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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **CTC Comprehensive Plan 2016-2019**

**Entity:** Eastern Westmoreland CTC  
**Address:** 4904 Route 982  
Latrobe, PA 15650-2399  
**Phone:** 724-539-9788  
**Contact Name:** Marie Bowers

## Organization Description

### School Information

The Eastern Westmoreland Career and Technology Center (EWCTC) is a part-time career and technology center located in Latrobe, Westmoreland County, Pennsylvania. The EWCTC currently serves approximately 550 students from three public school districts: Derry Area School District, Greater Latrobe School District, and Ligonier Valley School District. Located in the eastern portion of Westmoreland County, students from Ligonier, Derry and Greater Latrobe travel less than 15 minutes. The three districts encompass urban, suburban, and rural areas with variations in economic levels.

Morning session students arrive at their sending schools and are bused to the EWCTC, attend their Career and Technical Education (CTE) programs and are bused back to their sending schools in time for lunch. Afternoon session students leave their sending schools just after lunch, attend their CTE programs the EWCTC, and are bused back to their sending schools for dismissal.

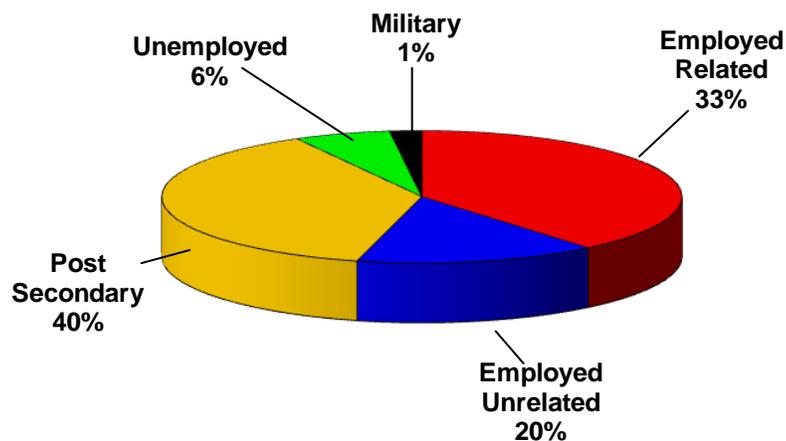
### Program Offerings

EWCTC offers 16 programs in one of five career clusters—Automotive, Construction, Communications and Information Technology, Manufacturing, and Services. Recent program changes include changing our Electronics program to Mechatronics Engineering and adding an additional teacher for Health Occupation Technology.

### Placement

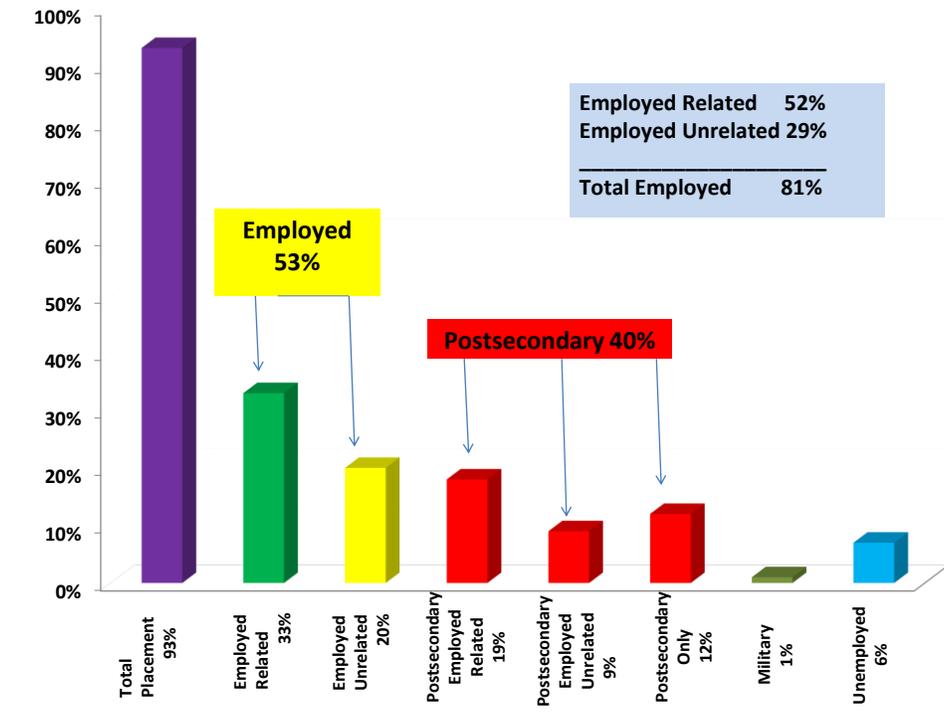
Each school year EWCTC conducts a follow-up study of the previous year's graduates. The results of most recent survey of the 124 completers from the class of 2013 show a 93% positive placement rate. As shown in Figure 1, 53% were employed, 40% were attending post-secondary education and 1% entered the military.

Figure 1



In this survey a student can only be counted once, with postsecondary given priority over employment. It is important to note that an additional 19% of the graduates are employed in related occupations while attending college (Figure 2). This brings the total of students in related employment to 52%, and total employment at 81%.

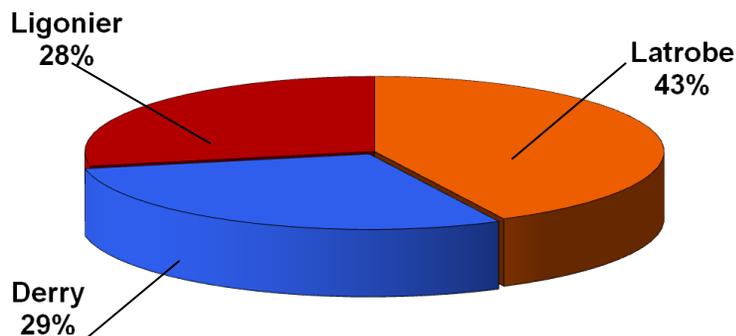
Figure 2



Enrollment

The current enrollment of the 2014-2015 school year is 544 students. This number includes 159 students from Derry Area School District, 232 from Greater Latrobe School District, and 153 from Ligonier Valley School District (Figure 3).

