

York Co School of Technology

CTC Plan

07/01/2021 - 06/30/2024

CTC Profile

Demographics

2179 South Queen Street
York, PA 17402
(717)741-0820

AYP Status: Not Provided
Administrative Director: David Thomas

Planning Process

- August 24, 2015: Directors Office
- Sue Kanigsberg, Lincoln Intermediate Unit Assistant Director of Educational Services, meets with Dr. David Thomas, Administrative Director and Scott Rogers, Assistant Administrative Director to review the Comprehensive Planning process, offline guidance tool, web interface, and share best practices.
- November 11, 2015, December 4, 2015, January 15, 2016: Directors Office
- Dr. David Thomas, and Scott Rogers, review the Comprehensive Planning Career and Technical Center Planning Offline Guidance Tool to develop a plan and framework of tasks to complete that aligned with the Phase 2 CTC Comprehensive Planning Work Flow timeline. They also identified stakeholder groups that would be utilized to gather insight to help drive the development of the Comprehensive Plan. Frequent meetings were held throughout the year to further review and revise the process to sustain momentum and ensure the completion of the plan.
- Stakeholder groups that were utilized as a part of the Comprehensive Planning CTC process included: High School Administrative Team, Adult Education Team, High School Cabinet Leadership Team, High School Comprehensive Planning Teacher Team, Parent Comprehensive Planning Team, Local Advisory Committee, Superintendent of Record, and our Joint Operating Committee.
- December 9, 2015, February 3, 2016, March 8, 2016, May 5, 2016, August 10, 2016, September 14, 2016, October 25, 2016: High School Leadership Team, Director's Office
- The High School Cabinet Leadership team made up of High School Cabinet Academic and Career and Technical Education Curricular Leaders as well as the High School Administrative Team met frequently to review the Comprehensive Planning document, and outline the needs and process

necessary to gather insight for completion of all Comprehensive Plan components. This group conducted the development of the needs assessment, analyzed the data, identified accomplishments and concerns, and participating in the drafting of the Comprehensive Plan as a whole as well specific components of the Action Plans.

- April 20, 2016 and October 19, 2016: Local Advisory Committee, Community Board Room
- Reviewed the Comprehensive Planning process with the LAC in April. Facilitated discussions and solicited input for several areas of the Comprehensive Planning document.
- March 30, May 4, and August 16-17, 2016 Faculty Meetings: Cafeteria and Auditorium: Shared Comprehensive Plan and process with Faculty
- May 31, 2016 -June 7, 2016: York County School of Technology Faculty and Staff Survey via Survey Monkey
- Solicited input and feedback from all York County School of Technology employees on several components of the Comprehensive Planning document including Mission Statement, Vision Statement, Shared Values, Needs, Concerns and suggestions for Action Plan items.
- August 22, 2016, September 2, 2016, October 6, 2016: Adult Education Leadership Team, Assistant Directors Office
- Meeting with Adult Education leaders to review and embed Adult Education into Comprehensive Planning document
- July 18, 19, 20, 2016: High School Administrative Team Retreat to review, revise, and further enhance the Comprehensive Planning process.
- September 2, September 23, and October 6, 2016: High School Comprehensive Planning Teacher Team to review and edit current plan, identify concerns, and assist with further development of Action Plans.
- Facilitate discussion, gather insight, and edit with a group of teachers regarding the contents of the Comprehensive Planning document.
- March 4, 2016 and October 5, 2016: Parent Comprehensive Planning Team, Media Center
- Held focus groups with parents to review Comprehensive Planning document, solicit insight and feedback.
- October 14, 2016: Lincoln Intermediate Unit, Sue Kanigsburg, Assistant Director for Educational Services
- Web Conference to review comprehensive plan progress and finalize actions plans

- October 24, 2016: Reviewed plan with Administrative Team
- October 25, 2016: Reviewed plan with High School Cabinet Leadership team
- October 26, 2016: Present Comprehensive Plan to Joint Operating Committee representatives
- Post Plan on www.ytech.edu website for 28-day public review
- November 22, 2016: Joint Operating Committee Comprehensive Plan Approval
- December, 2017: Comprehensive Planning Team votes to continue meeting to promote the Values and the Mission of the school
- January, 2017: Team meets and decides to transition name and focus to V2 Team: Values and Vision team
- February, 2017: Plan is developed to survey faculty on the "What Core Values Define York Tech?"
- March, 2017: School-wide Values Survey is introduced at Faculty meeting and student climate survey is administered school wide.
- April and May, 2017: V2 Meetings are held to analyze data from surveys, International Baccalaureate program is initiated
- June, 2017: Values and Vision Team Finalize Six Core Values and Mission Statement
- July, August, 2017: Presentations are developed by V2 Team to introduce Values School Community Initiatives and to share Student Climate Survey Data
- September, 2017: V2 meets and invites all Faculty and staff from the school to participate in monthly meetings to develop and carry out a number of initiatives focused on School Climate, Faculty and Student Recognition
- October, 2017: Comprehensive Plan posted for 28 Day Review on www.ytech.edu
- November, 2017: JOC approves Comprehensive Plan

Scott Rogers, Assistant Director is the Lead Administrator on coordinating the planning and facilitating insight from stakeholder groups.

Mission Statement

The York County School of Technology is dedicated to providing high quality, dynamic academic and technical education for students, emphasizing professional skills while fostering the development of compassionate, lifelong learners who appreciate unique differences of other individuals and cultures.

