## Profile and Plan Essentials

| LEA Type | | AUN | |
|---|---|---|---|
| Career and Technical Center | | 112282307 | |
| **Address 1** | | | |
| 2463 Loop Road | | | |
| **Address 2** | | | |
| | | | |
| **City** | **State** | **Zip Code** | |
| Chambersburg | PA | 17202 | |
| **Chief School Administrator** | | **Chief School Administrator Email** | |
| Mr Terry  Miller | | terry.miller@franklinctc.com | |
| **Single Point of Contact Name** | | | |
| Terry L. Miller | | | |
| **Single Point of Contact Email** | | | |
| terry.miller@franklinctc.com | | | |
| **Single Point of Contact Phone Number** | | **Single Point of Contact Extension** | |
| 7172639033 | | | |
| **Principal Name** | | | |
| Justin Sholes | | | |
| **Principal Email** | | | |
| Justin.Sholes@franklinctc.com | | | |
| **Principal Phone Number** | | **Principal Extension** | |
| 7172639033 | | | |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** | |
| Lesli Shuman | | lesli.shuman@franklinctc.com | |

## Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|---|---|---|---|
| Jim Duffey | Administrator | FCCTC | Jim.Duffey@franklinctc.com |
| Terry Miller | Administrator | FCCTC | Terry.Miller@franklnctc.com |
| Justin Sholes | Administrator | FCCTC | Justin.Sholes@franklinctc.com |
| Neil Rotz | Administrator | FCCTC | Neil.Rotz@franklinctc.com |
| Kevin Grove | Instructor | FCCTC | Kevin.Grove@franklinctc.com |
| Mike Tosten | Instructor | FCCTC | Mike.Tosten@franklinctc.com |
| Tim Byers | Instructor | FCCTC | Tim.Byers@franklinctc.com |
| Angelia Wagaman | Parent | FCCTC | Angelia.Wagaman@franklinctc.com |
| Chad Rosenberry | Advisory Council | Orrstown Bank | crosenberry@orrstown |
| Jan Collier | Advisory Council | Retired Educator | califjan@comcast.net |
| Kathy Gress | Advisory Council | Assoc. Builders & Contractors | kathy@abccvc.com |
| Shannon Yates | Board Member | Greencastle ASD | syates@gcasd.org |
| Dwayne Burt | Board Member | Shippensburg ASD | dburt@kenneystaffing.com |
| Angie Austin | Community Member | Wellspan Health | aaustin5@wellspan.org |
| Rodney Benedick | Superintendent of Record | Tuscarora ASD | rodney.benedick@tus.k12.pa.us |
| Brenda Kimple | Staff Member | FCCTC | Brenda.Kimple@franklinctc.com |
| Kathy Estep | Staff Member | FCCTC | Kathy.Estep@franklinctc.com |
| Shawn Stenger | Principal | Chambersburg Magnet School | shawn.stenger@casdonline.org |
| Bryan Hawbecker | Staff Member | FCCTC | bryan.hawbecker.franklinctc.com |
| Dan Perna | Other | James Daniels and Associates | jamesdanielassociates@gmail.com |
| Troy Daywalt | Community Member | Volvo Road Construction | troy.daywalt@volvo.com |
| Steve Grove | Other | Honing Stone Training Solutions | sgrove22@gmail.com |

## LEA Profile

The Franklin County Career and Technology Center (FCCTC) is a major educational resource for workforce development involving high school students and adults along the I-81 corridor north from the MD state line to the greater Harrisburg area. Currently, over 1,000 secondary-aged students and 300 adult evening students attend classes at FCCTC in 24 different career and technical concentrations. Class activities, occurring both day and evening, are supervised by a very competent staff experienced in the trades. This truly makes the FCCTC an outstanding educational resource center for south-central Pennsylvania.

Career and technical training in Franklin County began in 1963 when a group of educators, business/industry and agricultural leaders formed a county-wide committee to explore the different options of building a "county-wide" area vocational-technical school. After positive results were obtained from all survey instruments, building construction was started in 1967 on the current Guilford Township site in Franklin County.

The school construction was completed in the fall of 1969 with secondary students in grades 10, 11, and 12 enrolling in 14 different programs. The total construction costs were $3.8 million. Because of strong student interests and a local workforce requiring more students trained in vocational education, a major expansion was completed in 1976. This allowed for 9 more program offerings and the expansion of 5 existing programs. The student enrollment jumped to 1250 with some students on a "waiting list." In 2007, the Joint Operating Committee, Technical School Authority and sending school Superintendents investigated the possibility of a renovation and expansion of the building to reflect technology, building codes, energy efficiency and the introduction of new programming. In 2013, the $14 million school renovations and expansion was completed.

