

Apply theories of learning to create a classroom environment that is a safe, non-threatening place where students feel encouraged to participate in the learning process.

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

All characteristics were selected.
**Educator Discipline Act 126, 71**

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

<table>
<thead>
<tr>
<th>Questions</th>
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<tbody>
<tr>
<td>The LEA has conducted the required training on:</td>
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<td>8/21/2013</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Questions</th>
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<tbody>
<tr>
<td>The LEA plans to conduct the training on approximately:</td>
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<tr>
<td>8/26/2015</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable for our school entity</td>
</tr>
</tbody>
</table>

**Strategies Ensuring Fidelity**

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

LCTI believes that designing and implementing professional learning activities for educators is essential to develop effective classroom practices that lead to high student achievement. We believe that the day or in-service events provide awareness for teachers, however much more is needed to change practice in the classroom. Changing practice in the classroom involves phases of implementation. We provide teachers with opportunities outside of the regular professional development days to observe discuss and practice. Using our student and teacher data is used to determine the professional development plan that targets the areas that are in need of strengthening. This plan is then implemented through various opportunities that include collaborative work with other teachers, walk throughs, classroom observations, after school professional development, and instructional coaching.

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

_This narrative is empty._

**Induction Program**

- 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.
- Inductees will know the rules and regulations of school governance and Rights and Responsibilities
- Inductee will know the requirements for professional certification.
- Inductee will know the evaluation expectations, procedures and policies.
Provide brief explanation of your process for ensuring these selected characteristics.

LCTI provides a mentor and induction program to each of its newly hired professional staff members. Inductees are required to attend a monthly meeting for the first year and have the option of retaining a mentor for the second year. Support is provided by the instruction coach through a small learning community.

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

This narrative is empty.

**Needs of Inductees**

- 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.
- Student PSSA data.
- 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).

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

The needs of the inductees are met through frequent meetings with the mentor and assigned supervisor. The instructional coach provides support through "push in professional" development, after school sessions and small learning communities.
Provide brief explanation for strategies not selected and you plan to address their incorporation.

This narrative is empty.

**Mentor Characteristics**

- 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.

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

Mentors must be a professional in good standing, recommended by his/her supervisor and commit to attending all scheduled meetings.

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

This narrative is empty.

**Induction Program Timeline**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Aug-Sep</th>
<th>Oct-Nov</th>
<th>Dec-Jan</th>
<th>Feb-Mar</th>
<th>Apr-May</th>
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<td>Data informed decision making</td>
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<tr>
<td>Materials and Resources for Instruction</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
If necessary, provide further explanation.

This narrative is empty.

**Monitoring Evaluating and Induction Program**

Identify the procedures for monitoring and evaluating the Induction program.

The Induction Program at LCTI is monitored by the Director of Curriculum and Instruction. At the conclusion of each school year, a survey is completed by the inductees and mentors. The survey is reviewed and adjustments are made according to the feedback received.

**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 provides 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.
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:
More students are eligible to take the end of program CTE exams than three years ago, increasing our completer numbers. Special education numbers have been consistent over the past three years.

Accomplishment #2:
There was an increase in the overall number of industry certifications between the 2001-2014 school years. There was an increase in the NIMS Certification for Precision Machine Tool Technology. The manner of collecting the certification information has been changed to each counselor meeting one on one with the CTE teachers.

Accomplishment #3:
The number of students reported as receiving free and reduced lunch each year has been increasing 57%-59%to 64%. The number of completers has increased and the team feels the teacher is the number one factor in students achieving and breaking the barrier to learning.

Accomplishment #4:
The academic center has seen a consistent number in its enrollment and their performance has steadily increased. The increase in academic scores could be contributed to the redesign in curriculum, the use of the media center, using data to make decisions, differentiating instruction and increasing rigor within the program. Academic Center students have seen the greatest amount of growth in academics and CTE program.

Accomplishment #5:
We have seen an increase in the number of students participating in Co-op, Job Shadowing, Internships, Clinical Opportunities, and other school to work experiences. Our business and industry relationships are strong and the members of our Occupational Advisory Councils provide support for student participation in one or more of these involvements.

Accomplishment #6:
There was a decrease in reported numbers of pregnancies between the school year 2012/13 and 2013/14. Our counselors are very supportive and the LCTI Health Officer provides important information to our students.

Accomplishment #7:
LCTI graduate are finding jobs in their field, sometimes more jobs are available than students.
CTC Concerns

**Concern #1:**
Data shows that student retention is problematic throughout the school in that we lose approximately 200 students from the time they enroll in LCTI to the time they graduate.