Revised 8/2017

Vision Statement

The vision of York County School of Technology is to provide a college and career ready technical and academic education that meets the needs of the diverse student population of York County, Pennsylvania. Our goal is to offer strong technical programs that prepare students for the technical needs and demands of the ever-changing workplace, and to provide multiple options upon graduation including entering the workforce and/or post-secondary education.

Shared Values

The Educational Community of York County School of Technology believes that all students:

- Will successfully learn a rigorous and relevant academic and technical curriculum.
- Will be college and career ready upon graduation from York County School of Technology.
- Will be prepared to enter the workforce in a competitive field, and earn a family sustaining wage.
- Will develop a competitive edge in technical skills that will provide graduates a labor market advantage when entering the workforce.
- Will contribute as a productive member of a diverse workforce and democratic society displaying tolerance and respect for diversity among our educational community and future co-workers.
- Will develop the skills to work collaboratively, actively participate within a democracy, and contribute to the ever-changing global economy.

The York County School of Technology implemented the following school wide Values during the 2017-2018 School Year:

Spartan Nation Core Value Statements

YORK TECH SPARTANS VALUE Professionalism Spartans are on time, prepared and engaged. Innovation Spartans are bold and creative problem solvers. Integrity Spartans are honest, trustworthy and responsible. Empathy Spartans are kind, understanding and supportive. Optimism Spartans are positive, constructive and helpful. Perseverance Spartans are steadfast in the pursuit of success.

Educational Community

- Our secondary student body is made up of 1680 high school students from 14 school districts in grades 9-12 that represent urban, suburban, and rural communities of York County, Pennsylvania. Our population is made up off 63% Caucasian, 16% Latino, and 9% African-American, and 11% other.
- Our school community serves a student body made up of approximately 60% free and reduced lunch, 28% Special Education, and 4% ELL.
- Our school budget is approximately \$21.6 million and is supported by 14 member districts that annually cover the expenses of the school.
- There is a diverse industry base within York County that includes: manufacturing, health care, service industries, agriculture, retail, government, and transportation and logistics.
- Our school's community resources include the York County Economic Alliance, York County Alliance for Learning, South Central Workforce Investment Board, TechlinkPA, and the York Area Regional Police.
- Our organizational resources include our Joint Operating Committee, Professional Advisory Committee, Local Advisory Committee, and CTE program Occupational Advisory Committee.
- We offer students a comprehensive career and technical education in 25 technical areas. Students are able to participate in a variety of extra-curricular activities including athletics and career and technical student organizations. Our technical programs participate actively within several community service opportunities that include: building playgrounds for the Leg Up Farm and Jewish Community Center, as well as providing student labor for Habitat for Humanity building projects, and serving holiday meals for Shadowfax; a company that serves adults with disabilities.
- The York County community provides several opportunities for student cooperative education work experiences.
- York County Industry professionals advise our individual CTE programs on current skills, curriculum, and equipment through our Occupational Advisory Committees.

- The community and organizational members are committed to further development and enhancement of a well-respected comprehensive career and technical high school.
- Our Adult Education program annually serves the workforce development needs for over 2000 adults from York County and the South Central Pennsylvania Workforce Development Region.

Planning Committee

Name	Role
Sarah Koveleski	Administrator : Professional Education
Andrew Loehwing	Administrator : Professional Education
Gerard Mentz	Administrator : Professional Education
Stuart Savin	Administrator
John Stearns	Administrator : Professional Education
Dave Thomas	Administrator : Professional Education
Scott Rogers	Building Principal : Professional Education
Deborah Rohrbaugh	Business Representative : Professional Education
Susan Workinger	Business Representative : Professional Education
Lisa Delorenzo	Community Representative : Professional Education
Ellie Lamison	Community Representative : Professional Education
Skye Smith	Ed Specialist - Instructional Technology : Professional Education
Nola Bassett	Ed Specialist - School Counselor : Professional Education
Nick Snider	Ed Specialist - School Counselor
not applicable for submission	Elementary School Teacher - Regular Education : Professional Education
Not applicable for submission	Elementary School Teacher - Regular Education : Professional Education
Lizzy Bolen	High School Teacher - Regular Education
Brooke Borden	High School Teacher - Regular Education
Melissa Chapman	High School Teacher - Regular Education
Jim Collins	High School Teacher - Regular Education : Professional Education
Karen Dentler	High School Teacher - Regular Education
Kim Duggan	High School Teacher - Regular Education

Joe Heidler	High School Teacher - Regular Education : Professional Education
Valerie Heverly	High School Teacher - Regular Education : Professional Education
Rich Johnson	High School Teacher - Regular Education : Professional Education
Nina Kostalas	High School Teacher - Regular Education
Therese Laucks	High School Teacher - Regular Education
LarLyn Muller	High School Teacher - Regular Education
Rob Sealover	High School Teacher - Regular Education
Jen Smith	High School Teacher - Regular Education : Professional Education
Richard Smith	High School Teacher - Regular Education : Professional Education
Mark Stuckey	High School Teacher - Regular Education
Karen Lenz	High School Teacher - Special Education : Professional Education
Sue Kanigsberg	Intermediate Unit Staff Member
Not applicable for submission	Middle School Teacher - Regular Education : Professional Education
NOT APPLICABLE FOR SUBMISSION	Middle School Teacher - Regular Education : Professional Education
Ronda Abbott	Parent : Professional Education
Donna Belaus	Parent : Professional Education
Denise Goshkey	Parent
Melody Hoffman	Parent : Professional Education
Jody Kessinger	Parent
Joanne Prettyman	Parent : Professional Education
Amy Rowcliffe	Parent
Jessica Shelley	Parent : Professional Education
Brett Frey	Special Education Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

