



Northern Tier Career Center

CTC Plan

07/01/2020 - 06/30/2023

CTC Profile

Demographics

120 Career Center
Towanda, PA 18848
(570)265-8111

AYP Status: Not Provided
Administrative Director: Gary Martell

Planning Process

The comprehensive planning process is embedded into a yearly Local Advisory Meeting (LAC) and the Perkins Participatory Committee (PPC). These meetings allow for annual review of the goals of the Center as well as the strategies and implementation steps. The comprehensive planning process is a live and actionable process that must be embedded into the culture of the Center in order to ensure a continual improvement process. The LAC meeting occurs annually in the spring to review every program offered at the Center. The PPC meeting occurs in the spring as well. They approve each Occupational Advisory Committee (OAC) program of study's meeting notes. The strategies and implementation steps for the comprehensive planning goals are reviewed twice a year within the OAC meetings. In addition to PDE's dedicated website to the comprehensive planning process, the Center utilized after-school professional learning communities to build our understanding of the goals and expectations of this continuing process.

Meeting dates:

- Occupational Advisory Committee Meetings - October 22, 2018, and March 7, 2019
- Local Advisory Committee - May 1, 2019
- Perkins Participatory Committee - May 17, 2019
- Leadership Team - District Profile, Mission and Vision - June 6, 2019
- NTCC Leadership Team - Core Foundation and Assurances - September 9, 2019
- Needs Assessment and School-level Plans - September 18, 2019
- Center Plan Presented to Joint Operating Committee at a Public Meeting on October 17, 2019

Mission Statement

Educating today for tomorrow's workforce.

Vision Statement

The Northern Tier Career Center strives to promote excellence in career and technical education for tomorrow's workforce. Our vision of providing opportunities which align with each student's individual career goals, interests, and aptitudes will ensure a broad educational foundation as well as personal success of our students.

Shared Values

- Career and technical education is an integral part of the Bradford and Sullivan counties' economic and workforce development.
- Career and technical education is an integral part of the public education system serving secondary students as well as adults.
- Career and technical education must serve the needs of business and industry by delivering programs which meet local and national skill standards and offer recognized credentials.
- All citizens have the right to quality, affordable, and accessible career and technical education.

Educational Community

The Northern Tier Career Center is located in Towanda in central Bradford County and serves students from eight sending districts covering a five-county, rural area. Historically, the major industries have been healthcare, manufacturing, and education. In recent years, the natural gas industry has provided a strong presence in the area that has allowed the creation of jobs in Bradford County.

Bradford County's median annual wage is \$50,900 (2017) with a 4.0% unemployment rate and Sullivan County's median annual wage is \$53,877 (2017) with a 4.2% unemployment rate. Both counties exceed the state average unemployment rate of 3.9% as of July 2019. During the 2018-2019 school year, 57.4% of the students were reported as economically disadvantaged.

The school has the capacity to serve 480 students in eleven programs of study. During the 2018–2019 school year, there were 430 students enrolled. Students can enroll in programs for their junior and senior years, or attend as adults. The students come from a wide range of socioeconomic backgrounds and have varied career goals.

Students who choose to enroll at the Northern Tier Career Center have access to eleven secondary career and technical programs and two post-secondary programs. While at NTCC, students have the opportunity to explore post-secondary options, participate in Cooperative Work-based Education, and take field trips to local businesses. The students are also offered the chance to earn college credits

through dual enrollment with Pennsylvania College of Technology, Penn State University, as well as articulation agreements with other Pennsylvania technical colleges. The instructors offer industry-recognized credentials as part of their curriculum - Pennsylvania Safety Inspection License, ASE, I-car, EPA 608 and EPA 609, CompTIA, OSHA, NIMS, CNA, First Aid/CPR, and ServSafe. The school also offers adult courses for Pennsylvania Safety Inspection License, Licensed Practical Nurse, Certified Nursing Assistant, and Commercial Driver License.

The local community is a great resource for NTCC students and staff. Many local businesses have allowed students to shadow for a day, complete clinical experiences, and work as Cooperative Education students. Local tradespeople donate time to judge the senior testing and perform demonstrations for students. Many businesses also donate equipment and materials to the programs.