Today, the Franklin County Career & Technology Center is a vital link in providing "quality" education and training in 24 different trade areas of specialization. In addition, it is on the "cutting edge" of automation, mechanization, and technology with regard to industrial training. An initiative is being completed to expand the operations of the Franklin County Practical Nursing Program. Based on the building, equipment, technology and industry needs, the Franklin County Career & Technology Center will be a vital resource for career and technical education and training in the Franklin County area for the foreseeable future.

## Mission and Vision

**Mission**

Our mission is to shape and promote the skilled workforce of tomorrow.

**Vision**

The Franklin County Career and Technology Center will continually progress and serve as a center of excellence for career and technical education across south-central Pennsylvania.

## Educational Values

**Students**

The Franklin County Career and Technology Center (FCCTC) will be the major educational resource for all secondary level high school students or adult learners beyond high school age in the greater Franklin County Area seeking career and technical skill training matching the high priority workplace needs of South-Central Pennsylvania.  The students of the FCCTC regard achievement in the pursuit of industry certification, program credentialing and work-based learning as a very important prerequisites for gainful employment.  A valuable characteristic of enrollment in the FCCTC for students is an association with the school, fellow students, instructors and workforce contacts.  Our students realize the importance of the available network offered through association with the FCCTC.  Students share a special bond with our instructional staff and maintain this connection through our alumni network.

**Staff**

Our staff is committed to assuring that the Franklin County Career and Technology Center (FCCTC) will be the leading provider for career and technical training for the students of the greater Franklin County Area.  Service to students choosing to attend the FCCTC is valued amongst the staff.  The FCCTC staff pledge to honor the school in all activities exhibiting a pride in affiliation and professionalism in duties in support of career and technical education.  The staff of FCCTC value the connection that they maintain with business and industry through program sponsorships, occupational advisory committee representation and active participation in work-based learning activities.

**Administration**

The Franklin County Career and Technology Center (FCCTC) will provide educational opportunities to all secondary students of the greater Franklin County area.  In addition to secondary level career and technical education opportunities, our focus includes advanced post-secondary level training, industrial certification attainment and improved work-based learning activities, all meant to produce the most qualified and productive future workforce possible.  Specific administrative values are as follows;  1.  The Administration of the FCCTC values the cooperation of staff working as a team to serve the needs of the students of Franklin County. 2. The Administration will continue to demonstrate a responsible stewardship over financial decisions made for the school. 3. The Administration will advocate for career and technical education in all activities from recruitment of students to legislative action. 4. The Administration will be committed to supporting student achievement by supporting industry certification initiatives and reinforcing the importance of      student proficiency on the NOCTI assessment process. 5. The Administration values the workforce development of Franklin County and will strive to continue to support the workforce development of its citizens      through the career and technical preparation of secondary students enrolled in the school.

**Parents**

Parents want opportunity for their children and view the offerings available through the Franklin County Career and Technology Center (FCCTC) as a necessary prerequisite toward career readiness.   Parents value the relevance of the programs offered through the FCCTC in supporting local economic development.  A generational commitment exists through the parent network of the FCCTC as many parents are also alumni of the school.

**Community**

The Franklin County Career and Technology Center's Advisory Committees will work together to coordinate and provide the most appropriate and effective career and technical education for our six participating member school districts.  The community...  1.  Realizes the significant role that the school plays in supporting workforce development in the local area. 2. Demonstrates support for the students of the FCCTC in school events, competitions and work-based learning activities.  3. Identifies the FCCTC as a cost-effective educational alternative for students providing the local taxpayer a positive return on investment. 4. Values the segment of the FCCTC student population who enter the workplace immediately following graduation displaying adequate quality in work and workplace preparedness.