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

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

N/A

Adaptations

Checked answers

- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

- Arts and Humanities
- Economics
- Environment and Ecology

- Family and Consumer Sciences
- Geography

Explanation for any standards checked:

Curriculum was developed over the term of the last Comprehensive Plan. Curriculum meetings are held throughout the school year to analyze and reflect what is working with the curriculum and support is provided to teachers and curricular leaders to develop and/or revise curriculum during the summer for fall implementation. We want to develop a curriculum audit and revision cycle to ensure our curriculum is aligned to the PA core standards that are identified above and generate proficient student performance on Keystone Exams.

Curriculum

Planned Instruction

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

Processes used to ensure Accomplishment:

Our school has implemented a curriculum development and revision process that is supervised by our team of administrators and Curricular Leaders who supervise curriculum. Academy Principals and Curricular leaders conduct a professional development training program focused upon an Understanding-By-Design model for all teachers writing a specific academic or technical curriculum. The teachers are then provided with a dedicated number of curriculum days to work in teams during the summer to develop the curriculum and submit the finished product to the Curricular Leader and corresponding administrative leader to review. After the curriculum is reviewed, it is forwarded to the JOC for approval.

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

N/A

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.

Approximately 28% of our students have IEP's that list specific accommodations and modifications that assist students in meeting the rigorous curriculum standards. Our faculty consists of 17 special education teachers, that plan collaboratively with academic teachers to deliver co-taught instruction in academic areas to increase student achievement. We also have one emotional support teacher, one life skills teacher, and school wide instructional coach who assists all teachers throughout the building. Our Special Education department is led by our Supervisor of Special Education and Assistant Supervisor of Special Education. our Supervisor of Special Education facilitates all Co-Teaching training and meetings. All academic and technical teachers are currently involved in curricular related professional development focused upon curriculum revisions and development, MAX teaching strategies to enhance literacy for all students, and data analysis to increase NOCTI and Keystone scores. On September 2, 2016, our entire faculty and staff participated in a professional development program focused on Special Education facilitated by our Special Education Solicitor, Sharon Montayne.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators
- Career Cluster Chairs
- Instructional Coaches

Unchecked Answers

- Not Reviewed

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

Our administrative team (eight administrators) perform informal walk-throughs and formal observations with teachers throughout the year. We utilize PAETEP, a web-based observation program that aligns with the PDE Framework for Teacher Evaluation. This framework is how we evaluate the instructional strategies being utilized within classrooms. We will also be

capitalizing on an instructional coach who can work with all faculty members to review lesson plans, curriculum, data, and implement quality instructional strategies. We plan on evaluating different walk-through tools to select one that we can utilize to gather and analyze walk-through data. We do have differentiated supervision model in place where teachers work in peer observation teams. Non-Tenured teachers have a bi-annual evaluation and tenured teachers have an annual evaluation completed by their supervising administrator.

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

N/A

Responsiveness to Student Needs

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

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

N/A

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.

York County School of Technology has a full time Human Resource Specialist that facilitates all recruitment of qualified teacher candidates. Vacancies are advertised on ytech.edu, PA Educator.net, and local newspapers. A rigorous interview process is employed that includes a screening interview, follow up interviews, and a lesson demonstration by teacher candidates. Our interview process involves several stakeholders, including current faculty members and students. Our administration strives to assign teachers to their highly qualified subject areas.

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

York County School of Technology has a full time Human Resource Specialist that facilitates all recruitment of qualified teacher candidates. Vacancies are advertised on ytech.edu, PA Educator.net, and local newspapers. A rigorous interview process is employed that includes a screening interview, follow up interviews, and lesson demonstration by teacher candidates that involves current faculty members and students. Our CTE teachers complete the Penn State University Workforce Education Teacher certification program. Teachers take the Occupational Competency Assessment that qualifies them to teach within their corresponding CIP code.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 21/22	SY 22/23	SY 23/24
Total Courses	27.00	27.00	27.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	0.50	0.50	0.50
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	9.00	9.00	9.00
Electives	3.00	3.00	3.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Local Assessments

(Comprehensive CTC who graduate students only)

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

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

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education

program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

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

Methods and Measures

Summative Assessments

- Keystone Exams
- NOCTI
- NIMS
- Academic department developed common assessments
- Agile Mind Intensified Algebra curricular common assessments and progress monitoring assessments

Benchmark Assessments

- Academic department common benchmark assessments
- Classroom Diagnostic Tool
- Pre-NOCTI and Progress NOCTI
- Agile Mind Intensified Algebra curricular and progress monitoring assessments

Formative Assessments

- Exit tickets
- Progress monitoring
- Scientific experiments
- Academic department and individual teacher developed formative assessments
- Written work by students
- Products and projects
- Agile Mind Intensified Algebra curricular and progress monitoring assessments

Diagnostic Assessments

- Classroom Diagnostic Tool: English, Math, Science
- Individual teacher developed assessment tools
- GRADE
- Pre-NOCTI and Progress NOCTI Data Analysis Individualized Student Improvement Plan Development
- Agile Mind Intensified Algebra curricular and progress monitoring assessments

Validation of Implemented Assessments

(Comprehensive CTC only)

Checked answers

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

Unchecked answers

- External Review
- Intermediate Unit Review

Provide brief explanation of your process for reviewing assessments.