The Northern Tier Career Center utilizes many community-based resources to accomplish its goals. The administration and faculty access the services available through the Pennsylvania CareerLink, Central Bradford Progress Authority, Northern Tier Regional Planning and Development, and Bradford County Action to identify potential areas for new training programs and job placements for graduates. We also rely on our local business and industry leaders to provide input on our curriculum and equipment to make sure we are keeping up with industry standards.

Within the organization, we receive input and guidance from the Joint Operating Committee, Professional Advisory Committee, Local Advisory Committee, and the program specific Occupational Advisory Committees.

Planning Committee

Name	Role
Colleen Edsell	Administrator : Professional Education
Jennifer Farley	Administrator : Professional Education
Margaret Johnson	Administrator : Professional Education
Gary Martell	Administrator : Professional Education
Michele Welles	Administrator : Professional Education
Aaron Cowder	Business Representative : Professional Education
Tim Dunn	Business Representative : Professional Education
Krystal Strickland	Community Representative : Professional Education
Anthony Ventello	Community Representative : Professional Education
Gyla Sites	Ed Specialist - School Nurse : Professional Education
Rebecca Bellows	Elementary School Teacher - Regular Education : Professional Education

Christi Warren	Elementary School Teacher - Special Education : Professional Education
Amanda Connell	High School Teacher - Regular Education : Professional Education
Rich Decatur	High School Teacher - Regular Education : Professional Education
William DeWald	Instructional Technology Director/Specialist : Professional Education
Darren Howell	Middle School Teacher - Regular Education : Professional Education
Angie Koss	Middle School Teacher - Regular Education : Professional Education
Patrick Davidson	Parent : Professional Education
Desi Space	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Standards	Mapping	Alignment
Arts and Humanities	Not Applicable	Not Applicable
Career Education and Work	Accomplished	Accomplished
Civics and Government	Not Applicable	Not Applicable
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable	Not Applicable
PA Core Standards: Mathematics	Developing	Developing
Economics	Not Applicable	Not Applicable
Environment and Ecology	Not Applicable	Not Applicable
Family and Consumer Sciences	Not Applicable	Not Applicable
Geography	Not Applicable	Not Applicable
Health, Safety and Physical Education	Not Applicable	Not Applicable
History	Not Applicable	Not Applicable
Science, Technology, and Engineering Education	Not Applicable	Not Applicable

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

Not applicable. The NTCC does not offer these courses.

Adaptations

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety, and Physical Education
- History
- Science, Technology, and Engineering Education

Explanation for any standards checked:

All standards are aligned. The standard alignment was verified by PDE during the 339 review in the Fall of 2018.

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.	Developing
Content, including materials, 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:

All students participate in either the NOCTI or the NIMS assessments. The NTCC has received a PDE Certificate of Achievement for exceeding the expected PDE increase in Levels of Performance in Occupational Skill Attainment, performance in reading, mathematics, and school-wide student performance of 80% or more at competent and advanced levels on NOCTI assessments. All PDE-approved program of study task lists are modified on a three-year cycle. This allows for continual development, modifications and enhancements to our curriculum at NTCC. The curriculum of planned courses identifies materials and activities to be taught and practiced to mastery. Students are given the opportunity to

demonstrate mastery of required skills throughout the academic year as they prepare for the testing process.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent." How the LEA plans to address their incorporation? Not applicable

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.

NTCC policy and practice prohibits discrimination upon the basis of sex, race, color, religion, national origin, handicaps or disabilities in its instructional programs, activities, or employment policies as required by Title VI, Subsection and Section 504 of the Rehabilitation Act of 1973. The NTCC welcomes students from the participating districts without discrimination to course offerings that include a curriculum of planned instruction that has accommodations identified according to the student's identified specific needs. Students receive all identified accommodations according to their individualized plan. The students are monitored and assisted by the teachers, student facilitator, and instructional aides, and their plans are followed based on the identified accommodations. The NTCC coordinates the student plan with the sending schools and meets as needed with the team to continue the monitoring of the plan.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Career Cluster Chairs
- Instructional Coaches
- Not Reviewed

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

Northern Tier Career Center Administration monitors effective instruction and curriculum alignment through lesson reviews and walk-through observations (Domain 2 and 3). Each week, the Director reviews teacher lesson plans and professional practice (Domain 1 and 4). Any concerns will be addressed collaboratively by members of the administration and lead teachers to improve upon practice. Cross-curriculum observation and PLC discussion groups serve as our peer-coaching model. Furthermore, teachers are formally observed utilizing the Danielson Framework for Effective Teaching.