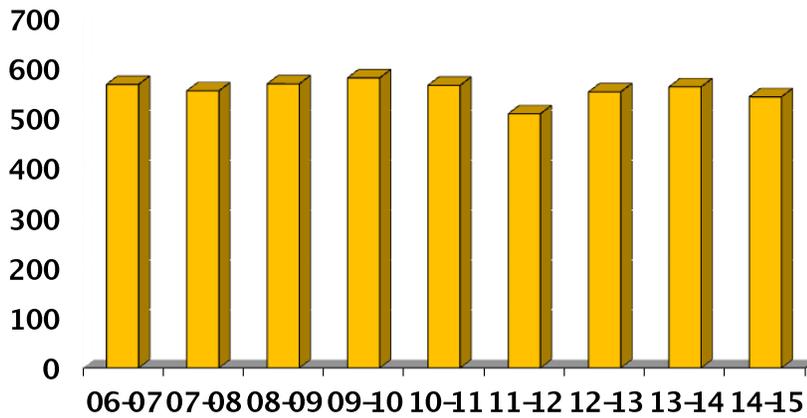
Figure 3



The Eastern Westmoreland Career and Technology Center provides a vital educational contribution to our three sending school districts. Leaders from business, industry and the trades perceive the school as a valuable resource, and parents of many high school-age students see the career and technology center as the only pathway their children can follow for success in post-secondary schools or the work place. As a result, the career and technology center has enjoyed a tradition of serving a substantial percentage of the total student population from our sending schools.

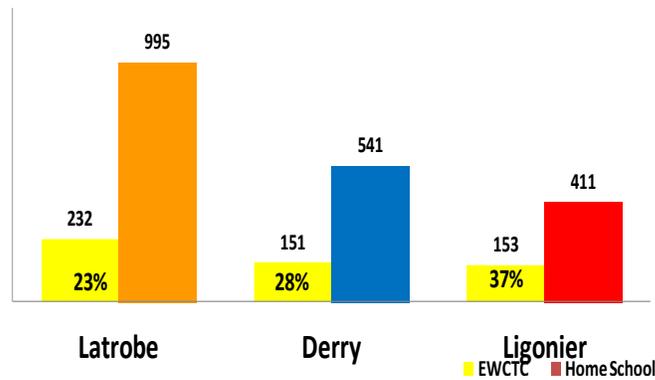
Recent economic trends in Pennsylvania and the nation have caused citizens to take a new interest in careers requiring technical skills. This trend has translated into an increase in the number of students from surrounding school districts who want to attend the career and technology center. The largest increase took place in the 2003-2004 school year when approximately 100 additional students enrolled in the school, increasing the number of students to approximately 600 students in 16 programs. Since that time, the student population has declined slightly (Figure 4), while still representing a significant percentage of the high school enrollment at our sending schools (Figure 5).

**Figure 4**  
**EWCTC Enrollment Trends**



**Figure 5**

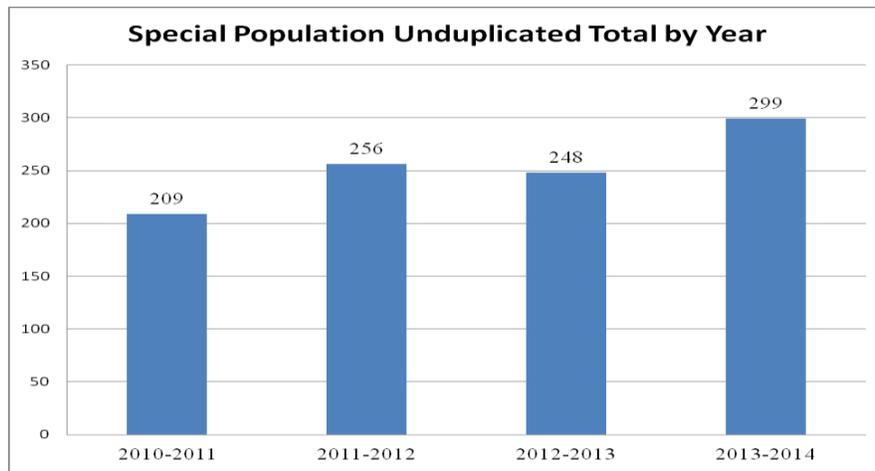
**28% Percent of Grades 10-12**



## Special Populations

EWCTC's special student population groups include educationally disadvantaged, economically disadvantaged, students with disabilities, and nontraditional students. Educationally disadvantaged students are often referred to as the "students in the middle," or "the forgotten half" of a school district's learners. These students are not identified as having a learning disability and therefore do not receive special education services; yet they continue to achieve at low levels as demonstrated by both grades and State Assessment scores. The number of special population students has increased steadily over the years (Figure 6).

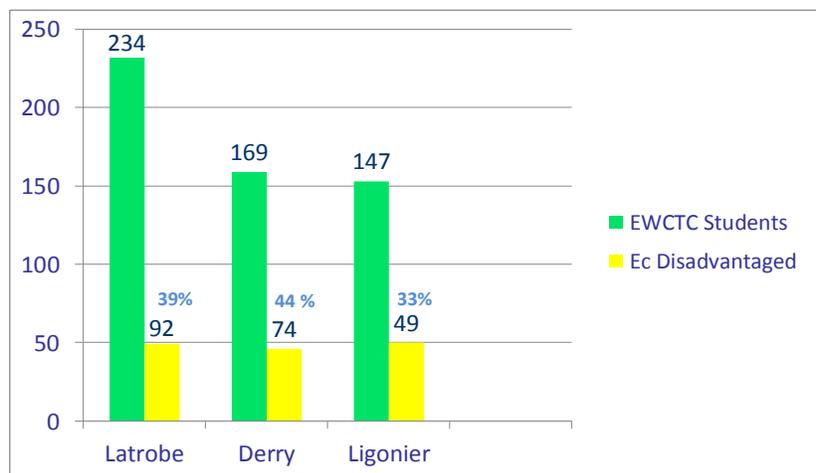
Figure 6



While many of the students at the career and technology center are "challenged" academically, many of them face additional social barriers such as poverty. Economically disadvantaged students are those whose family income is 185% of federal poverty guidelines. Student data indicates that approximately 40 percent of the total student population is considered economically disadvantaged. (Figure 7).

Figure 7

### Economically Disadvantaged 40%



Of the 544 students who attend the career and technology center every day, approximately 111 or 20 percent are identified as students with disabilities requiring an individualized educational plan or IEP

Figure 8

**Grade 10-12 Special Populations per District @ CTC**

School	Students	IEP's	% Total	District IEP's
Derry Area School District	(161)159	(24)29	(15%)18%	11%
Greater Latrobe School District	(255)232	(43)50	(17%)22%	9%
Ligonier Valley School District	(148)153	(39)32	(26%)21%	11%
<b>Overall Student Total</b>	<b>(564)544</b>	<b>(106)111</b>	<b>(19%)20%</b>	

() = previous yr

Nontraditional students are those minority groups of students enrolled in programs with 25% or less of one gender. Nontraditional students make up approximately 10 percent of the EWCTC student population.