Academic and Technical Curricular Leaders review curriculum with their supervising administrator of curriculum. Teachers who teach the curriculum, review and revise the curriculum annually through monthly meetings and end of school curriculum development workshops. We are considering developing an external review team during the next phase of our CTC plan. We are also working towards the development and implementation of an academic and technical integration and literacy plan.

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.

York County School of Technology administers the Keystone Exams.

Collection and Dissemination

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

All Keystone and NOCTI data is distributed to the Administrative team and Curricular Leaders. The data is analyzed by individual teachers and a school data collaboration team. The information is shared with departments to drill down to the standards of the common core. Performance and curriculum data is analyzed by individual teachers so they can assess how their own students are doing on standardized assessments. All teachers utilize data to develop their Student Learning Objectives. Technical Teachers utilize Pre-NOCTI and Progress NOCTI data to have students develop their own individualized NOCTI improvement plans that correspond with their NOCTI Preparation Study Guides.

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.

Academic departments meet monthly in course specific teams to review and analyze assessment data to determine appropriate instructional strategies to meet student needs through curriculum revision. CTE teachers review Pre-NOCTI and end of program NOCTI assessment data to revise task lists and skill development to increase student achievement.

Assessment Data Uses

(Comprehensive CTC only)

Checked answers

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

Unchecked answers

None.

Provide brief explanation of the process for incorporating selected strategies.

Common assessment results are shared and analyzed monthly within academic department meetings.

Technical teachers analyze pre-NOCTI, Progress NOCTI, and Post-NOCTI data and facilitate students to develop their own NOCTI improvement plans.

Keystone data (specific to PA Assessment anchors and eligible content) is analyzed by Keystone specific teachers and shared with the entire faculty by Curricular Leaders to enable all faculty members to implement content and reinforce skills necessary across all curriculums to increase Keystone achievement. There is also a school wide data team that analyzes standardized test data and communicates strategies to teachers.

Curriculum is developed utilizing the Standards Aligned System to include content, skills, instructional strategies and implement standards-aligned learning objectives.

Professional development is focused upon increasing the implementation of research based instructional strategies to increase student achievement.

Teachers work collaboratively in curriculum teams and technical pathways to develop and revise curriculum and implement research based instructional strategies.

York County School of Technology has a Supervisor and Assistant Supervisor Special Education and an instructional coach that can assist teachers in modifying or adapting strategies to increase student mastery.

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

N/A

Distribution of Summative Assessment Results

Checked answers

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

- School Calendar
- Student Handbook

Unchecked answers

None.

Provide brief explanation of the process for incorporating selected strategies.

- Communications and Outreach Coordinator prepares and distributes summative assessment materials to the public via website, social media, and local press
- Director of Student Services prepares summative assessment reports to send to students and families
- Administrative Team and Curricular Leaders present and share summative assessment information and data with the entire faculty

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

N/A

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- School-wide Positive Behavioral Programs
- 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

Unchecked answers

None.

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

N/A

Screening, Evaluating and Programming for Gifted Students

(Comprehensive CTC only)

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

Gifted students are typically identified by their sending school district prior to their start date at York County School of Technology. Students who are not identified as gifted, may go through a process coordinated through our Supervisor of Special Education to be identified if eligible.

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

We participate with the Lincoln Intermediate Unit to provide the annual public notice of services. Parents or teachers may make a referral if they believe the student may be gifted. If the parent makes the request or agrees, the permission to evaluate is sent and the process begins.

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

If a parent or teacher believes a student may be gifted, we send a permission to evaluate. When permission is received we begin the Gifted Multidisciplinary Evaluation. The school psychologist will conduct testing followed by a Gifted Written Report. If the student is found to be eligible for gifted services, the team develops a Gifted Individualized Education Plan. A Notice of Recommended Assignment is signed and services begin.

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

Gifted students have the opportunity to select honors or AP courses in core subjects. They can also take advantage of dual enrollment opportunities. Some of our gifted students have taken individual AP classes at their sending district if it is not offered at YCST. Independent study, special activities, and special projects are included. The goals in their GIEP are written so that, in particular, specially designed instruction can be delivered in the technical area, since that is typically an area of great interest for the gifted student.

Developmental Services

Checked answers

- 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

Unchecked answers

None.

Explanation of developmental services:

N/A

Diagnostic, Intervention and Referral Services*Checked answers*

- 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
- Special Education Evaluation
- Student Assistance Program
- Coordination of Services with Sending School

Unchecked answers

- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development

Explanation of diagnostic, intervention and referral services:

Currently LIU psychologists operate group sessions. We are working to have our Guidance Counselors establish and implement small-group counseling in the three areas listed above.

Consultation and Coordination Services

Checked answers

- Case and Care Management
- Community Liaison
- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Managing IEP and 504 Plans
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- System Support
- Truancy Coordination
- Coordination of Services with Sending School

Unchecked answers

- Alternative Education
- Community Services Coordination (Internal or External)
- Coordinate Plans
- Managing Chronic Health Problems
- Referral to Community Agencies

Explanation of consultation and coordination services:

N/A

Communication of Educational Opportunities

Checked answers

- 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

Unchecked answers

None.