**Other (Optional)**

Omit selected.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

| **False** K | **False** 1 | **False** 2 | **False** 3 | **False** 4 | **False** 5 | **False** 6 |
|---|---|---|---|---|---|---|
| **False** 7 | **False** 8 | **False** 9 | **True** 10 | **True** 11 | **True** 12 | |

## Review of the School(s) Level Performance

### Strengths

| Indicator | Comments/Notable Observations |
|---|---|
| Regular Attendance | Overall Attendance Exceeds the Statewide Average by 4.2% |
| Career Standards Benchmark | Overall CS Benchmark Exceeds the Statewide Average by 5.1%. All Categories Exceed the Statewide Average. |
| Industry-Based Learning | Overall Industry-Based Learning Exceeds the Statewide Average by 2.3% |
| Advanced on Industry-Based Competency Assessment | Overall Advanced NOCTI Scores Exceed the Statewide Average by 17%. All Categories Exceed the Statewide Average. |
| Rigorous Courses of Study | Overall Rigorous Courses of Study Exceeds the Statewide Average by 8.1% |

### Challenges

| Indicator | Comments/Notable Observations |
|---|---|
| Industry-Based Learning | Improve Percent Completed Work-Based Learning Experience by 10% |
| Advanced on Industry-Based Competency Assessment | Maintain Advanced Performance on NOCTI Exceeding the Statewide Average |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

| **Indicator** | **Comments/Notable Observations** |
|---|---|
| Regular Attendance<br>**ESSA Student Subgroups** | Econ Disadvantaged  87.1% Exceeds the Statewide Average 85.7% by 1.4% |
| **Indicator**<br>Career Standards Benchmark<br>**ESSA Student Subgroups** | **Comments/Notable Observations**<br>Students with Disabilities 96.6% Exceed the Statewide Average 89.9%  by 6.7%. |
| **Indicator**<br>Advanced on Industry-Based Competency Assessment<br>**ESSA Student Subgroups** | **Comments/Notable Observations**<br>Econ Disadvantaged 55.7% Exceeds the Statewide Average 45.8% by 9.9% |
| **Indicator** | **Comments/Notable Observations** |

| | |
|---|---|
| Rigorous Courses of Study<br>**ESSA Student Subgroups** | Econ Disadvantaged 88.5% Exceeds the Statewide Average 80.9% by 7.6% |
| **Indicator**<br>**ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**<br>**ESSA Student Subgroups** | **Comments/Notable Observations** |

## Challenges

| | |
|---|---|
| **Indicator**<br>Regular Attendance<br>**ESSA Student Subgroups** | **Comments/Notable Observations**<br>Econ Disadvantaged  87.1% Exceeds the Statewide Average 85.7% by 1.4% |
| **Indicator**<br>Career Standards Benchmark<br>**ESSA Student Subgroups** | **Comments/Notable Observations**<br>Students with Disabilities 96.6% Exceed the Statewide Average 89.9%  by 6.7%. |
| **Indicator**<br>Advanced on Industry-Based Competency Assessment<br>**ESSA Student Subgroups** | **Comments/Notable Observations**<br>Econ Disadvantaged 55.7% Exceeds the Statewide Average 45.8% by 9.9% |
| **Indicator**<br>Rigorous Courses of Study<br>**ESSA Student Subgroups** | **Comments/Notable Observations**<br>Econ Disadvantaged 88.5% Exceeds the Statewide Average 80.9% by 7.6% |
| **Indicator**<br>**ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**<br>**ESSA Student Subgroups** | **Comments/Notable Observations** |

## Summary

### Strengths
Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|---|
| Career Standards Benchmark-Students with Disabilities 96.6% Exceed the Statewide Average 89.9%  by 6.7% |
| Regular Attendance-Econ Disadvantaged  87.1% Exceeds the Statewide Average 85.7% by 1.4% |

### Challenges
Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

| |
|---|
| Advanced on Industry-Based Competency Assessment - 10-12 Students with Disabilities |
| Industry-Based Learning-Improve Econ Disadvantaged Industry-Based Learning by 1.1% to State Average |
| Improve Students with Disabilities 10-12 Industry-Based Learning to 88.6% Compared to Exceed Schoolwide Percentage of 91.9% |

# Local Assessment

## English Language Arts

| Data | Comments/Notable Observations |
|------|-------------------------------|
| NA | NA |
| NA | NA |
| NA | NA |

## English Language Arts Summary

### Strengths

| |
|---|
| English Language Arts Not Offered at CTC |

### Challenges

| |
|---|
| English Language Arts Not Offered at CTC |

## Mathematics

| Data | Comments/Notable Observations |
|------|-------------------------------|
| NA | NA |
| NA | NA |
| NA | NA |

## Mathematics Summary

### Strengths

| |
|---|
| Mathematics Not Offered at CTC |

### Challenges

| |
|---|
| Mathematics Not Offered at CTC |

## Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|------|-------------------------------|
| NOCTI Performance | Recent NOCTI Group Scores for Welding was 71.0 Compared to the State Average of 67.2 and National Average of 55.9. |
| NA | NA |
| NA | NA |