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

The Center does not employ instructional coaches.

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.	Full Implementation
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

Assessments

Methods and Measures

Summative Assessments

- NOCTI and NIMS

Benchmark Assessments

- Pre-NOCTI assessments

Formative Assessments

- Task List Progression (novice, apprentice, skilled, mastery) and Distributive Summarizing

Distribution of Summative Assessment Results

Checked answers

- Directing Public to the PDE & other Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Website

- Meetings with Community, Families, and School Board

Unchecked answers

- Course Planning Guides
- Local Media Reports
- Mass Phone Calls/Emails/Letters
- Newsletters
- Press Releases
- School Calendar
- Student Handbook

Provide brief explanation of the process for incorporating selected strategies.

NTCC communicates all assessment results to the following stakeholders:

- Professional Advisory Committee
- Joint Operating Committee
- Occupational Advisory Committee
- Local Advisory Committee
- Perkins Participatory Committee
- Parents
- Students

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

NTCC administration will issue a press release to our local news outlets and social media sites to better communicate our assessment results.

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

- Counseling services available for all students
- Internet Web-based system for the management of student discipline
- Coordination of services with sending schools

Unchecked answers

- Placement of school resource officers
- Student Assistance Program Teams and Training

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

The NTCC provides for all students an environment that supports their safety and welfare. The sending schools have the SAP teams in place and provide training for their staff. The Center's guidance department, who is SAP-trained, works directly with each sending school guidance department to provide assistance or make referrals when needed. The Center has an at-risk team that meets regularly to discuss student concerns and develop plans to support students' needs and well-being. Consistent pervasive communication is paramount to our school's safety. A majority of our sending districts do not have SROs in their systems. All policies and prevention plans are shared with the sending school stakeholders.

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
- Individual Student Planning
- Orientation/Transition
- Coordination of Services with Sending Schools

Unchecked answers

- Health and Wellness Curriculum
- Health Screenings
- Nutrition
- RTII/MTSS
- Wellness/Health Appraisal

Explanation of developmental services:

NTCC is an area CTC that provides 1/2-day vocational education to eight school districts that does not provide screenings, nutrition, and health or wellness services independently from the home districts. The Center's LPN collaborates and works under the direction of the school nurse while the students attend

our school. NTCC provides students with all aspects of career planning, attendance monitoring, and academic counseling with a certified guidance counselor who works simultaneously with our home district Guidance Departments and Career Coach. The NTCC has an approved emergency and disaster plan as well as a bullying-prevention policy. Both are key components to our annual handbook lessons that are taught at the beginning of each school year.

Diagnostic, Intervention, and Referral Services

Checked answers

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Small Group Counseling-Coping with Life Situations
- Small Group Counseling-Educational Planning
- Small Group Counseling-Personal and Social Development
- Coordination of Services with Sending Schools

Unchecked answers

- Casework
- Special Education Evaluation
- Student Assistance Program

Explanation of diagnostic, intervention, and referral services:

NTCC provides all identified medications and accommodations for identified students. Additionally, health-related services are provided with a licensed LPN on staff. Individual and small-group counseling services are provided by our certified school counselor for students' social, emotional, academic, and educational planning, and personal concerns. NTCC coordinates all modifications and accommodations with the sending schools to provide quality education and a safe learning environment for all students.

Consultation and Coordination Services

Checked answers

- Alternative Education
- Case and Care Management
- Community Liaison
- Community Services Coordination (Internal or External)
- Coordinate Plans
- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Managing Chronic Health Problems
- Managing IEP and 504 Plans

- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents, and Communities
- System Support
- Truancy Coordination
- Coordination of Services with Sending Schools

Unchecked answers

None.

Explanation of consultation and coordination services:

The NTCC provides coordination of the above services for all students. In conjunction with the sending schools, the NTCC works with students, parents, and the community to ensure a safe and secure learning environment for the students.