Communication of Student Health Needs

(Comprehensive CTC only)

Checked answers

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

Unchecked answers

- Newsletters

Frequency of Communication

Frequency of communication: **Yearly**

Collaboration for Interventions

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

School counselors, school psychologists, school nurse, special education teachers, and administrators, facilitate communication with classroom teachers (academic and technical) to implement interventions for students who may be experiencing social, physical, and/or learning challenges.

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

The York County School of Technology serves 1700 students in grades 9-12 and operates a 2000 student adult education program. YCST has an onsite Hildebrandt Learning Center that serves the needs of community members, teachers, and students. We have a Cooperative Education coordinator that facilitates our youth workforce development program.

Materials and Resources

Description of Materials and Resources

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

Provide explanation for processes used to ensure Accomplishment.

The high school leadership team (Cabinet made up of the high school administrative team, academic and technical curricular leaders) meet bi-monthly to discuss and plan initiatives related to curriculum and professional development as well as additional items listed above. The academic and technical departments meet bi-monthly to review curriculum and analyze common and standardized assessment data.

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

N/A

SAS Incorporation

Standards	Status
Arts and Humanities	Not Applicable

Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Not Applicable
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation

Further explanation for columns selected "

The academic areas that are listed as >50% are being further developed and revised to include all SAS materials and resources during the next phase of the Comprehensive CTC plan. As a comprehensive CTC school, we do not have an Arts and Humanities or Geography program.

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 Act 48 team meets bi-annually to develop the professional development program for the faculty and staff of York County School of Technology. A draft is sent out to the faculty for a review and further insight and recommendations.

The administrative team (consisting of the Director, Assistant Director, Director of Student

Services, Academy Principals, Supervisor and Assistant Supervisor of Special Education) meet 2x a week throughout the school year to review and further plan professional development implementation. During the summer the high school cabinet leadership team meets to further discuss, enhance, and implement the professional education program for our faculty and staff.

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

All were selected above.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
6/13/2014
1/24/2017
The LEA plans to conduct the required training on approximately:
8/18/2022

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

Questions
The LEA has conducted the training on:
5/6/2016
The LEA plans to conduct the training on approximately:
1/24/2017

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.

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

Unchecked answers

None.

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

- Our high school administrative team works in collaboration with our high school cabinet leadership team to develop a detailed professional development plan for the development, implementation, and evaluation of school wide professional development initiatives and activities. (i.e. MAX Teaching, curriculum development, review, and revisions, Keystone, NOCTI, and common assessment data analysis)
- Every year we reinforce MAX Teaching strategies with Todd Luke of MAX Teaching. He trains new teachers during a two-day workshop, models and coaches research based instructional strategies in the classroom for both new and experienced teachers over the course of 15 days.
- Standardized assessment data as well as classroom assessment data is consistently shared and analyzed throughout the year to identify areas of need within the curriculum as well as where students need reinforcement.
- The analysis of student achievement data across the school is a focus of the school leadership team and continues to be a cornerstone for student improvement.
- Our school leadership team continues to develop detailed needs assessments that utilizes standardized assessment data to identify target professional development and alignment activities.

- We utilize SurveyMonkey to gather feedback on professional development sessions and analyze long term standardized student achievement data to evaluate and validate the overall effectiveness of our professional development program.

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

N/A

Induction Program

Checked answers

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

Unchecked answers

None.

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

The York County School of Technology Teacher Induction Program is administered by an Academy Principal and Instructional Coach to ensure all goals, objectives, and competencies listed above are met.

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

N/A

Needs of Inductees

Checked answers

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

Unchecked answers

- Student PSSA data.

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

Our teacher induction program is administered by an Academy Principal and our Instructional Coach. Our new teachers go through a three-day orientation program, two-day MAX Teaching workshop, and meet monthly as a group with the Academy Principal and Instructional Coach to review tools listed above. Each new teacher is assigned a mentor as well.

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

N/A: Student PSSA data has been replaced by Keystone data

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

Our Academy Principal, who supervises the York County School of Technology New Teacher Induction Program in collaboration with our Instructional Coach provide training to New Teacher Mentors and follow up with meetings. Our Administrative team, in cooperation with our Human Resources Specialist, select a mentor for every new teacher whose appointment is approved by the JOC.

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

N/A

Induction Program Timeline

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

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

If necessary, provide further explanation.

N/A

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The York County School of Technology conducts a monthly workshop program where time is dedicated to gathering feedback from new teachers. Several New Teacher Induction program surveys are administered via SurveyMonkey of the inductees and their mentors. The feedback is reviewed by the York County Teacher Induction Team of administrators and adjustments and changes are made based on feedback.

Recording Process

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

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

Unchecked answers

None.

Assurances

Safe and Supportive Schools

No policies or procedures have been identified.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

2016-2017 School Performance Profile: Achieved a Building Level Score of 85.8%

Accomplishment #2:

Exceeded Federal and State CTE Perkins Performance Level Indicators in 1S1 Keystone Literature, 1S2 Keystone Algebra, 2S1 Technical Skill Attainment, 4S1 Graduation Rate, 6S2 Nontraditional Completion

Accomplishment #3:

Spring of 2016: 92.36% of the Class of 2016 scored Advanced and Competent on the end of technical program specific NOCTI

Spring of 2017: 91.52% of the Class of 2017 scored Advanced and Competent on the end of technical program specific NOCTI

Accomplishment #4:

Implemented Honors and Advanced Placement courses in English, Math, Science, and Social Studies content areas.