## Science, Technology, and Engineering Education Summary

### Strengths

| |
|---|
| STEM Programming-NOCTI Performance |
| STEM Programming-AWS Certification Attainment |

### Challenges

| |
|---|
| STEM Programming - Increase Recruitment Efforts in CIM, Electronics and Pre-Engineering |
| STEM Programming - Improve NOCTI Scores in Electronics (Group Score of 40.8 Less Than State Average of 58.2 and National Average of 53). |

## Related Academics

### Career Readiness

| Data | Comments/Notable Observations |
|---|---|
| Regular Attendance | FCCTC Attendance 89.9% Exceeds Statewide Attendance Rate of 85.7% |
| Career Standards Benchmark | FCCTC Career Standard 94.9% Exceeds Statewide Average of 89.8% |
| Industry-Based Learning | FCCTC Industry-Based Learning 91.9% Exceeds Statewide Average of 89.6%.  Advanced on Industry-Based Competency Assessment 62.8% Exceeds State-wide Average of 45.8% |
| Rigorous Courses of Study | FCCTC Rigorous Course of Study Exceeds Statewide Average of 80.9% |

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

| Data | Comments/Notable Observations |
|---|---|
| Industry-Recognized Credentialing | Percent Earned Industry-Recognized Credential 59.3% |
| Competent or Advanced on NOCTI/NIMS | Percent Scoring Competent or Advanced on NOCTI/NIMS 82.6% |
| Completed Work-Based Learning Component | Percent Completed Work-Based Learning Experience 10.5% |
| Non-Traditional Enrollment | State Expectation 16.35, FCCTC Performance 9.12 FCCTC Performance 9.12 (Perkins 4S1) |

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Articulation Agreements

**True** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|---|
| Regular Attendance - FCCTC Attendance 89.9% Exceeds Statewide Attendance Rate of 85.7% |
| National Assessment - Percent Scoring Competent or Advanced on NOCTI/NIMS 82.6% |
| Industry-Recognized Credentialing - Percent Earned Industry-Recognized Credential 59.3% |

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

| |
|---|
| Work-Based Learning - Percent Completed Work-Based Learning Experience 10.5% |
| Non-Traditional Enrollment - State Expectation 16.35, FCCTC Performance 9.12 (Perkins 4S1) |

# Equity Considerations

## English Learners
**True** This student group is not a focus in this plan.

## Students with Disabilities
**False** This student group is not a focus in this plan.

| Data | Comments/Notable Observations |
|---|---|
| Regular Attendance | Students with Disabilities 82.4% Compared to 89.9% Schoolwide |
| Career Standards Benchmark | Students with Disabilities 96.6% Exceeds Schoolwide 94.9% |
| Industry-Based Learning | Students with Disabilities 88.6% Compared to 91.9% Schoolwide |

## Students Considered Economically Disadvantaged
**False** This student group is not a focus in this plan.

| Data | Comments/Notable Observations |
|---|---|
| Regular Attendance | Economically Disadvantaged 87.1% Compared to 89.9% Schoolwide |
| Career Standards Benchmark | Economically Disadvantaged 93.8% Compared to 94.9% Schoolwide |
| Industry-Based Learning | Economically Disadvantaged 88.5% Compared to 91.9% Schoolwide |

## Student Groups by Race/Ethnicity
**False** This student group is not a focus in this plan.

| Student Groups | Comments/Notable Observations |
|---|---|
| Black | Increase Enrollment of Minorities in the School |

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|---|
| Career Standards Benchmark - Students with Disabilities 96.6% Exceeds Schoolwide 94.9% |
| Economically Disadvantaged Performance Consistent with All Student Group Schoolwide |
| |
| |
| |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

| |
|---|
| Increase Enrollment of Minorities in the School |
| Regular Attendance - Hispanic Attendance 81.8% Compared to 89.9% Schoolwide |
| Chambersburg WIDA or Access for ELLs Data  NA - ELL Support Insufficient |
| |
| |

## Supplemental LEA Plans

| Programs and Plans | Comments/Notable Observations |
|---|---|
| Special Education Plan | Special Education Services are Contracted.  Special Education Plan followed is through the Lincoln Intermediate Unit |
| Title 1 Program | Title 1 Not Applicable |
| Student Services | Included in the Career Guidance Plan |
| K-12 Guidance Plan (339 Plan) | Multitude of Services provided to support our participating school district K-12 Guidance Plans |
| Technology Plan | Updated and Utilized 10/21 |
| English Language Development Programs | ELL Services are available through the Chambersburg Area School District.  English Language Development Program Follows the District Plan. |