Student Achievement

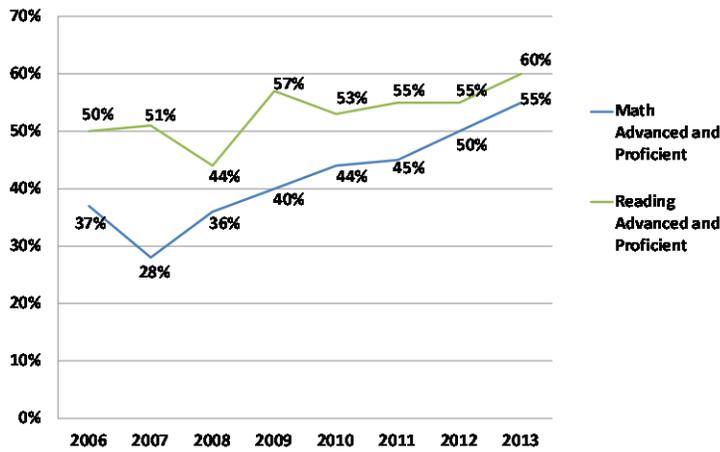
Student achievement at the career and technology center is evaluated in both academic and vocational areas. Academic achievement is measured by student performance on the Keystone given at the students' sending school; whereas, career and technical education achievement is measured by student performance on the NOCTI exam or other Pennsylvania Department of Education approved test.

When the CTC students from the three sending high schools are looked at as a whole, the group falls short of the state expected levels in both mathematics and literature. Although the PSSA/Keystone scores have improved over the last three years, the achievement level requirements continue to rise. (Table 1).

Table 1

2006 – 2013 STATE ASSESSMENT SCORE COMPARISON

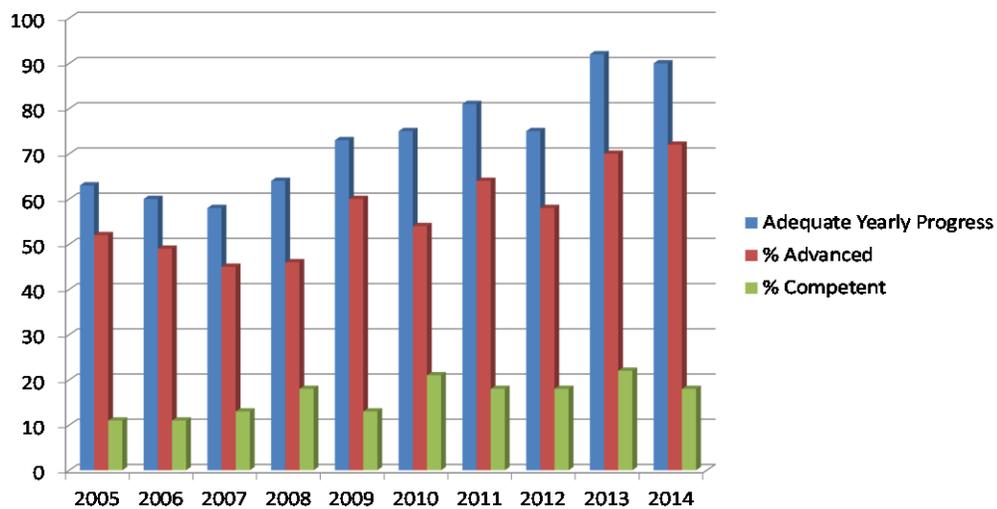
State Assessment Results



As shown in Table 2 below, NOCTI scores have climbed steadily over the past 10 years.

Table 2

NOCTI Results



Industry certifications for CTC students are the key element making them more employable. The school provides a number of certifications as listed below in Table 3, and the number of students obtaining industry certifications has increased steadily (Table 4).

**Table 3**  
**Industry Certifications**

Program	Industry Certification
Collision Repair/Auto Mechanics	Automotive Service Excellence (ASE) / NATEF
Cosmetology	State Board of Cosmetology
Digital Media Technology	Adobe Certified Associate
Culinary Arts	ServSafe PA Food Employer Certification
Graphic Communications	Print Ed / Adobe Certified Associate
Health/Medical Assistant	Nurse Aid Certification/CPR/AED First Aid
Machine Tool Technology	National Institute for Metalworking Skills (NIMS)
Welding Technology	American Welding Society (AWS)
Construction Trades	PA Home Builders Association Certification
Mechatronics Engineering	A+ Computer Repair/Certified Electronics Technician
Computer Engineering	CISCO Certified Network Administrator /CompTIA

**Table 4**  
**INDUSTRY CERTIFICATION**  
*unduplicated count*

SCHOOL YEAR	UNDUPLICATED # OF STUDENTS
2008-2009	32
2009-2010	98
2010-2011	139
2011-2012	132
2012-2013	149
2013-2014	173

Recent changes to Perkins IV legislation have raised the bar for career and technical education student performance. Table 5 illustrates where EWCTC stands as far as the state's expectations of the Perkins standards. Our greatest challenges are program completion and nontraditional participation.

Table 5

Perkins Performance Standards  
2014-2015

	State %	EWCTC % (12-13)
Academic Attainment-Reading	44	57
Academic Attainment-Math	30	53
Technical Skills Development	72	92
Program Completion	96	93
Student Graduation	95	93
Secondary Placement	95	94
Nontraditional Participation	18	16
Nontraditional Completion	13	10

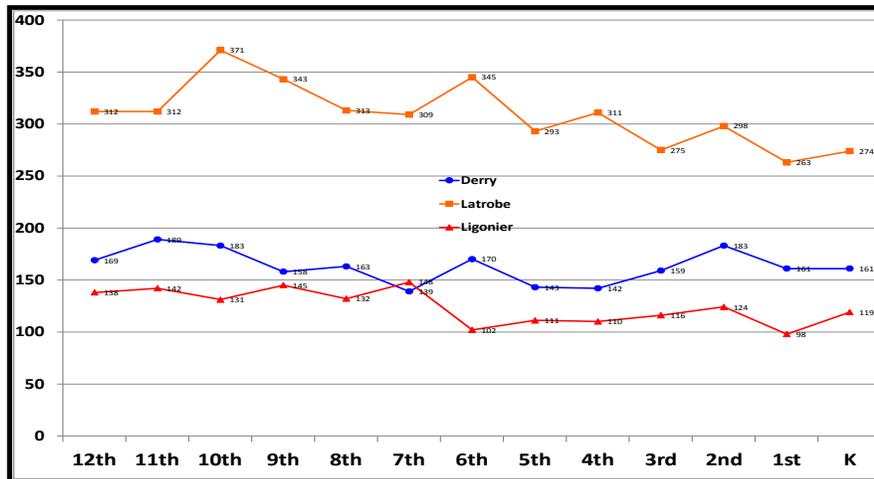
Concerns

Enrollment Trends

Enrollment trends in the participating districts (Figure 6) indicate a slight decline in student population over the next ten years.

Figure 6

Enrollment Trends as of October 2014



Enrollment in high priority areas such as manufacturing, construction and health careers is decreasing as the opportunities for employment continue to increase in our region. This disconnect results in missed opportunities for students for meaningful, family sustaining employment (Figure 7).