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 Schools
- Northern Tier Career Center App

Frequency of Communication

Frequency of communication: **More than once a month**

Collaboration for Interventions

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

The Northern Tier Career Center has an established at-risk team that meets regularly to discuss academic progress, task-list progression, and attendance, and collaborates on ways to provide the best form of intervention. This team consists of Administration, School Counselor, and Student Facilitator. Needs assessments and planning are led by the facilitator with the instructional aides as the group formulates daily schedules to meet the needs of the students under the direction of our instructional staff. The Student Facilitator participates in the IEP meetings at the participating school districts and is active in the development of the IEPs. The Student Facilitator works as a liaison between the Special Education Supervisor at each participating district and the instructors at the NTCC. The instructors provide written input into IEPs through the Student Facilitator. The Facilitator also attends meetings of the Bradford/Sullivan Transition Council. The Council consists of representatives from the participating schools, the NTCC, the Office of Vocational Rehabilitation, Mental Health/Intellectual Disabled, and various other community-based organizations as well as the student and his/her parent(s). The purpose of the Council is to ensure that there is a workable post-graduate plan in place for learning-support students as they prepare to graduate. Again, instructors complete periodic Progress Reports that are compiled by the Student Facilitator, and are forwarded to the sending school to provide feedback on student performance.

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

NTCC administrators are active members of Northern Tier Regional Planning and Development Commission Youth Council. In addition, The Center teams with Bradford County Action and The Youth Council to provide workforce development opportunities for students. Tutoring and individualized learning progression plans are established within each program of study that allow for students to learn at their own pace. When needed, instructors and classroom aides provided one-on-one opportunities to enhance skill acquisition.

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	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance, and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Textbooks, equipment, and materials are updated as the OAC or our Penn College of Technology dual enrollment agreement recommends to keep up-to-date with industry standards. The OAC meets twice a year for each program. Each student is supplied with textbooks and industry materials or tools needed. Teachers use textbook resources as well as access information through on-line resources. Industry professionals and post-secondary schools and training facilities are contacted and their expertise utilized. All students receive the materials appropriate to their level.

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

There are no rows checked for NI or NE

SAS Incorporation

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety, and Physical Education	Not Applicable
History	Not Applicable
Science, Technology, and Engineering Education	Not Applicable

Further explanation for columns selected

Our Career and Technical Education School utilizes the SLO information and template to develop yearly objectives based off NOCTI deficiencies. In addition, the Professional Development Center offers resources to improve upon our instructors' ability to enhance student learning.

Professional Education

Characteristics

CTC Avts's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				X
Provides educators with a variety of classroom-based assessment skills, and the skills needed to analyze and use data in instructional decision making.				X
Empowers educators to work effectively with parents and community partners.				X

CTC Avts's Professional Education Characteristics	EEP	EEI	ML	HS
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.				X
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.				X
Provides leaders with the ability to access and use appropriate data to inform decision making.				X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				X
Instructs the leader in managing resources for effective results.				X

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

Professional Development at the Northern Tier Career Center is designed so that our instructors are provided with opportunities to be life-long learners as well as an environment where high outcomes for student learning is supported by continuous, focused, data-driven decisions. The importance of maintaining our staff industry certifications and staying abreast of the latest industry-based standards are

addressed. The focus of quality planning and instruction aligning with local and NOCTI assessments are continual goals of the Center. In addition, administration actively participates in PACTA leadership courses as well as other approved leadership opportunities. Our Joint Operating Committee continues to support these efforts with tuition and travel expense reimbursement.

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

All strategies have been selected.

Professional Development 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:
8/24/2017 Completed on-line training
8/22/2018 Completed on-line training
8/21/2019 Completed on-line training
The LEA plans to conduct the required training on approximately:
8/27/2020 yearly practice implemented by all staff.

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:
8/24/2017 on-line training sptsuniversity.org/ 2hours training
8/22/2018 on-line training
8/21/2019 on-line training
The LEA plans to conduct the training on approximately:
8/27/2020 CYS Provided

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
The LEA has conducted the training on:
8/24/2017 completed
8/22/2018 completed
8/21/2019 completed
The LEA plans to conduct the training on approximately:
8/27/2020 Yearly practice planned

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.
- Disaggregated student data is used 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.

Every professional at the NTCC is provided with ongoing professional development based on a systematic approach that reflects ongoing school-based initiatives and supports individuals' specific needs for continued growth.

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

All strategies have been selected.