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

| Career Guidance Plan Approved |
|---|

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

| English Language Development Programs/ELL Services Under-Developed |
|---|

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

| | |
|---|---|
| Align curricular materials and lesson plans to the PA Standards | Operational |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Operational |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Operational |
| Identify and address individual student learning needs | Operational |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Operational |

## Empower Leadership

| | |
|---|---|
| Foster a culture of high expectations for success for all students, educators, families, and community members | Operational |
| Collectively shape the vision for continuous improvement of teaching and learning | Operational |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Operational |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Operational |

## Provide Student-Centered Support Systems

| | |
|---|---|
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Exemplary |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Emerging |
| Implement a multi-tiered system of supports for academics and behavior | Operational |
| Implement evidence-based strategies to engage families to support learning | Emerging |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Exemplary |

## Foster Quality Professional Learning

| | |
|---|---|
| Identify professional learning needs through analysis of a variety of data | Emerging |
| Use multiple professional learning designs to support the learning needs of staff | Operational |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Operational |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

| |
|---|
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school |
| Foster a culture of high expectations for success for all students, educators, families, and community members |

## Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

| |
|---|
| Implement an evidence-based system of schoolwide positive behavior interventions and supports |
| Implement evidence-based strategies to engage families to support learning |
| Identify professional learning needs through analysis of a variety of data |

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength | Check for Consideration in Plan |
|---|---|
| Career Standards Benchmark-Students with Disabilities 96.6% Exceed the Statewide Average 89.9%  by 6.7% | False |
| Regular Attendance-Econ Disadvantaged  87.1% Exceeds the Statewide Average 85.7% by 1.4% | False |
| English Language Arts Not Offered at CTC | False |
| STEM Programming-NOCTI Performance | False |
| STEM Programming-AWS Certification Attainment | False |
| Mathematics Not Offered at CTC | False |
| Regular Attendance - FCCTC Attendance 89.9% Exceeds Statewide Attendance Rate of 85.7% | True |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | True |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | True |
| Foster a culture of high expectations for success for all students, educators, families, and community members | True |
| National Assessment - Percent Scoring Competent or Advanced on NOCTI/NIMS 82.6% | True |
| Industry-Recognized Credentialing - Percent Earned Industry-Recognized Credential 59.3% | True |
| Career Standards Benchmark - Students with Disabilities 96.6% Exceeds Schoolwide 94.9% | False |
| Economically Disadvantaged Performance Consistent with All Student Group Schoolwide | False |
| Career Guidance Plan Approved | False |

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Career Technical Center and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

| Strength | Check for Consideration in Plan |
|---|---|
| Industry-Based Learning-Improve Econ Disadvantaged Industry-Based Learning by 1.1% to State Average | False |
| Advanced on Industry-Based Competency Assessment - 10-12 Students with Disabilities | False |
| Improve Students with Disabilities 10-12 Industry-Based Learning to 88.6% Compared to Exceed Schoolwide Percentage of 91.9% | True |
| Work-Based Learning - Percent Completed Work-Based Learning Experience 10.5% | True |
| Non-Traditional Enrollment - State Expectation 16.35, FCCTC Performance 9.12 (Perkins 4S1) | False |

| | |
|---|---|
| Mathematics Not Offered at CTC | False |
| English Language Arts Not Offered at CTC | False |
| Identify professional learning needs through analysis of a variety of data | False |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | False |
| Implement evidence-based strategies to engage families to support learning | False |
| Increase Enrollment of Minorities in the School | True |
| Regular Attendance - Hispanic Attendance 81.8% Compared to 89.9% Schoolwide | False |
| Chambersburg WIDA or Access for ELLs Data  NA - ELL Support Insufficient | False |
| STEM Programming - Increase Recruitment Efforts in CIM, Electronics and Pre-Engineering | True |
| STEM Programming - Improve NOCTI Scores in Electronics (Group Score of 40.8 Less Than State Average of 58.2 and National Average of 53). | False |
| English Language Development Programs/ELL Services Under-Developed | True |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