**Concern #2:**
64% of LCTI students are on free and reduced lunch and have difficulty meeting the academic and financial demands of some of the CTE program areas.

**Concern #3:**
Many of LCTI students come to the school deficient in math and have low score on standardized tests.

**Concern #4:**
There was an increase in disciplinary referrals of ninth grade students.

**Concern #5:**
There are four CTE labs, Pre-Engineering, Web Design, Cabinetmaking and Drafting who have scored at the bottom of the NOCTI report indicating low scores for the past three years. NOCTI Culinary scores have been steadily declining for the past three years.

**Concern #6:**
There are only two in-service days dedicated to staff professional development due to accommodating the sending district conflicting district calendars. Because of that, professional development is offered after school and is optional, not all staff members attend the professional development opportunities.
Prioritized Systemic Challenges

Systemic Challenge #1 (Guiding Question #0) To refine our attendance and retention systems to fully ensure that students needs are addressed in order to increase the student attendance and retention rates.

Aligned Concerns:

Data shows that student retention is problematic throughout the school in that we lose approximately 200 students from the time they enroll in LCTI to the time they graduate.

Systemic Challenge #2 (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.

Aligned Concerns:

64% of LCTI students are on free and reduced lunch and have difficulty meeting the academic and financial demands of some of the CTE program areas.

There was an increase in disciplinary referrals of ninth grade students.

There are only two in-service days dedicated to staff professional development due to accommodating the sending district conflicting district calendars. Because of that, professional development is offered after school and is optional, not all staff members attend the professional development opportunities.

Systemic Challenge #3 (Guiding Question #0) Establish a system to provide additional in-service and professional develop programming to meet the many needs of the staff.

Aligned Concerns:

There are only two in-service days dedicated to staff professional development due to accommodating the sending district conflicting district calendars. Because of that, professional development is offered after school and is optional, not all staff members attend the professional development opportunities.

Systemic Challenge #4 (Guiding Question #0) Establish a system that ensures CTE Programs with low student performance scores in their end of program test are addressed in order to increase student achievement.

Aligned Concerns:

There are four CTE labs, Pre-Engineering, Web Design, Cabinetmaking and Drafting who have scored at the bottom of the NOCTI report indicating low scores for the past three years. NOCTI Culinary scores have been steadily declining for the past three years.
**Systemic Challenge #5** *(Guiding Question #0)* Establish a system to provide teachers with effective strategies and tools to work with under resourced students so to increase students achievement and success.

**Aligned Concerns:**

64% of LCTI students are on free and reduced lunch and have difficulty meeting the academic and financial demands of some of the CTE program areas.

Many of LCTI students come to the school deficient in math and have low score on standardized tests.

**Systemic Challenge #6** *(Guiding Question #0)* Develop classroom structures and routines that meet the needs of the ninth grade student who have the highest rate of discipline referrals.

**Aligned Concerns:**

There was an increase in disciplinary referrals of ninth grade students.

**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)
CTC Level Plan

Action Plans

**Goal #1:** To refine our attendance and retention systems to fully ensure that students’ needs are addressed in order to increase the student attendance and retention rates.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Enrollment Data

Specific Targets: 1. Student dis-enrollment will decrease.

**Strategies:**

**Character and Social Skill Building Programs**

**Description:** WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building.


**SAS Alignment:** Safe and Supportive Schools

**Dropout Prevention Expansion**

**Description:** WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates.


) The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be “effective” and “have the most positive impact on the dropout rate.” The Mid-Atlantic REL provides additional support for Dropout Prevention. (Sources: [http://www.dropoutprevention.org/effective-strategies](http://www.dropoutprevention.org/effective-strategies) and [http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf](http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf))

**SAS Alignment:** Safe and Supportive Schools
Positive Behavior Support

**Description:** “Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior...It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring...Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.”

(Source: [http://en.wikipedia.org/wiki/Positive_behavior_support](http://en.wikipedia.org/wiki/Positive_behavior_support)) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: [http://www.pbis.org/default.aspx](http://www.pbis.org/default.aspx)) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high_school_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx))

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

**Student Retention and Attendance**

**Description:**

LCTI will develop a school-wide attendance retention program.

**Start Date:** 8/25/2015  **End Date:** 6/8/2018

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Character and Social Skill Building Programs
- Dropout Prevention Expansion
- Positive Behavior Support
**Goal #2:** Establish a system that ensures CTE Programs with low student performance scores in their end of program test are addressed in order to increase student achievement.