**Figure 7**  
**10<sup>th</sup> Grade Enrollment in High Priority Programs**

Construction Programs												
	2012-2013				2013-2014				2014-2015			
	Latrobe	Derry	Ligonier	Totals	Latrobe	Derry	Ligonier	Total	Latrobe	Derry	Ligonier	Total
Const	4	1	1	6	2	2	1	5	5	1	3	9
Mason	5	3	2	10	2	2	1	5	2	2	2	6
Cabinet	4	2	2	8	2	3	1	6	3	0	4	7
Plumb	4	0	2	6	5	4	1	10	2	2	2	6
<b>Totals</b>	<b>17</b>	<b>6</b>	<b>7</b>	<b>30</b>	<b>11</b>	<b>11</b>	<b>4</b>	<b>26</b>	<b>12</b>	<b>5</b>	<b>11</b>	<b>28</b>

Health Programs												
	2012-2013				2013-2014				2014-2015			
	Latrobe	Derry	Ligonier	Totals	Latrobe	Derry	Ligonier	Total	Latrobe	Derry	Ligonier	Total
Health	7	6	13	26	13	10	8	31	5	7	3	15
<b>Totals</b>	<b>7</b>	<b>6</b>	<b>13</b>	<b>26</b>	<b>13</b>	<b>10</b>	<b>8</b>	<b>31</b>	<b>5</b>	<b>7</b>	<b>3</b>	<b>15</b>

Manufacturing Programs												
	2012-2013				2013-2014				2014-2015			
	Latrobe	Derry	Ligonier	Totals	Latrobe	Derry	Ligonier	Total	Latrobe	Derry	Ligonier	Total
Machi	9	2	11	22	4	7	4	15	2	3	1	6
Mech	5	1	1	7	3	2	6	11	1	0	1	2
Weld	10	2	3	15	9	4	5	18	8	0	5	13
<b>Totals</b>	<b>24</b>	<b>5</b>	<b>15</b>	<b>44</b>	<b>16</b>	<b>13</b>	<b>15</b>	<b>44</b>	<b>11</b>	<b>3</b>	<b>7</b>	<b>21</b>

Budget and Funding for Equipment and Resources

Budget constraints are a major challenge for the CTC. The primary funding source for the school is the three sending districts, who contribute over 90% of the total budget. The remainder is provided through state vocational subsidy and grants. The constraints of Act 1, rising health care rates, and retirement rates projected by PSERS provide additional barriers to the CTC as the cost of resources in career and technical education are often higher than in regular education. Lack of funding for updated equipment, the need for more computers for the trade and industrial programs, and the need for additional donations from business and industry are the primary concerns.

At the most recent PDE Approved Program Evaluation, we received a finding that enrollment in Culinary Arts was too high for the number of workstations available. Due to budget constraints our corrective action is to limit enrollment in the program as opposed to expanding the shop area.

Additionally, we were cautioned about our nursing services. Due to budget constraints we rely on our CTE Health instructors to provide nursing services. This is an area of concern documented by PDE.

Increases in the CTC budget have been minimal with the exception of the upcoming 2015-2016 school year. In this case the drastic increase in the retirement rate accounts for the 5% increase (Figure 8). Overall the percentage of the budget devoted to new equipment is only 3% (Figure 9).

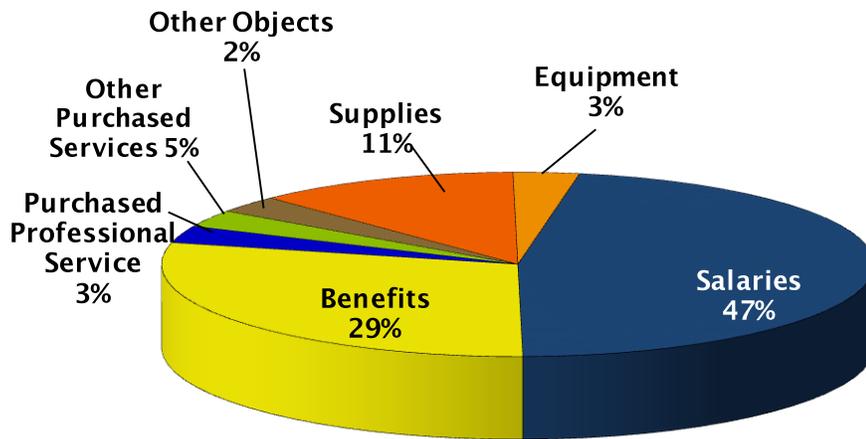
**Figure 8  
Budget Comparison**

Year	Total Budget	Budget Increase*	%
2015-16	\$3,713,405	\$189,332	5.37%
2014-15	\$3,524,073	\$ 85,643	2.5%
2013-14	\$3,438,430	\$ 53,430	1.58%

\* Before Revenue is applied

MAL 2-15

**Figure 9**



Instructional Time for Students

While our performance standards are rising, the amount of instructional time at the CTC is shrinking for some of our students. The total instructional time for each sending school is based upon their actual bell schedule at EWCTC. The analysis in Figure 10 shows the actual time available per school year and the changes in available instructional time that have occurred from year to year. We are concerned that preparation and remediation for the Keystone Exam mandates may jeopardize student time at the CTC.

Figure 10

		2011- HRS 2012	2012- 2013	Inc/(Dec) From 11-12	2012- 2013	2013- 2014	Inc/(Dec) From 12-13	2013- 2014	2014- 2015	Inc/(Dec) From 13-14	Time Analysis 2011-2012 thru 2014-2015 Inc/(Dec)
DERRY	AM Hrs.	536:39	513:20	(22:41)	513:20	507:24	(5:56)	507:24	513:18	5:54	(22:43)
	PM Hrs.	533:45	522:08	(10:23)	522:08	526:06	3:58	526:06	528:03	(1:57)	(8:23)
LATROBE	AM Hrs.	498:33	504:32	5:59	504:32	507:18	2:46	507:18	504:11	(3:04)	5:41
	PM Hrs.	466:06	463:28	(3:22)	463:28	459:50	(3:38)	459:50	468:23	8:33	(2:63)
LIGONIER	AM Hrs.	454:39	457:15	2:35	457:15	472:00	14:45	472:00	466:40	(5:20)	12:00
	PM Hrs.	472:15	477:54	5:38	477:54	472:00	(5:54)	472:00	466:40	(5:20)	(5:36)

School Climate

Our recent school climate survey indicates a need to consider addressing conflict resolution and character development with our student body. According to the survey results, we are concerned with the number of staff and students who feel:

- Students need to stop and think before acting when they are angry
- Students need to show more concern for the feelings of others
- Students are quick to argue when they disagree
- Students say mean things to others when they think they deserve it
- Students are often teased, picked on or bullied
- Students need more help in planning for college and life after high school
- Students need more experience in writing and communication
- Students need to feel more comfortable sharing problems with adults in the school
- Students need more access to computers

### CTC Image

The negative stereotype of the “Vo-Tech” is still a concern, even though much has improved over the past 10 years. Our most recent survey of students indicates that some students are still discouraged from attending the CTC; they were encouraged most by family members and friends and least by counselors and teachers.