FCCTC STAFF COMPREHENSIVE PLANNING NEEDS ASSESSMENT Programming 1.  Are the number of programs that are offered adequate?  Current Level Good             2.        What, if any, new program area will be needed to address local workforce needs by 2024?  Early Childhood Education Logistics  3.        What do you need to enhance your program offering?  Maintenance of Current Levels of Support  4.        Is the number of students enrolled at the school adequate?  Current Level Good             5.        What barriers currently exist that prevent students from accessing programs?   Participating School District Perceptions  6.   To what extent do you feel that virtual learning can be incorporated into your program?  Current Level Good Personnel   7.        What, if any, additional staffing is needed?   Technology               8.        If personnel cuts were necessary, where would they be least felt?  None                    9.        Are adequate processes in place to recruit and induct new teachers and staff?     Yes        10.        Does the school offer regular, substantive professional development opportunities for staff?  Yes  11.    What professional development offerings are most highly rated by participating staff?   Individualized Professional Development  Students  12.        At what level do you see NOCTI results occurring by 2024?        Current Performance Levels  13.        Where should we most focus our recruitment efforts over the next four years?   More presentations at the Middle Schools  14.   What strategy would be most effective to promote our school with the community?   More Support from School Districts  14A.   Other  Full-time Recruiter, College is Still Possible, Tours for School District Personnel  15.    Which of the following activities should we consider focusing on to make students more comfortable and establish ownership in our school.   More Inter-program Activities               Business and Industry 16.        What level of business involvement do you expect with your program in the future?  More    17.     If more, how will you achieve that?  Personal Outreach by Teacher to Obtain New Partners  18.    What emerging occupations in my field of expertise should students be exposed to?  Electric Vehicles Digital Media  19. Are you aware of where students go upon graduation?   Yes        20.        If so, how do you keep track of graduates? Through Teacher Follow-up 21.         What employability skill needs have industry partners identified as lacking in my programs?  Communication          Reliability Problem-solving Initiative Self-management  22.        What, if any, business sector are we failing to support?  Logistics    Facilities 23.        Does the facility and support system in place for facilities permit continued growth in your program?  Yes              24.        Is the level of technology support adequate in the school?                   No                         25.        If no, what is lacking?  Response to Problems

Diversified Population 26.       What additional special supports, if any, are needed?  Instructional Assistance      27.     What gender, races or ethnicities are underrepresented in CTE program overall?  Black  28.     What more can be done to attract non-traditional students?    Social Media, Targeted Marketing  29.  What more can be done to attract minorities to the school? Social Media, Targeted Marketing 30.          What, if any, are the potential root causes of inequities in my CTE programs?  General Demographics and Societal Norms Participating School Districts  31.          Is the budget adequate to embark upon continuous improvement?  Yes       32.     Are the school districts responsive to issues that arise at the FCCTC?   Split Yes and No  33.         If no, what area(s) are of concern?  Student Placement   Other Needs  34. In looking ahead in developing a Comprehensive Plan for the school for the next 3-year period, what other needs do you have that were missed but should be noted in the Plan?  Home-based CTE (Virtual Learning)

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|---|---|---|
| English Language Development Programs/ELL Services Under-Developed | A more culturally diverse community exists for which educational needs must be served. | False |
| Improve Students with Disabilities 10-12 Industry-Based Learning to 88.6% Compared to Exceed Schoolwide Percentage of 91.9% | As IEP student percentages exceed that found in the participating school districts, more resources are needed to serve the needs of CTC students. | True |
| Work-Based Learning - Percent Completed Work-Based Learning Experience 10.5% | The school has a very narrow concentration on what is defined as a work-based learning experience. An effort is in place to broaden work-based opportunities for students in 11th and 12th grade beyond cooperative education to include internships, apprenticeships, job shadowing and mentoring. | True |
| Increase Enrollment of Minorities in the School | The school is still susceptible to common paradigms associated with vocational education. More positive promotion needs to occur. | True |
| STEM Programming - Increase Recruitment Efforts in CIM, Electronics and Pre-Engineering | Continuous emphasis placed on STEM in marketing materials and activities. | True |

## Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|---|
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | We have actively marketed the school to elementary, middle, and high school students through various activities that have resulted in higher NOCTI scores and tasks completions. Many graduates of our programs are now sending their children to our facility. Much of our staff are graduates of our school and have a deep personal commitment to its success. |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Strong community stakeholder support provides opportunities for staff to engage in professional development. Students are presented with work based learning opportunities through business and industry partnerships. |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Existing school culture strongly reinforces high standards for performance. |
| Regular Attendance - FCCTC Attendance 89.9% Exceeds Statewide Attendance Rate of 85.7% | School Philosophy: Attendance at School is paralleled to Attendance at Work |
| National Assessment - Percent Scoring Competent or Advanced on NOCTI/NIMS 82.6% | A major strategy of instruction is focused on assuring success on the national assessment. Students and employers value competency on NOCTI/NIMS which continues to drive our focus on exceeding State benchmarks. |
| Industry-Recognized Credentialing - Percent Earned | Credentialing is valued among staff, students and business partners. |

| Industry-Recognized Credential 59.3% | |
| --- | --- |

## Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
| --- | --- |
| | Develop a more structured approach to accommodate the enrollment and services for Students with Disabilities 10-12. |
| | Explore and Develop Additional Work-Based Learning Opportunities for Students by Engaging Community Stakeholders. |
| | Strengthen promotion of career and technical education to our minority populations during the next 3 year period. |
| | Market STEM Academy Programming to Middle School-Aged Students to Fulfill Employment Needs in the Manufacturing & Distribution Sectors. |

