

SCHUYLKILL TECHNOLOGY CENTERS

15 Maple Avenue

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The mission of the Schuylkill Technology Center is to enable the student to acquire the attitudes, knowledge, skills, and values necessary to become a life-long learner and a productive citizen of a global economy by developing an educational pathway for excellence driven by a partnership with education, business, industry, government, family, and the community.

VISION STATEMENT

Through partnership with other educational entities, businesses, industries and the community, the Schuylkill Technology Center provides an educational pathway utilizing 21st century skills to empower students to achieve their goals in work and life.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Student attendance includes youth enrolled in 9th, 10th, 11th, or 12th grade and residing in any of the local 12 public school districts. Students granted admission may select among a total of twenty programs of study. Courses are offered under major career clusters, including Agriculture, Food, & Natural Resources, Architecture & Construction, Business Management, Health Science, Hospitality & Tourism, Human Services, Information Technology, Law, Public Safety & Security, Manufacturing, and Transportation, Distribution and Logistics. Students currently attending Schuylkill County school districts have the option to participate in a Diversified Occupations program offered through the supervision of the STC. The Diversified Occupations program prepares students to develop marketable workforce skills through related theory assignments and job training connected with actual employment opportunities. Campus assignments are determined by student's program of choice. Students attending STC complete courses over a period of one (1) - half academic year and subsequently return to their home district to complete the remaining year. Students may attend for one (1), two (2), three (3), or four (4) semesters. Opportunities for Students Programs of Study Students have the opportunity to choose from 20 programs of study. Campus assignments are determined by student's program of choice. Students earn a STC certificate of completion when they successfully complete the curriculum and have earned 9 credits in their Program of Study. Skills Certificates The Pennsylvania Department of Education requires all students that have completed two courses (720 hours) of the curriculum to take an end-of- program exam as a senior. The National Occupational Competency Institute (NOCTI), National Institute for Metalworking Skills (NIMS), or an equivalent exam will occur during the last month of the senior year. Students who exceed an established "cut score" are awarded a Pennsylvania Skills Certificate recognizing their achievement. Student Organizations STC students have opportunities to promote leadership skills in career and technical organizations. Each organization fosters leadership, community service, and cooperative interaction among students. Skills competitions, service projects, special events, and social activities are included in the organizations. Skills USA, Distributive Education Clubs of America (DECA), HOSA, National Technical Honor Society, and Student Ambassadors are the STC student organizations. Student Support Services Student Services plays a critical role in supporting the educational, emotional and social development of all students in relation to their total educational experience. STC employs a Career Guidance Counselor, Licensed Social Worker and & Special Education Staff who provide support services to all students. Other support services, such as: speech therapy, occupational therapy, etc are available through the sending districts or Intermediate Unit 29. School to Work Programs School-to-Work Programs - The Cooperative Education Program (Co-op) at STC is designed to provide students with work-based learning opportunities directly

related to their occupational program of study. A certified coordinator is responsible for placement, paperwork, on-site visitations, and evaluation of students between the employer and the occupational instructor. Designed as a structured program that combines school-based learning with a work-based component, the program is a partnership among students, parents/guardians, schools, and employers. “Co-op” is usually a paid work or internship experience; however, unpaid work experiences also comprise a portion of the Cooperative Education Program. Cooperative Education Opportunities • Job Shadowing – Job shadowing conducted within a business, industrial, or professional setting is available to students for one or more days to observe the duties and requirements of a specific occupation. This is a non-paid experience, strictly an observation no hands-on work activities. • Internship – Students in grade 11 or 12 must complete the appropriate pre-requisite courses to participate in this Co-Op experience. This short-term work-based program provides hands-on training in the student’s chosen program of study. An internship may be a paid or non-paid experience. • Capstone – Students “cap-off” their vocational-technical training by receiving on-the-job training in their program of study. To be eligible, a student must be a third year Level III student, must complete all classroom requirements, and must be recommended by the program instructor, academic support teacher (if applicable), administration, and his/her parent/guardian. This is a paid work experience. Students have expressed on the year end assessment that they're happy with the program. Schuylkill Diversified Occupations Program Students currently attending Schuylkill County school districts have the option to participate in a Diversified Occupations Program offered through the supervision of the STC. The Diversified Occupations one (1) year program prepares students to develop marketable workforce skills through related theory assignments and job training connected with actual employment opportunities. A secondary student may apply for admission to the program. Articulation Agreements with Post-Secondary Schools STC has over forty-five (45) articulation agreements with postsecondary schools located locally and across the state. In addition, graduates of the STC secondary programs may receive a tuition credit of up to 25% to attend Schuylkill Technology Center Post-Secondary Programs including CDL, Heavy Equipment, Combo Training, Welding, Electro-Mechanical Technology and Inter-generational Technology Programs. In addition, graduates may receive credit of up to \$1,500 to attend Schuylkill Technology Center Licensed Practical Nursing Program.