### Program Duplication

With the advance and affordability of technology, some programs once only offered at the CTC are now being offered within sending schools. Some examples include computer programming, design software, graphics and video production type courses.

A look at our individual school catalogues shows a number of similar programs. It is important to note the intensity and depth of the CTC programs, and the accreditations and certifications that result, in educating students about careers at the CTC. Offerings in the trade areas such as Welding and Construction that have emerged are of particular concern.

### Industry and Academic Standards

It has been a challenge of the CTC to adapt our competency based curricula to both academic and industry standards. Both are constantly changing and the school lacks a staff person who is a curriculum and instruction specialist. Most of this type of work is facilitated by consultants paid through grant funding to work with our teachers in the ongoing work of revising and updating curriculum.

Each program was examined at the competency level to determine which standards directly relate to competencies taught in programs areas. Instructors developed a crosswalk that identifies Literacy, Math, Science, and Career Education and Work standards and links these standards to program of study tasks and the industry standards of the occupation.

Instruction is provided using an integrated approach. Learning guides for program tasks were revised to specifically address these academic and industry standards. Instructors receive ongoing professional development on implementing the integrated standards.

At our Chapter 339 Evaluation of Approved Programs a school-wide recommendation was made by PDE to implement the academic (now PA-Core) Standards at the student level. To accomplish this we will need staff time and funding as well as additional training on the state SAS (Standards Aligned System). This resource has been underutilized to date because the information in the past lacked CTE examples, resources and lesson plans.

In addition professional development is needed in both Literacy and Project Based Learning and Assessment, addressing new instructional strategies to be used by our CTE teachers. Most of our teachers come from industry and do not have a teacher education college background. Subsequently they often lack these types of strategies in their instruction.

## **Chapter 339 Review**

During the 2012-2013 school year, EWCTC was evaluated by the Pennsylvania Department of Education based on the following Chapter 339 Vocational Education Standards:

1. Academic and industry standards
2. High priority occupations
3. Instructional time requirement
4. Teacher certification
5. Resource material
6. Support or special services
7. Academic preparation
8. Articulation between secondary and postsecondary institutions
9. Program sponsorship and involvement in Career and Technical Student Organizations
10. Joint planning with sending schools
11. Accountability standards
12. Student objectives
13. Local advisory committee
14. Occupational advisory committee
15. Admissions
16. Program content
17. Vocational education safety
18. Cooperative education
19. Student organizations
20. Guidance plan
21. Guidance services
22. Personnel certification
23. Facilities learning environment and contemporary equipment

The summary report for this Chapter 339 evaluation included the following commendations and recommendations:

### **Commendations**

- Positive School Climate
- Data collection/Analysis
- Promotion of the CTC
- Local Support from Business and Industry
- Teacher Certifications
- Grant money for equipment
- Special Education SAGE Assessment practice
- NOCTI Scores
- Nontraditional Day
- Student Industry Certifications

### **Recommendations**

- Implement Academic Standards at the Student Level
- Update Textbooks
- Guidance – Increase Career Counseling

### **Concerns**

- Health teachers providing nursing services while teaching

### **Corrective Actions**

- Safety in Culinary due to the number of workstations/students/lab size

## Summary of Accomplishments and Concerns

The Core Planning Team considered school data and state requirements including student, teacher and staff perception surveys, assessment scores, placement studies, enrollment data and budget and curriculum analysis. As a result of this analysis the following accomplishments and concerns were considered by the comprehensive planning core team while planning for the next three years.

### Accomplishments

- Placement and Cooperative Ed
- NOCTI Scores
- State Assessment Scores
- Enrollment
- Industry Certifications
- Professional Development
- 21<sup>st</sup> Century Skills\*

### Concerns

- Declining Enrollment in Manufacturing, Health and Construction
- Funding for Equipment and Resources
- Alignment with Industry and Academic Standards
- Expanding Partnerships w/ Industry and Community
- CTE Image/Stereotypes
- School Climate
- Duplication of CTE Programs
- Computer Access

\* *Creativity, Critical Thinking, Communication, Collaboration, Teamwork*

## Goals

### RIGOR

Goal 1: Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) align with academic and industry-related standards and are fully accessible to teachers and students.

### RELEVANCE

Goal 2: Establish a system within the school that increases career and industry relevance in our program areas, and ensures the school's resources address the school's vision and mission, so that all students achieve advanced scores on the NOCTI test, achieve industry certifications, and are prepared to enter the workplace and postsecondary education.

### RELATIONSHIPS

Goal 3: Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family, community, and business and industry support of student participation in CTC. By developing and expanding relationships with business, industry, postsecondary institutions, and the community, our school will increase postsecondary enrollment and relevant job placement for our students.

## **Mission**

To equip students with the knowledge and advanced technical skills necessary to excel in industry relevant careers and postsecondary education

## **Vision**

### ***Our school will...***

- Meet the needs of business and industry through advanced technical training and academic rigor.
- Emphasize the need for students and staff to be active lifelong learners.
- Recognize the strengths and potential of each student to achieve higher standards.
- Continually develop postsecondary, community, and business and industry partnerships.

### ***Our students will...***

- Graduate with a comprehensive career plan that includes postsecondary and career navigation skills.
- Demonstrate sophisticated technical knowledge with real world application.
- Be productive thinkers, problem solvers and self-starters who demonstrate high-level communication skills and a positive work ethic.
- Commit to being responsible, productive citizens who contribute and make a meaningful difference in our community.
- Succeed in both the workplace and postsecondary education which includes training and certificate programs and two-year degree programs.

## **Shared Values**

### ***We believe...***

- The attainment of high levels of academic knowledge and technical skills are vital to student success.
- Effective interpersonal skills are essential to success in all aspects of life.
- It is our responsibility to provide opportunities, resources and experiences to students and provide the support needed for success.
- The responsibility for ensuring student success is shared by students, teachers and parents and actively supported by the business community and postsecondary institutions.

## **Completion Requirements**

As EWCTC is a part-time school, students are expected to meet the high school graduation requirements of their sending school districts. Although we do not graduate students, EWCTC has set requirements for students who wish to earn a Certificate of Completion from the school. These requirements include the following:

- Complete all Program of Study competencies
- Complete a PDE-approved occupational end-of-program assessment
- Demonstrate proficiency on Keystone Literature Assessment or Project Based Assessment
- Demonstrate proficiency on Keystone Algebra Assessment or Project Based Assessment
- Demonstrate proficiency on Keystone Biology Assessment or Project Based Assessment
- Present an “Competent” or “Advanced” portfolio
- Earn a high school diploma

## **Comprehensive Planning Process**

The strategic plan was developed in two phases. During Phase 1 a core team of selected staff members developed the initial draft of the Comprehensive Plan. This draft copy was presented to the Comprehensive Planning Committee as well as the faculty for recommendations and approval. All proposed changes were reviewed by the core team and entered into the plan.