**Indicators of Effectiveness:**

Type: Annual

Data Source: NOCTI Test Results

Specific Targets: Programs who have been identified with gaps in their NOCTI student achievement rates will see an increase in competent and advanced score after completing a gap analysis and remediation plan.

**Strategies:**

**Instructional Conversations**

**Description:** Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: [http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html](http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) ) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf) )

**SAS Alignment:** Instruction

**Curriculum Mapping**

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: [http://www.curriculummapping101.com/materials/curriculum-mapping-research](http://www.curriculummapping101.com/materials/curriculum-mapping-research) ; the following link provides an overview of curriculum mapping: [http://en.wikipedia.org/wiki/Curriculum_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources
**Differentiating Instruction**


**SAS Alignment:** Instruction

**Problem Solving Skill Building Programs**

**Description:** WWC has reviewed a number of commercial problem solving skill building programs that have a variety of effects on achievement and behavior. (Source: [http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=Problem+Solving+Programs&website=NCEE%2FWWC&x=6&y=9](http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=Problem+Solving+Programs&website=NCEE%2FWWC&x=6&y=9))

**SAS Alignment:** Instruction, Materials & Resources

**Implementation Steps:**

**NOCTI Plan Development for Remediation**

**Description:**

CTE Teachers will develop NOCTI action plans for programs that are under performing in the end of program assessment.

**Start Date:** 9/2/2015  
**End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Instructional Conversations
- Curriculum Mapping
- Differentiating Instruction
• Problem Solving Skill Building Programs

**Goal #3:** 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.

**Related Challenges:**

• Develop classroom structures and routines that meet the needs of the ninth grade student who have the highest rate of discipline referrals.
• Establish a system to provide additional in-service and professional develop programming to meet the many needs of the staff.

**Indicators of Effectiveness:**

Type: Annual  
Data Source: Student Achievement Data  
Specific Targets: Student Achievement Growth

**Strategies:**

**Character and Social Skill Building Programs**

**Description:** WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building. (Sources: [http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf](http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf) and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom: [http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf))

**SAS Alignment:** Safe and Supportive Schools

**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](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf);  
Differentiated Instruction: Effective classroom practices report, [http://www.cast.org/system/galleries/download/ncac/DifInstruct.pdf](http://www.cast.org/system/galleries/download/ncac/DifInstruct.pdf);  
Learning Styles, [http://en.wikipedia.org/wiki/Learning_styles#cite_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33);  
Differentiated Instruction Reexamined, [http://www.hepg.org/hel/article/499](http://www.hepg.org/hel/article/499);  
**SAS Alignment:** Instruction

**Instructional Coaching**

**Description:** The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: [http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach](http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach)) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level. (Source: [http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf))

**SAS Alignment:** Instruction

**Online Learning Opportunities**

**Description:** On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). [http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf](http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf)

**SAS Alignment:** Instruction, Materials & Resources

**Peer Tutoring and Response Groups**

**Description:** Peer Tutoring and Response Groups involve pairing or grouping ELL students to work on a task. The students may be grouped by age or ability (English-only, bilingual, or limited English proficient) or the groups may be mixed. Peer tutoring typically consists of two students assuming the roles of tutor and tutee, or “coach and player” roles. Peer response groups give four or five students shared responsibility for a task, such as editing a passage or reading and answering comprehension questions. When working in a small group to edit a writing assignment, one student edits punctuation, another edits spelling, and another provides overall feedback on writing focus and clarity. Both peer tutoring pairs and peer response groups emphasize peer interaction and discussion to complete a task. The WWC reports that Peer Tutoring and Peer Response Groups have a positive effect on English language development for ELL students. (Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Peer_Tutoring_070907.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Peer_Tutoring_070907.pdf))
**SAS Alignment:** Safe and Supportive Schools

**Substantial Professional Development**

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf))

**SAS Alignment:** Instruction

**Implementation Steps:**

*Training in the use of tools for identifying and supporting students who are under-resourced or at risk.*

**Description:**

Professional development will have a focus on student issues and supports needed to accommodate students' needs.

**Start Date:** 8/26/2015  **End Date:** 6/30/2018

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services

**Supported Strategies:**

- Character and Social Skill Building Programs
- Instructional Coaching
- Online Learning Opportunities
- Peer Tutoring and Response Groups
- Substantial Professional Development
- Differentiating Instruction