Induction Program

Checked answers

- To know, understand, and implement instructional practices validated by the LEA as known to improve student achievement
- To assign challenging work to diverse student populations
- To know the basic details and expectations related to LEA-wide initiatives, practices, policies, and procedures

- To know the basic details and expectations related to school initiatives, practices, and procedures
- To 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
- To effectively navigate the Standards Aligned System website
- To know and apply LEA-endorsed classroom management strategies
- To know and utilize school/LEA resources that are available to assist students in crisis
- To take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie
- To provide continued assistance to reduce the problems known to be common to beginning teachers
- To support development of the knowledge and the skills needed by beginning teachers to be successful in their beginning instructional positions
- To integrate novice teachers into the social system, the school district, and the community
- To provide an opportunity for novice teachers to analyze and reflect on their teaching with coaching from veteran support teachers
- To initiate and build a foundation with new teachers for the continued study of education
- To increase the positive attitudes of novice teachers regarding education
- To increase longevity of career and technical education instructors in the education field
- To review and discuss Professional Code of Conduct

Unchecked answers

None.

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

Administration will meet regularly with the inductee and the mentor teacher to discuss the specified goals and to field any questions/concerns with the process. Administration will conduct regular classroom "Walkthrough" and observations of the inductee. Based on the findings, additional support and staff development will be provided. Opportunities for self-evaluations, professional development, and classroom visitation with other teachers will be provided for the inductee.

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

All strategies were selected.

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.

The needs of the inductee are reflected in the Induction Process Packet. This packet requires the inductee to complete the listed requirements in conjunction with their mentor. The administrator reviews the completion of the assignment and together with the inductee and mentor plan for the success of the program.

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

NTCC does not use student data for the PSSA's that are given at the sending schools; however, NOCTI and NIMS assessments are utilized.

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.
- Background should include similar levels of instruction, subject area, and/or close physical proximity to new instructor's area of instruction.
- Mentors must have a minimum of 2 years' experience in technical education.
- Mentors must hold at least a Bachelor of Science or Vocational Instructional II Certification.
- Mentors must exhibit leadership skills.
- Mentors must successfully complete interview process by Induction Team.

Unchecked answers

None.

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

Mentors are selected on the criteria listed above with input from the Induction Team. Previous experience and tenured status are expected.

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

All characteristics are selected

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

If necessary, provide further explanation.

A mid-year review will be conducted for all the topics listed above. At the conclusion of the first year, the mentor and administrator will review the Induction Process Packet with the inductee and secure the necessary signatures to indicate a successful completion.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the induction program.

Evaluation of the induction program will be conducted by the NTCC Induction Team at the mid-point and at the end of each school year. Each member of the team will complete an assessment to monitor progress.

The Induction Team will review the assessment results and agree upon revisions, if any, to be recommended to the Director to be included in the Induction Plan.

If a concern exists relative to the mentor-inductee relationship, the induction team may recommend to the Director that a new mentor be selected to meet the new instructor's individualized needs.

1. All first-year teachers will complete the needs assessment survey at the first orientation session upon employment.
2. Inductees and mentors are urged to keep individual logs concerning meetings, observations, and other activities related to the induction program.
3. A verification checklist for the successful completion of the induction program will be completed by the mentor. The mentor, inductee, and Director will review and sign the checklist to verify that the inductee has completed the requirements of the Induction Plan. A copy of the signed checklist will be given to the inductee and placed in their personnel file.

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 provides a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance, and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))

- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

The percentage of students achieving Advanced or Competent on the written portion of the National Occupational Competency Testing Institute (NOCTI) has yielded a three-year (2017-19) average of 90%. Also, NTCC students have averaged 92.7% on the performance module of the assessment.

Accomplishment #2:

During the 2018-19 school year, students earned 352 industry-recognized credentials (including OSHA 10, PA State Inspection, NIMS, Pennsylvania Nurse Aide Registry, ASE, I-Car, etc.). This continues to progressively increase since the 2008 - 2009 school year when students at the Center earned 121 credentials.

Accomplishment #3:

Northern Tier Career Center students actively participate in dual enrollment opportunities through Pennsylvania College of Technology and Penn State University. Over the past three years, an average of 249 credits has been earned annually.

Accomplishment #4:

Over the course of the previous five years the Center has maintained a consistent increase in enrollment (40% increase since the 2014-15 school year).

Accomplishment #5:

Student learning opportunities have increased with the advancement of equipment and material as recommended by our OAC members. Meeting the needs of today's industry standards is an important component to our programming.

Accomplishment #6:

With the joint effort of our Center and participating schools' administration, we have made great strides in changing the stigma of CTE and improving community relations in the process. Our collaborative, ongoing effort to market the importance of technical education, listening to industry needs, and creating connections for students, have played vital roles in our community support. Ongoing efforts to work on collaborative projects within our community continue.