During Phase 2 the core team refined the Comprehensive Plan. The Professional Education, Teacher Induction, and Student Services committees drafted their individual plans. The plans were presented to the comprehensive planning committee for recommendations and approval. After final revisions, the Joint Operating Committee reviewed and authorized the public display of the plans for final review by stakeholders.

The Comprehensive Planning Committee will meet annually to check progress on the plan and make recommended improvements.

## Comprehensive Planning Committee

Name	Affiliation	Membership Category	Appointed By
David Martin	Latrobe Chamber of Commerce	Community Representative	Joint Operating Committee
Peter Mahoney	St Vincent College	Community Representative	Joint Operating Committee
Luke Smetak	Eastern Westmoreland CTC	Student/Class President	Joint Operating Committee
Bill Thompson	Westmoreland-Fayette WIB	Community Representative	Joint Operating Committee
Todd Weimer	Eastern Westmoreland CTC	Administrator	EWCTC Administration
Lindsey Smetak	Eastern Westmoreland CTC	Parent/Teacher	Joint Operating Committee
Roxanne Mullen	Mullen Refrigeration	Business Representative	Joint Operating Committee
Christina Sutter	Kennametal	Business Representative	Joint Operating Committee
Joy Gezo	Eastern Westmoreland CTC	Edu Specialist - Special Populations	Peers
Kurt Keller	B.A.C Local 9	Business Representative	Joint Operating Committee
Lisa Newhouse	Eastern Westmoreland CTC	Edu Specialist – Cooperative Education	Peers
Gary Zacur	Eastern Westmoreland CTC	Secondary Teacher	EWCTC Education Association
Ben Shaw	Eastern Westmoreland CTC	Secondary Teacher	Peers
Heather Kaecher	Eastern Westmoreland CTC	Ed Specialist - School Counselor	Peers

Jeff Wareham	PACE Industries	Business Representative	Joint Operating Committee
Kathryn Elder	Eastern Westmoreland CTC/Greater Latrobe	JOC Chair/GLSD Board	Joint Operating Committee
Lois Noonan	Excelsa Health	Business Representative	Joint Operating Committee
Paula Rendine	Westmoreland County CTC	Community Representative	EWCTC Administration
Lucinda Nicely	Eastern Westmoreland CTC/Derry	Board Member	Joint Operating Committee
Marie Bowers	Eastern Westmoreland CTC	Administrative Director	EWCTC Administration
Irma Hutchinson	Eastern Westmoreland CTC/Ligonier	Board Member	Joint Operating Committee
Rick Okraszewski	Carpenters Training Center	Business Representative	Joint Operating Committee
Bill Wilson	Eastern Westmoreland CTC	Secondary Teacher	Peers
Judy Swigart	Superintendent of Record	EWCTC/Greater Latrobe School District	Joint Operating Committee
Mike Amrhein	California University	Community Representative	Joint Operating Committee
Jacob Banks	Star Nissan	Business Representative	Joint Operating Committee
Steve Hausman	Latrobe Health and Rehab Center	Business Representative	Joint Operating Committee
Scott Chappell	Eastern Westmoreland CTC	Business Manager	EWCTC Administration

## Goals, Strategies and Activities

### RIGOR

**Goal 1:** Ensure high quality curricula assets (model curriculum, learning progressions, units, lesson plans, equipment, content resources and business and industry resources) are aligned with academic and industry related standards and fully accessible to teachers and students

#### Indicators of Effectiveness

**Data Source:** Benchmark data, POS competency task list, NOCTI, OAC Recommendations, and Keystone scores

**Specific Targets:** Annual -NOCTI increase of 2%, 2% increase on Keystone, 5% increase POS completion, increase enrollment in manufacturing and health programs of 5%

#### *Strategy 1: Implement Career Pathways Model*

Action	Implementation Activities
Implement the NC3T model for Career Pathways with support from BCTE	<ul style="list-style-type: none"> <li>• Coordinate Pathways model with Derry and Latrobe</li> <li>• Work with Forum on Workforce Development to expand to regional model</li> <li>• Roll out Pathways annually (engineering/industrial tech, science and health, human services, arts and communication, business, finance and informational technology)</li> <li>• Research Advanced Careers with SREB and Benedum Foundation</li> <li>• Provide on-going related PD to teachers and team members</li> <li>• Serve as a model for other CTC's and school districts</li> </ul>
<b>Person Responsible</b> Director	<b>Timeline for Implementation</b> <b>Start:</b> Sept 2016 <b>Finish:</b> June 2019
<b>Resources</b> \$10,000	

**Strategy 2: Curriculum Development and Increased Academic Rigor**

Action	Implementation Activities
Fully Integrate Academic and Industry Standards into the Programs of Study and at the student level	<ul style="list-style-type: none"> <li>• Provide Professional Development monthly through the Professional Learning Communities model</li> <li>• All staff will be trained on the use of the SAS on the PA Portal for curriculum alignment and resources</li> <li>• Continue MAX teaching strategies – Level 2 and application of Collins Writing Program</li> <li>• Implement Project Based Learning School-wide</li> <li>• Provide professional development on teaching methods to support IEP students including Adapt Training</li> <li>• Implement best practices in math and literacy with SREB support</li> <li>• Coordinate Keystone Preparation Services with SSs</li> <li>• Provide PD on rigorous Portfolio Development and Project Based Learning</li> <li>• Develop team teaching with academic and CTE instructors</li> <li>• Continue the use of teaching assistants</li> </ul>
<b>Person Responsible</b> Director	<b>Timeline for Implementation</b> <b>Start:</b> Aug 2016 <b>Finish:</b> June 2019

**Strategy 3: Enhance Technology Infrastructure and Access**

Action	Implementation Activities
Expand the use of technology in the programs and increase access for teachers and students	<ul style="list-style-type: none"> <li>• Research funding sources to increase technology infrastructure and resources</li> <li>• Provide Training in the use of Google Education Platform and Prezi</li> <li>• Integrate technology into classroom instruction including video/virtual conferencing</li> <li>• Continue to digitize curriculum and electronic lessons</li> <li>• Develop on-line learning component for each program</li> <li>• Provide on-line student portal for self-directed access to curriculum, instruction and standards</li> <li>• Increase computer access with mobile computer lab</li> </ul>
<b>Person Responsible</b> Director and Computer Instructor	<b>Timeline for Implementation</b> <b>Start:</b> Aug 2016 <b>Finish:</b> Jun 2019
<b>Resources</b> \$30,000	

**RELEVANCE**

**Goal 2:** Establish a system within the school that increases career and industry relevance in our programs, expands relationships with industry and postsecondary, and ensures the school’s resources address the school’s vision and mission, so that all students achieve advanced scores on the NOCTI test, achieve industry certifications, and are prepared to enter the workplace and postsecondary .