Accomplishment #5:

Aligned several Technical Programs with industry or nationally recognized programs:

- Engineering and Advanced Manufacturing: Project Lead The Way
- HVAC/Plumbing: HVAC Excellence
- Networking/Cyber-Security and Management Information Systems: Cisco Networking Academy
- Automotive Technology and Collision Repair: ASE (Automotive Service Excellence)/NATEF (National Automotive Technicians Education Foundation)
- Carpentry, Electrical Technology, HVAC/Plumbing, Masonry: Pennsylvania Builders Association Trade Endorsed Program
- Computer Programming and Interactive Media: Project Lead The Way
- Precision Machining: NIMS (National Institute for Metalworking Skills) and NASA HUNCH (High Schools United with NASA to Create Hardware)

- Architectural Drafting and Construction Management: National Association of Home Builders National Champions 2013, 2014, 2015

Accomplishment #6:

Implementation of York County School of Technology Alumni Hotline to track and monitor placement after graduation: 717-505-4745. Selected by Pennsylvania Department of Education-Bureau of Career and Technical Education and Pennsylvania Association of Career and Technical Administrators as a best practice due to increase of post-secondary surveys being completed and submitted to PDE-BCTE for Perkins data compilation.

Accomplishment #7:

Implemented and facilitated the development of a county-wide Chapter 339 guidance plan in 2015-2017 that focus' on K-12 career development throughout the schools of our 14 member districts.

Accomplishment #8:

Implemented a three-day Summer Career Camp program focused on 7th and 8th middle school students from our member districts to have them experience three different pathways offered at York County School of Technology.

Accomplishment #9:

York County School of Technology receives national NOCTI C. Thomas Olivio Outstanding Service Award for 2015.

Accomplishment #10:

Implementation of a Non-Traditional Recruitment and Retention Program to promote and support non-traditional students enrolled in technical programs.

Accomplishment #11:

Implementation of an annual Technical Program Employer Summit that invites employers from across York County to provide in-depth insight to improve, expand, and align technical program knowledge and technical skills to future workforce needs.

Accomplishment #12:

York County School of Technology SkillsUSA has a Pennsylvania SkillsUSA State Officer for the 2016-2017 and 2017-2018 school year.

CTC Concerns

Concern #1:

Students did not meet the Keystone Exam proficiency targets in algebra, biology, and literature during the 2016-2017 school year.

Math Achievement: 66.76% Proficient

ELA: 61.48% Proficient

Biology: 55.22% Proficient

However, our growth was 100% growth on Math, 97% for ELA, decline of 50% for Biology.

Concern #2:

(21.49%) 349 students out of 1650 failed at least one course during the 2015-2016 school year. *****

Concern #3:

There was a 30% increase in the number of student discipline referrals during the 2015-2016 school year from the previous 2014-2015 school year. *****

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #5*) Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Aligned Concerns:

Students did not meet the Keystone Exam proficiency targets in algebra, biology, and literature during the 2016-2017 school year.

Math Achievement: 66.76% Proficient

ELA: 61.48% Proficient

Biology: 55.22% Proficient

However, our growth was 100% growth on Math, 97% for ELA, decline of 50% for Biology.

There was a 30% increase in the number of student discipline referrals during the 2015-2016 school year from the previous 2014-2015 school year. *****

(21.49%) 349 students out of 1650 failed at least one course during the 2015-2016 school year. *****

Systemic Challenge #2 (*Guiding Question #11*) Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Aligned Concerns:

Students did not meet the Keystone Exam proficiency targets in algebra, biology, and literature during the 2016-2017 school year.

Math Achievement: 66.76% Proficient

ELA: 61.48% Proficient

Biology: 55.22% Proficient

However, our growth was 100% growth on Math, 97% for ELA, decline of 50% for Biology.

(21.49%) 349 students out of 1650 failed at least one course during the 2015-2016 school year. *****

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

Aligned Concerns:

Students did not meet the Keystone Exam proficiency targets in algebra, biology, and literature during the 2016-2017 school year.

Math Achievement: 66.76% Proficient

ELA: 61.48% Proficient

Biology: 55.22% Proficient

However, our growth was 100% growth on Math, 97% for ELA, decline of 50% for Biology.

(21.49%) 349 students out of 1650 failed at least one course during the 2015-2016 school year. *****

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Related Challenges:

- Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.
- Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Office Referrals

Specific Targets: 30% decrease in student discipline office referrals

Type: Annual

Data Source: Keystone Exam Results

Specific Targets: Increase Keystone Biology Proficient or Advanced from 55.22% in 2017 to 66.42% 2022

Type: Annual

Data Source: Keystone Exam Literature

Specific Targets: Increase Keystone Literacy Proficient or Advanced from 61.48% in 2017 to 70.48% 2022

Type: Annual

Data Source: Keystone Exam Algebra

Specific Targets: Increase Keystone Algebra Proficient or Advanced from 66.76% in 2017 to 74.26% 2022

Strategies:

Positive Behavioral Interventions and Supports

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) 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>) 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)The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes

for students with disabilities.

Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Instruction, Safe and Supportive Schools

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> and WWC/IES Practice Guide: Reducing Behavior Problems in School Classrooms:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf)

Resource: <http://effectivestrategies.wiki.caiu.org/Programs>

SAS Alignment: Safe and Supportive Schools

PA Core Standards Implementation

Description:

"The State Board approved the final Chapter 4 regulations on September 12, 2013. The Independent Regulatory Review Commission (IRRC) approved the final regulation on November 21, 2013. With publication of Chapter 4 in the Pennsylvania Bulletin, the new regulations took effect on March 1, 2014. As part of the new regulations, Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workforce." (Source: <http://www.pdesas.org/standard/PACore>) Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Curriculum Framework

Diversity Education

Description:

York County School of Technology focuses on meeting the diverse needs of learners within the classroom. (ELs, Gifted, Special Education, etc.)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Student Discipline Support Group

Description:

School Psychologists, School Counselors, and a HS administrator will facilitate student discipline support groups as a means to decrease the frequency of individual student discipline challenges/issues.

Start Date: 7/1/2018 **End Date:** 6/30/2022

Program Area(s): Special Education, Student Services

Supported Strategies:

- Positive Behavioral Interventions and Supports
- Character and Social Skill Building Programs

Meeting the diverse needs of learners in the inclusive classroom

Description:

Students are performing at all levels of proficiency in Algebra, Literature, and Biology. Due to this challenge, teachers need to design and adapt lessons to meet the needs of all learners through differentiation of the instructional core.

Teachers would be expected to analyze Keystone exam achievement and growth data. (PVAAS, SPP, E-Metric,)

Start Date: 7/1/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- PA Core Standards Implementation

Meeting the Diverse Needs of Students in the Inclusive Classroom

Description:

York County School of Technology will meet the needs of all learners by using best practices for instruction and data collection.

Start Date: 7/1/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- Diversity Education

Goal #2: Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Danielson 82-1, 82-2, 82-3 Evaluations

Specific Targets: 80% of all teachers evaluations will reflect a proficiency level of 3 or 4.

Type: Interim

Data Source: Walk-Throughs

Specific Targets: 5-7 Walk-Throughs will be conducted for each teacher over the course of a school year.

Strategies:

Effective Supervision and Evaluation

Description:

Grounded in the philosophy of Charlotte Danielson Framework for Teaching. York County School of Technology will utilize those strategies for effective supervision and evaluation.

SAS Alignment: Instruction

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)
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Implementation Steps:

Walk-Throughs

Description:

Implemented a Google Doc Form for walk through data collection. Two separate forms: one for academic teachers and one for CTE teachers.

Team of Administrators will complete walk-throughs weekly and provide electronic feedback to teachers that will be followed up with conferences when appropriate.

Start Date: 7/1/2018 **End Date:** 8/17/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Effective Supervision and Evaluation

MAX Teaching for Language and Literacy Acquisition

Description:

Over the course of the next three years of the comprehensive plan, our school will provide MAX Teaching professional development workshops, MAX Teaching Modeling, and MAX Teaching Coaching within classrooms to ensure implementation fidelity of MAX Teaching strategies for Language and Literacy Acquisition.

Start Date: 7/1/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Goal #3: Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Audit Process; procedure that aligns student achievement data with academic standards-aligned curricula.

Specific Targets: 100% of Math, Science, and English will be aligned to the PDE Standards Aligned System

Strategies:

"Data Well"

Description:

In a common area in your school (like a teacher prep area), create a display to post progress on using data to inform instruction. Separate the common assessment data by grade level, then by teacher. Display monthly success rates by using different colored push pins. Green = on level or above, Yellow = moving in the right direction, but not quite yet on level, Red = below level (at risk). Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment

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>; the following link provides an overview of curriculum mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Keystone Exam Course Curriculum and Lesson Revisions

Description:

After identifying the curriculum gaps through data analysis:

- Keystone Exam Course Curriculum will be revised by teams of teachers to address Keystone Exam areas of concern.
- These teams will also create "Best Practice" lessons that address specific anchors, eligible content, and utilize research based instructional strategies to address these Keystone Exam curriculum areas of concern.

Start Date: 7/1/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- "Data Well"
- Curriculum Mapping

Curriculum Review and Implementation

Description:

Curricular Leaders, Instructional Coach, and Administrative representatives will review curriculum with revisions and model lesson plans that address curriculum areas of concern.

Curricular Leaders will train other Keystone course teachers on the implementation of the curriculum revisions, model lesson plans, and revised common assessments.

Start Date: 7/1/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- "Data Well"
- Curriculum Mapping

Curriculum Evaluation

Description:

Teachers will evaluate the effectiveness of new curricula at department and course collaboration meetings through analyzing formative check point data and summative common assessment data.

Start Date: 7/1/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- "Data Well"
- Curriculum Mapping

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.	Strategy #1: PA Core Standards Implementation
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2018	6/30/2022	Meeting the diverse needs of learners in the inclusive classroom	Students are performing at all levels of proficiency in Algebra, Literature, and Biology. Due to this challenge, teachers need to design and adapt lessons to meet the needs of all learners through differentiation of the instructional core.	Administrative Team in collaboration with Curricular Leaders	1.0	7	14	York County School of Technology	School Entity	Yes
			Teachers would be expected to analyze Keystone exam achievement and growth data. (PVAAS, SPP, E-Metric,)							

Knowledge

Teachers will conduct data analysis and develop student focused Keystone exam achievement and growth plan to increase scores.

Supportive Research

Grounded in PDE best practices data analysis methods (PVAAS, E-Metric) as well as local assessment data.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

For school and district administrators, and other educators seeking leadership roles:

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 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.