Accomplishment #7:

NTCC has secured a K-12 Career and Technical scholarship for students in all programs of study. This scholarship will help cover the student costs associated with successful participation in their chosen Programs of Study, such as tools, equipment, uniforms, safety gear, and industry certifications.

CTC Concerns**Concern #1:****Academic Performance**

The Northern Tier Career Center has the responsibility to provide learners with standards-aligned curriculum that continues to evolve, while meeting the needs of current industry trends and demands. The need for academic preparedness matching the results of performance based assessments continues to be a focal point of our direct instructional practices.

Concern #2:Post-Secondary Transition

The Northern Tier Career Center, in conjunction with the community we serve, continues to investigate connections for all students as they transition to post-secondary opportunities. Removing barriers that prohibit students from meeting their career goals within the current labor market is a paramount concern.

Concern #3:Student Attendance

Students' academic success, opportunities for task list progression, and the development of employability skills are dependent upon daily attendance. Fragmented start times and home school schedules create missed time that creates learning barriers as well.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) 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) aligned with academic and industry-related standards are fully accessible to teachers and students.

Aligned Concerns:Academic Performance

The Northern Tier Career Center has the responsibility to provide learners with standards-aligned curricula that continues to evolve, while meeting the needs of current industry trends and demands. The need for academic preparedness matching the results of performance-based assessments continues to be a focal point of our direct instructional practices.

Systemic Challenge #2 (*Guiding Question #6*) Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates, and/or graduation rates.

Aligned Concerns:Post-Secondary Transition

The Northern Tier Career Center, in conjunction with the community we serve, continues to investigate connections for all students as they transition to post-secondary opportunities. Removing barriers that prohibit students from meeting their career goals within the current labor market is a paramount concern.

Systemic Challenge #3 (*Guiding Question #7*) Establish a system within the school that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, expectations for professional staff members regarding record keeping, monitoring of student attendance, and responding with classroom and school-wide interventions when students are chronically absent or disengaged.

Aligned Concerns:

Academic Performance

The Northern Tier Career Center has the responsibility to provide learners with standards-aligned curricula that continues to evolve, while meeting the needs of current industry trends and demands. The need for academic preparedness matching the results of performance-based assessments continues to be a focal point of our direct instructional practices.

Post-Secondary Transition

The Northern Tier Career Center, in conjunction with the community we serve, continues to investigate connections for all students as they transition to post-secondary opportunities. Removing barriers that prohibit students from meeting their career goals within the current labor market is a paramount concern.

Student Attendance

Students' academic success, opportunities for task list progression, and the development of employability skills are dependent upon daily attendance. Fragmented start times and home school schedules create missed time that creates learning barriers as well.

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates, and/or graduation rates.

Related Challenges:

- Establish a system within the school that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, expectations for professional staff members regarding record keeping, monitoring of student attendance, and responding with classroom and school-wide interventions when students are chronically absent or disengaged.

Indicators of Effectiveness:

Type: Interim

Data Source: NOCTI assessments, CSIU attendance reports, and yearly job placement in industry related fields.

Specific Targets: Student achievement on standardized testing increases by 5% on the written portion of the testing. Also, increase building attendance by 5% for all students. In addition, continue to provide opportunities (3-5 new employers per year) for job placement after graduation.

Strategies:*Career Pathways*

Description: One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math is taught in the context of career area learning did significantly better in math than did students not in career pathways. (Source:

http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf)

Career Pathways: education with a purpose provides strong support for Career Pathways but the support is inferential and not empirical. (Source:

<https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf>)

SAS Alignment: Standards

*Talent Search***Description:**

Talent Search aims to help low-income and first-generation college students (those whose parents do not have four-year college degrees) complete high school and gain access to college through a combination of services designed to improve academic achievement and increase access to financial aid. Services include test taking and study skills assistance, academic advising, tutoring, career development, college campus visits, and financial aid application assistance. (Sources: [Talent Search \(Dropout Prevention\)](#) , [Talent Search](#))

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Post-Secondary Options Exploration

Description:

Students may participate in several college visits to explore post-secondary degree options while at the NTCC. School counseling for career development including resume, cover letter, phone calls, and techniques may be utilized by students. In addition to the soft skills development, students will be exposed to industry options related to their field of study.