**Indicators of Effectiveness**

**Data Source:** Articulation Agreements, Dual Enrollment courses, Career Pathways, OAC minutes and recommendations, Industry visits, Labor Market Study, Program Accreditation, Alumni membership

**Specific Targets:** Annual increase in the number of articulation agreements and dual enrollment courses by 5%, Implementation of Career Pathways, Increase OAC’s to 15 members, Field trips to 2 per program per/yr, Accreditation for all programs, Increased funding for Equipment/Resources by 25%, Increase Industry Certifications 2% Annually, conduct one Joint In-Service

*Strategy 1: Dual Enrollment and Articulation*

<b>Action</b>	<b>Implementation Activities</b>
Expand postsecondary options by articulating programs and creating dual enrollment opportunities	<ul style="list-style-type: none"> <li>• Increase the number of articulation agreements with the community college</li> <li>• Seek articulation agreements with other two-year associate degree programs</li> <li>• Seek articulation with four-year colleges for BAS</li> <li>• Increase the number of dual enrollment courses offered</li> <li>• Create dual enrollment pathways in collaboration with the sending districts that combine academic with CTE and culminate in seamless postsecondary transition</li> </ul>
<b>Person Responsible</b> Director	<b>Timeline for Implementation</b> <b>Start:</b> Aug 2016 <b>Finish:</b> Jun 2019
<b>Resources</b> N/A	

*Strategy 2: Increase Industry Involvement in the CTC*

Action	Implementation Activities
Develop new partnerships with business and industry	<ul style="list-style-type: none"> <li>• Expand membership in Occupational Advisory Committees</li> <li>• Schedule regular employer visits and collaborative activities in all programs</li> <li>• Increase the number of student field trips to B &amp; I</li> <li>• Explore connections to curriculum models (i.e., PLTW) with the district consortium schools</li> <li>• Familiarize OAC/Employers to programs school-wide</li> </ul>
<b>Person Responsible</b> Cooperative Education Coordinator and Instructors	<b>Timeline for Implementation</b> <b>Start:</b> August 2016 <b>Finish:</b> June 2019
<b>Resources</b> N/A	

*Strategy 3: Provide High Quality CTE*

Action	Implementation Activities
Maintain high-quality, high priority occupational programs that meet labor market needs	<ul style="list-style-type: none"> <li>• Conduct labor market study to identify needs</li> <li>• Match labor market needs to current offerings</li> <li>• Survey students at sending schools</li> <li>• Conduct feasibility study for new programs</li> <li>• Make recommendation to JOC concerning alterations to existing offerings, including additions, revisions, or curtailments</li> <li>• Seek re-approval for all currently accredited programs</li> <li>• Investigate program accreditations for programs not presently accredited</li> </ul>
<b>Person Responsible</b> Director	<b>Timeline for Implementation</b> <b>Start:</b> 2017-18 school year <b>Finish:</b> 2018-19 school year
<b>Resources</b> \$10,000	

Action	Implementation Activities
Provide modern equipment and technology to meet industry standards	<ul style="list-style-type: none"> <li>• Schedule instructor visits to businesses or other CTCs to identify current industry equipment standards</li> <li>• Update lab equipment and technology based on OAC recommendations</li> <li>• Develop Targeted Jobs Tax Credit Program for Industry donations</li> <li>• Aggressively seek funding and donations from industry</li> <li>• Create Alumni Association and solicit support</li> <li>• Aggressively seek grant funding and develop a means to accept industry donations</li> <li>• Improve aesthetic image of building and grounds</li> </ul>
<b>Person Responsible</b> Director	<b>Timeline for Implementation</b> <b>Start:</b> 2017-18 school year <b>Finish:</b> 2018-19 school year
<b>Resources</b> \$300,000 (grants)	

*Strategy 4: Promote Industry Credentialing, Education and Employment*

Action	Implementation Activities
Increase the number of students receiving industry certifications and related employment	<ul style="list-style-type: none"> <li>• Explore methods to assist students with funding for certification exams</li> <li>• Investigate new industry certifications available for programs</li> <li>• Expand job development program and placement services</li> <li>• Develop a database of past and current graduates in the market for employment</li> <li>• Expand internship opportunities</li> <li>• Conduct 3 year follow-up studies</li> </ul>
<b>Person Responsible</b> Principal and Co-op Coordinator	<b>Timeline for Implementation</b> <b>Start:</b> August 2016 <b>Finish:</b> June 2019
<b>Resources</b> N/A	

<b>Action</b>	<b>Implementation Activities</b>
Enhance teacher and industry connections by exposing educators to local industry	<ul style="list-style-type: none"> <li>• Assist teachers in maintaining up to date technical training in industry</li> <li>• Provide opportunities for technical training for teachers</li> <li>• Coordinate a joint in-service at CTC for sending school educators to interact with local employers</li> <li>• Expose district educators to local industry by coordinating sending school educator visits to local businesses</li> </ul>
<b>Person Responsible</b> Director	<b>Timeline for Implementation</b> <b>Start:</b> August 2016 <b>Finish:</b> June 2019
<b>Resources</b> \$6000	

**RELATIONSHIPS**

**Goal 3: Ensure each member of the school community promotes, enhances, and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process**

**Indicators of Effectiveness**

**Data Source:** Safe School Report, Student Surveys, School Climate Survey, SAGE Assessment

**Specific Targets:** Decrease in discipline referrals/suspensions by 2% annually, 80% positive response rate on School Climate Survey, 95% placement correlation on SAGE

*Strategy 1: Character and Social Skill Building*

<b>Action</b>	<b>Implementation Activities</b>
Develop a culture of mutual respect through the implementation of social skills and character building training	<ul style="list-style-type: none"> <li>• Research various character building/social skills programs</li> <li>• Continue our RESPECT Code of Conduct and assembly reinforcement program</li> <li>• Deliver employability skills training in each program</li> <li>• Deliver an anti-bullying curriculum</li> <li>• Provide training in conflict resolution and problem solving</li> </ul>
<b>Person Responsible</b> Principal	<b>Timeline for Implementation</b> <b>Start:</b> August 2016 <b>Finish:</b> June 2019
<b>Resources</b> \$15,000 (Safe School Grant)	

Strategy 2: *Safe and Supportive Schools*

Action	Implementation Activities
<p>Create a positive and safe school climate and working environment</p>	<ul style="list-style-type: none"> <li>• Develop a comprehensive Safe School Plan</li> <li>• Research recommended school training programs such as ALICE</li> <li>• Provide training to all participants, teachers and students in safe school procedures</li> <li>• Conduct on-going school climate surveys</li> <li>• Conduct violence prevention and anti-bullying workshops</li> <li>• Provide suicide prevention training to staff</li> <li>• Provide mandatory reporter training for staff</li> <li>• Provide SDS, fire safety, and CPR Training for staff</li> <li>• Health related training</li> <li>• Provide education in classroom management using a researched based program</li> <li>• Provide training in confidentiality</li> </ul>
<p><b>Person Responsible</b> Principal and Guidance Counselor</p>	<p><b>Timeline for Implementation</b> <b>Start:</b> August 2016 <b>Finish:</b> June 2019</p>
<p><b>Resources</b> \$10,000</p>	