# Goal Setting

## Priority: Strengthen promotion of career and technical education to our minority populations during the next 3 year period.

| Outcome Category | | |
|---|---|---|
| Community Engagement | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| For the 2024-25 school year, Career Tech will increase its projected minority student population by 20% over the 3 year period from 183 students to 220 students. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Minority Student Growth | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Increase minority student populations by 8% | Increase minority student populations by 12% | For the 2024-25 school year, Career Tech will increase its projected minority student population by 20% over the 3 year period from 183 students to 220 students. |

| Outcome Category | | |
|---|---|---|
| English Language Growth and Attainment | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| Increase Hispanic population by 25% from 90 to 112 total by November, 2026. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| ESL Support | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Increase Hispanic population by 12% | Increase Hispanic population by 15% | Increase Hispanic population by 25% from 90 to 112 total by November, 2026. |

## Priority: Develop a more structured approach to accommodate the enrollment and services for Students with Disabilities 10-12.

| Outcome Category | | |
|---|---|---|
| Social emotional learning | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| By June 2026, Develop a career and technical program providing work-based learning opportunities for students with disabilities. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Special Education Placement | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Increase enrollment in the workforce Development program to 10 students. | Increase enrollment in the workforce Development program to 15 students. | By June 2026, Develop a career and technical program providing work-based learning opportunities for students with disabilities. |

## Priority: Market STEM Academy Programming to Middle School-Aged Students to Fulfill Employment Needs in the Manufacturing & Distribution Sectors.

| Outcome Category |
| --- |
| STEM |

| Measurable Goal Statement (Smart Goal) |
| --- |
| Achieve full enrollment in at least 4 of 6 STEM Academy Programs in preparation for the 2025-26 school year.  STEM Programs include;  Welding, Computer Integrated Manufacturing, Mechatronics, Electronics, Pre-Engineering and Information Systems Technology. |

| Measurable Goal Nickname (35 Character Max) |
| --- |
| STEM |

| Target Year 1 | Target Year 2 | Target Year 3 |
| --- | --- | --- |
| Increase enrollment in Welding and CIM to 15 students in each program | Increase enrollment in Welding and CIM to 20 students in each program | Achieve full enrollment in at least 4 of 6 STEM Academy Programs in preparation for the 2025-26 school year.  STEM Programs include;  Welding, Computer Integrated Manufacturing, Mechatronics, Electronics, Pre-Engineering and Information Systems Technology. |

## Priority: Explore and Develop Additional Work-Based Learning Opportunities for Students by Engaging Community Stakeholders.

| Outcome Category |
| --- |
| Industry-Based Learning |

| Measurable Goal Statement (Smart Goal) |
| --- |
| Increase the percentage of 11th and 12th grade students exposed to industry-based learning experiences from 10.5% to 25%. |

| Measurable Goal Nickname (35 Character Max) |
| --- |
| Work-Based Learning % |

| Target Year 1 | Target Year 2 | Target Year 3 |
| --- | --- | --- |
| Increase number of students in our workforce development program to 12 | Increase number of students in our workforce development program to 18 | Increase the percentage of 11th and 12th grade students exposed to industry-based learning experiences from 10.5% to 25%. |

## Action Plan

### Measurable Goals

| | |
|---|---|
| Minority Student Growth | ESL Support |
| Special Education Placement | STEM |
| Work-Based Learning % | |

### Action Plan For: Workforce Development Program

**Measurable Goals:**
- Increase the percentage of 11th and 12th grade students exposed to industry-based learning experiences from 10.5% to 25%.