Training Format

Series of Workshops
 School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 Related Service Personnel

Grade Levels

High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Keystone Achievement and Growth Plan	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Keystone specific Improvement Plans
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LEA Goals Addressed: Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Strategy #1: Effective Supervision and Evaluation

Start	End	Title	Description
7/1/2018	8/17/2022	Walk-Throughs	Implemented a Google Doc Form for walk through data collection. Two separate forms: one for academic teachers and one for CTE teachers. Team of Administrators will complete walk-throughs weekly and provide electronic feedback to teachers that will be followed up with conferences when appropriate.
		Person Responsible SH S EP	Provider
			Type App.

Administrative Team 2.0 2 125 York County School of Technology School Entity Yes

Knowledge

Administrative Team: Coordination and utilization of walk-through software

Teachers: Collect and submit evidence and provide records of documentation

Supportive Research

Grounded in Charlotte Danielson Framework for Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

For school and district administrators, and other educators seeking leadership roles:

Provides 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 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.

Training Format

Series of Workshops
School Whole Group Presentation

Department Focused Presentation
 Online-Asynchronous

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Other educational specialists	Grade Levels	High (grades 9-12)
Follow-up Activities	Walk-Through Demos		Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed: Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Strategy #1: Substantial Professional Development

Start	End	Title	Description
7/1/2018	6/30/2022	MAX Teaching for Language and Literacy Acquisition	Over the course of the next three years of the comprehensive plan, our school will provide MAX Teaching professional development workshops, MAX Teaching Modeling, and MAX Teaching Coaching within classrooms to ensure

implementation fidelity of MAX Teaching strategies for Language and Literacy Acquisition.

Person Responsible	SH	S	EP	Provider	Type	App.
Administration	6.0	3	120	MAX Teaching	For Profit Company	Yes

Professional Development:

Knowledge

1. **Workshops** that model reading and writing activities with teachers, **Cross-curricular classroom modeling** in real classrooms with the students of the school as teachers observe and then debrief with the *MAX Teaching* consultant,
2. **Embedded coaching** where *MAX Teaching* consultants work with one to five teachers throughout an entire school day, modeling, observing and providing feedback, planning, and coaching in a professional learning community environment
3. **Materials Making Workshops** designed to help teachers and teacher leaders to acquire the skills to create classroom materials that facilitate higher-order thinking and provide opportunities for students to cite text to provide evidence for their understandings.

Supportive Research

- Anticipation Guides
- Bologna Sandwich
- Concept Checks
- Cornell Note Taking
- GIST
- Guided Reading Procedure
- Hunt for Main Ideas
- Idea Survivor

- Cubing
 - DRTA Fiction
 - DRTA Non-Fiction
 - Extreme Paired Reading
 - Focused Free Writes
 - Frayer Model
- INSERT
 - Interactive Cloze
 - Magic Squares
 - Math Translation
 - Paired Reading
 - PQRST+
- Stump the
 - Semantic F
 - Think-Along
 - Think-Pair-
 - Three-Level
 - Triangle Tr

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

For school and district administrators, and other educators seeking leadership roles:

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.

Training Format

LEA Whole Group Presentation
Series of Workshops

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

Grade Levels

High (grades 9-12)

<p>Follow-up Activities</p>	<p>Dir New Staff Other educational specialists Related Service Personnel</p> <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Lesson modeling with mentoring</p>	<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p>
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LEA Goals Addressed: Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students. Strategy #1: "Data Well" Strategy #2: Curriculum Mapping

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2018	6/30/2022	Curriculum Review and Implementation	Curricular Leaders, Instructional Coach, and Administrative representatives will review curriculum with revisions and model lesson plans that address curriculum areas of concern.							
			Curricular Leaders will train other Keystone course teachers on the implementation of the curriculum revisions, model lesson plans, and revised common assessments.							

Curricular Leaders, Instructional Coach, and Administrators	4.0	5	20	Administrative Team in collaboration with Curricular Leaders	School Entity	Yes
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Knowledge

Teachers will understand how to utilize data analysis to drive curriculum revisions.

Supportive Research

Grounded in research on the Understanding by Design Curriculum model and utilizing detailed performance data cross-referenced with curriculum.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

For school and district administrators, and other educators seeking leadership roles:

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

Training Format

Series of Workshops
 Department Focused Presentation
 Professional Learning Communities

Participant Roles

Classroom teachers

Grade Levels

High (grades 9-12)

Principals / Asst. Principals

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p> <p>Curriculum Development Workshops throughout the year and summer</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Classroom student assessment data</p> <p>Review of written reports summarizing instructional activity</p>
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LEA Goals Addressed: Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students. **Strategy #1: "Data Well"**
Strategy #2: Curriculum Mapping

Start	End	Title	Description					
7/1/2018	6/30/2022	Curriculum Evaluation	Teachers will evaluate the effectiveness of new curricula at department and course collaboration meetings through analyzing formative check point data and summative common assessment data.					
	Person Responsible	SH	S	EP	Provider	Type	App.	
	Curriculum Writing Teams and Academic Curricular	2.0	5	20	Administrative Team in collaboration with Curricular Leaders	School Entity	No	

Leaders

Knowledge

Teachers will continue the process of utilizing student performance data and cross-reference to curriculum delivery.

Supportive Research

Evaluation and alignment of curriculum to framework subject area and Keystone Exam standards.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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For school and district administrators, and other educators seeking leadership roles:

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

Training Format

Series of Workshops
Department Focused Presentation
Professional Learning Communities

Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey

CTC Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Executive Director