Action	Implementation Activities
<p>Expand communication with parents, districts, and community</p>	<ul style="list-style-type: none"> <li>• Utilize web site and other technology to enhance communication with parents</li> <li>• Appoint student to represent the CTC at school board meetings</li> <li>• Publish an EWCTC newsletter each semester</li> <li>• Contribute information to sending school newsletters</li> <li>• Coordinate time schedules with districts to maximize instructional time on task</li> <li>• Develop community initiatives for student organizations</li> <li>• Establish a plan for service learning opportunities for all students</li> </ul>
<p><b>Person Responsible</b> Principal and Guidance Counselor</p>	<p><b>Timeline for Implementation</b> <b>Start:</b> August 2017 <b>Finish:</b> June 2019</p>
<p><b>Resources</b> \$6,000</p>	

Strategy 3: *Recruitment and Retention Services*

Action	Implementation Activities
Develop marketing plan to improve public relations and our school image	<ul style="list-style-type: none"> <li>• Develop comprehensive marketing plan that includes market research and promotional planning</li> <li>• Develop public relations materials to promote a modern school image</li> <li>• Implement community outreach activities and orientation programs</li> </ul>
<b>Person Responsible</b> Director and Guidance Counselor	<b>Timeline for Implementation</b> <b>Start:</b> 2016-17 school year <b>Finish:</b> 2017-18 school year
<b>Resources</b> \$15000	

Action	Implementation Activities
Provide career awareness and exploration activities K-12	<ul style="list-style-type: none"> <li>• Introduce grade 3 and 5 students to career interest activities</li> <li>• Introduce students in grades 6 and 8 to the opportunities available through nontraditional career choices and the range of training program including technical education</li> <li>• Conduct grade 6 and grade 9 tours of the CTC</li> <li>• Participate in open house activities at the elementary and secondary level</li> <li>• Organize and conduct summer career camps for middle school students (funding based)</li> <li>• Participate in career events with EWCTC staff and student presenters</li> <li>• Provide pre-vocational assessment/placement services for students with disabilities</li> </ul>
<b>Person Responsible</b> Guidance Counselor	<b>Timeline for Implementation</b> <b>Start:</b> August 2016 <b>Finish:</b> June 2019
<b>Resources</b> \$25,000 (grants)	

Action	Implementation Activities
Implement the Academic and Career Counseling components of the Guidance Plan	<ul style="list-style-type: none"> <li>• Provide on-going peer support and specialized training for non-traditional students</li> <li>• Conduct small group student orientations at the beginning of the school year</li> <li>• Develop and monitor individual student career plans</li> <li>• Monitor students' grades and overall progress in their program</li> <li>• Monitor students program of study from secondary to postsecondary school and provide transition services</li> <li>• Continue to provide SAP Services</li> <li>• Conduct weekly retention meetings</li> </ul>
<b>Person Responsible</b> Guidance Counselor	<b>Timeline for Implementation</b> <b>Start:</b> August 2016 <b>Finish:</b> June 2019
<b>Resources</b> \$0	

## Parent and Community Participation

Parent and community involvement is essential to EWCTC meeting its mission. Parents are involved to address individual student needs and to assist with school-wide planning. Community involvement includes both our involvement with local groups and industry partnerships with our school programs.

### Parent Involvement

Parents or guardians are included on an individual basis when discussing the progress of their child. Teachers and administrative staff have frequent communication with parents to address concerns and student progress. Report cards and progress reports are sent home for their review. Parents attend Individual Education Plan meetings, orientation, and open houses. Parents are included on the Perkins Participatory Planning Committee, Occupational Advisory Committees, the Local Advisory Committee, and special committees including the strategic planning committee. The Parent Advisory Council meets to discuss key issues and concerns affecting our students, to exchange ideas related to our school, and to encourage parent participation in EWCTC activities.

### Community Involvement

Each of our programs has a committee of business representatives that advise teachers on business and industry trends and safety issues. These representatives meet regularly at the school and participate in individual program reviews. Approximately 150 businesses are represented on these committees.

## Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
Experienced and knowledgeable staff that is highly qualified	EWCTC has been highly successful in its efforts to hire and retain excellent staff. The school's mentoring and induction programs have played a major role in this success
English and reading academic support for teachers	EWCTC's on-staff English teacher provides support to the teaching staff for writing assessment and writing skill development, as well as support for reading instruction. Using a team teaching model, teachers learn to apply strategies for improving reading comprehension and student engagement.
Technology support for staff and students	Technology support is provided by the Westmoreland Intermediate Unit and by local staff.
Postsecondary education partners	Through Westmoreland County Community College, California University of PA, and other institutions of higher education, our students receive credits for EWCTC programs and dual enrollment opportunities. These partners also assist our school in Program of Study development.
Business and industry partners	Business and industry representatives serve on EWCTC committees, support our programs and students, and advise staff on industry needs.
Teaching assistants	Teaching assistants are available in programs to assist students with learning needs.
Guidance and school counseling services	The school counselor provides services to students individually or in groups to assist students in resolving issues. The counselor also serves as a liaison with parents and sending schools, monitors students' grades, and recommends students to student assistance programs.
Active student organizations	Students participate in SkillsUSA, NTHS, Red Cross Club, Technology Student Association, Home Builders Association, and BattleBots.
Remedial services for academic subjects	Students receive remedial assistance in reading, math, and science through software programs such as Study Island and Odyssey, as well as with individualized staff support.
Progress monitoring and learning support for special needs students	The special needs coordinators monitors students' classroom progress and provides extra support as needed.
Career guidance and planning for all students	A comprehensive K-12 career guidance program has been developed in conjunction with sending schools. This program includes planning for transition to postsecondary schools.
Cooperative education program	A capstone cooperative education allows students to apply their technical skills in the workplace and develop soft skills for job placement and retention.
Placement and assessment for special needs students	Special needs students are assessed for appropriate placement into EWCTC programs. This assessment includes SAGE testing and career exploration.
Dual Enrollment	The school counselor monitors dual enrollment students' grades and transcripts, tracks students' academic courses at the sending school, and assists these students in their transition to postsecondary school.

**Signatures**

Date Submitted to PDE \_\_\_\_\_

School District/AVTS/Charter School

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Zip Code: \_\_\_\_\_

IU#: \_\_\_\_\_

Chief School Administrator: \_\_\_\_\_

Telephone (area code): \_\_\_\_\_ # \_\_\_\_\_

We affirm that this Comprehensive Planning document was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the report was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum of 28 days whichever comes first.

\_\_\_\_\_  
Signature Date  
School Board Secretary

\_\_\_\_\_  
Signature Date  
School Board President

\_\_\_\_\_  
Signature Date  
Chief School Administrator