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Recruitment | | 2024-01-02 | 2027-06-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Lori Ebersole | Web based application, open house and road show recruitment initiatives | No | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Enrollment | | 2024-01-02 | 2027-06-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Lori Stockman | Co-op placement, business partners | Yes | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Implementation of New Teaching Strategies or Techniques | Tangible Product: Lesson plans, classroom materials, or instructional resources.    Observable Event: Teachers incorporating new strategies or techniques outlined in the workforce development action plan into their daily instruction.    Shift in Practice: Observable changes in teaching methods, indicating a successful integration of professional development insights into classroom practices. |

### Action Plan For: Comprehensive Recruitment and Retention Focused on a Diverse Student Population

**Measurable Goals:**
- For the 2024-25 school year, Career Tech will increase its projected minority student population by 20% over the 3 year period from 183 students to 220 students.

| Action Step | Anticipated Start/Completion Date |
|---|---|
| | |

| Develop Recruitment Committee (meet bi-monthly), Determine Key Partners, Develop Strategies, Develop Marketing Materials | | 2024-01-03 | 2027-06-30 |
|---|---|---|---|
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Lori Ebersole Recruitment Specialists | Marketing Materials, Meeting Supplies | Yes | No |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement Recruitment Strategy - open houses, tours, and application process that promote inclusion and diversity. | | 2024-01-03 | 2027-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Lori Ebersole, Recruitment Specialist | Mileage, Presentation Materials | No | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement Retention Strategy, Continue Recruitment Strategy | | 2024-01-03 | 2027-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Justin Sholes, Principal | Advertisement | No | No |


| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| For the 2025-2026 school year, Career Tech will increase its projected minority student population by 15% and increase its Hispanic population by 15% by November, 2027. | Incorporate the monitoring of progress by targeted year into the administrative goals set for the Assistant Director. |

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**True** School does not receive Schoolwide Title 1 funding.

# Professional Development

## Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|---|---|
| Workforce Development Program | Enrollment |
| Comprehensive Recruitment and Retention Focused on a Diverse Student Population | Develop Recruitment Committee (meet bi-monthly), Determine Key Partners, Develop Strategies, Develop Marketing Materials |

## Workbased Learning

| Action Step | | |
|---|---|---|
| • Enrollment | | |
| **Audience** | | |
| Industry partners, new business contacts, parents | | |
| **Topics to be Included** | | |
| Work based learning initiatives, essential skills, career guidance | | |
| **Evidence of Learning** | | |
| Students will complete a career guidance plan that includes, resumes, graduation planes and career choices. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Lori Stockman | 2024-01-29 | 2027-06-01 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Conference | annual |
| **Observation and Practice Framework Met in this Plan** | |
| | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Indicator 14 Pennsylvania Post School Outcomes Training | |

## Trauma - Informed Care

| Action Step |
|---|
| • Develop Recruitment Committee (meet bi-monthly), Determine Key Partners, Develop Strategies, Develop Marketing Materials |
| **Audience** |
| Teachers, Community Stakeholders |
| **Topics to be Included** |
| Promoting Diversity Student Success Career Readiness Community Involvement Student Recruitment and Retention Cultural Understanding |
| **Evidence of Learning** |

| Career Tech will increase its projected minority student population by 15% over the 3 year period from 212 students to 244 students and increase Hispanic population by 15% from 102 to 117 total. A strategic plan that includes career awareness, recruitment, and retention for grades 5, 8, and 9 through 12. The plan will contain elements of tours, open houses, business stakeholder involvement, and parent communication. | | |
|---|---|---|
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Lori Ebersole, Recruitment Specialist | 2024-01-03 | 2027-06-30 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| • 4d: Participating in a Professional Community <br> • 2a: Creating an Environment of Respect and Rapport | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Indicator 14 Pennsylvania Post School Outcomes Training | |

## Communications

### Communications Action Steps

| Evidence-based Strategy | Action Steps |
|---|---|
| Workforce Development Program | Recruitment |
| Comprehensive Recruitment and Retention Focused on a Diverse Student Population | Implement Recruitment Strategy - open houses, tours, and application process that promote inclusion and diversity. |

### Recruitment Roadshow

| Action Step | | |
|---|---|---|
| • Recruitment | | |
| **Audience** | | |
| 5th grade elementary | | |
| **Topics to be Included** | | |
| Career choice, post secondary options, career guidance | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Lori Ebersole | 2023-01-02 | 2027-06-01 |

### Communication

| Type of Communication | Frequency |
|---|---|
| Presentation | 10 elementary schools with a visit to all each year |

## Approvals & Signatures

| Uploaded Files |
| --- |
| |

| Chief School Administrator | Date |
| --- | --- |
| Terry L. Miller | 2023-12-04 |
| **Building Principal Signature** | **Date** |
| | |
| **School Improvement Facilitator Signature** | **Date** |
| | |