Start Date: 7/1/2020 **End Date:** 6/30/2023

Program Area(s): Special Education, Student Services

Supported Strategies: None selected

Attendance

Description:

Attendance as a barrier to learning is one of the challenges with the student population at the NTCC. We plan to increase attendance by fostering positive relationships with teachers and students as well as providing additional opportunities for students that are of interest to them. These opportunities may include co-op, shadowing, and on-the-job training opportunities.

Start Date: 7/1/2020 **End Date:** 6/30/2023

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

Goal #2: 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) aligned with academic and industry-related standards are fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Interim

Data Source: Lesson and Unit plans

NOCTI Assessments

Specific Targets:

NOCTI written assessment scores will increase by 5%, and a greater number of students will become advanced on this portion of the assessment.

Strategies:

Curriculum Mapping

Description:

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Professional Development: Best Practices

Description:

The content of ongoing professional development opportunities in research- and evidence-based best practices will be determined through continuous data analysis and students' needs. The needs of diverse learners are assessed and addressed regularly through bi-weekly at-risk meetings, in-service trainings, instructional strategies presented at monthly faculty meetings, and off-site professional development activities for instructors, administrators, and paraprofessionals. Examples include cooperative learning, positive reinforcement, nonlinguistic representations, higher order thinking skills, goal setting and appropriate feedback, generating and testing hypotheses, distributed summarizing, formative and summative assessment strategies, vocabulary strategies and vocabulary in context, activating prior knowledge, identifying similarities and differences, note taking, advanced organizers and student learning maps, writing to learn and learning to write, reading to learn and learning to read, literacy skills, informational text strategies, differentiated instruction, extending thinking skills, before-during-after reading strategies, the "tested 7" reading strategies, problem-solving, rigor, authentic learning, high levels of student engagement, and relevance. Trainings center around research- and evidence-based best practices cited in Learning-focused Schools Model, MAX teaching, Marzano's research, and widely accepted best practices in literacy, mathematics, and special education.

Start Date: 7/1/2020 **End Date:** 6/30/2023

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

Supported Strategies: None selected

Goal #3: Develop an attendance system to ensure student attendance as a priority as a job-related skill.

Related Challenges:

- Establish a system within the school that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, expectations for professional staff members regarding record keeping, monitoring of student attendance, and responding with classroom and school-wide interventions when students are chronically absent or disengaged.

Indicators of Effectiveness:

Type: Interim

Data Source: Daily records

Specific Targets: 5% increase in building attendance rate for all students.

Strategies:

Career Academies

Description:

WWC identifies six dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be "effective" and "have the most positive impact on the dropout rate." (Sources: [Effective Strategies](#) , [15 Effective Strategies for Dropout Prevention](#) , [Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database](#) , [Dropout Prevention](#) , [Career Academies](#))

Career Academies: Career Academies with a school-within-a-school structure. Each academy has a career theme, such as health care, finance, technology, communications, and public service. Students take their career-related courses in the academy, which often are taught by a core team of academy teachers. Generally, students remain with the same group of students and teachers over time, take both academic and career-oriented courses, and participate in work-based learning activities inside and outside of school. National standards of practice for Career Academies, created by the National Career Academy Coalition, indicate that three basic features

are key elements of a Career Academy. First, Career Academies are small learning communities in which clusters of students share several classes each year and teachers collaborate around student needs. Second, Career Academies have a focused curriculum with a career theme relevant to local industry and economic needs. Third, Career Academies develop partnerships with employers, higher education institutions, and the community. Participants in these partnerships advise on curriculum related to occupations, speak in classes, host field trips, provide financial or other support, and serve as student mentors.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Mental Health Sensitivity Professional Development

Description:

Teachers and staff may require professional development in the following areas on an annual basis:

- Suicide Awareness
- Trauma-informed Care
- Mental Health First Aide
- Suicide Prevention

Start Date: 7/1/2020 **End Date:** 6/30/2023

Program Area(s): Professional Education, Teacher Induction

Supported Strategies: None selected

CTC Level Affirmations

We affirm that this CTC Level Plan was developed in accordance with 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

The logo for Northern Tioga Community College (NTCC) is centered on the page. It features the letters "NTCC" in a bold, yellow, sans-serif font. The letters are set against a blue, stylized globe or map background. The entire logo is overlaid on a faint, light-colored graphic of a person's head and shoulders, possibly representing a student or a professional.