STAFF

On average, STC employs over 30 certified instructors averaging over 300 years’ practical and technical experience. Bachelor’s and Master’s level instructors offer career and technical training based on first-hand experience in a variety of fields. Credentialed school administrators and support personnel offer 70 years combined experience to the students attending STC. Advisory Committee Resources Fundamental to envisioning our future is developing a clear understanding of existing organizational resources. STC’s Advisory Committee is composed of

representatives of local trades, industries, business, educational agencies, administrators of participating school districts representatives and members authorized by the workforce investment board, civic organizations and higher education institutions. The committee gives advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, strategic plans, course offerings, support services, safety requirements and the skill needs of employers. The advisory committee also makes equipment recommendations in order to keep programs at industry standards. STC's Occupational Advisory Committees are composed of representatives from a particular occupational field, and also include representatives authorized by the workforce investment board, civic organizations and higher education institutions. Committees advise the board, the administration and staff, on curriculum, equipment, instructional materials, safety requirement, program evaluation and other related matters. Committees also use processes to verify that the programs meet industry standards and, if appropriate, licensing board criteria, and that they prepare students with occupation related competencies.

ADMINISTRATION

STC is led by the Director of Career and Technical Education who oversees the administrative staff, specifically the Assistant Directors of Career and Technical Education. The staff also consists of a Director of Special Education and an Assistant Director of Special Education. The STC North and South Campuses house both secondary and postsecondary programming. STC is guided by a twelve (12) member Board of Directors consisting of one (1) representative elected from each of the following Schuylkill County school districts: Blue Mountain, Mahanoy Area, Minersville Area, North Schuylkill, Pine Grove Area, Pottsville Area, Saint Clair Area, Schuylkill Haven, Shenandoah, Tamaqua, Tri-Valley, and Williams Valley. The IU board of directors is designated as the operating agent and assumes its designated responsibilities in accordance with the provisions of a written agreement entered into by the Schuylkill AVTS board and the board of directors.

PARENTS

The Schuylkill Technology Center Stakeholder Group/Local Area Committee and the Comprehensive Planning Committee include parent representation. Both committees provide feedback regarding programming, student outcomes and school climate. STC conducts a bi-annual school climate survey and participates in county, state and national school climate initiatives. Regular communication with parents is provided through the STC Alert System (School Rush), memos, emails and telephone calls as needed. STC hosts bi-annual open house event open to parents of current and prospective students, industry representatives, and alumni. In addition, STC hosts an annual new student orientation to ensure incoming students and parents are informed about program requirements, regulations and overall expectations.

COMMUNITY

STC recognizes local community strengths and resources as key elements for strategic planning and future collaborative developments. Several aspects of the Schuylkill County region present STC with various assets from which to build collaborations and partnerships. Many entities exist that share STC's mission to provide educational pathways. External Educational Resources Alvernia University-Schuylkill Campus, Lehigh Carbon Community College- Tamaqua Campus, Penn State Schuylkill Campus, Joseph F. McCloskey School of Nursing provide some form of postsecondary education in Schuylkill County. A primary linkage to all postsecondary programs is the Schuylkill Community Education Council (SCEC), non-profit organization that brings higher education opportunities to rural and educationally under-served communities.

Economic Development Resources The Schuylkill Chamber of Commerce offers comprehensive member benefit and skill development programs to increase business efficiency while also assisting with operating cost control. The organization also maintains community affiliations with numerous other business associations across Schuylkill County in a business network that serves the entire county. The Schuylkill Economic Development Corporation (SEDCO) is a community-based, private, not-for-profit organization assisting companies to locate or expand their operations in Schuylkill County. SEDCO seeks to assure qualified employment candidates for county businesses through interaction with industry and government and effective partnerships with educators and training providers. SEDCO works closely with the Schuylkill County Industrial Development Authority (SCIDA) in support of a cohesive system of project development and financing services. SCIDA is a public authority engaged in providing taxable and tax-exempt bond financing for job creation projects. The Northeast Pennsylvania Manufacturers and Employers Association (MAEA) is a non-profit, membership-based organization and the only voluntary, non-profit employer's association in the region. MAEA's mission is to provide information and services to member companies that help them grow their businesses and better serve their communities. Major economic development projects in Schuylkill County include regional distribution centers of more than 1 million square feet in size, power generating stations, and manufacturing plants. SEDCO presently manages the TIDE, Frackville, Hegins, Deer Lake, St. Clair, Pine Grove, MAJIC, Tremont, Shenandoah, Orwigsburg, the Auburn Industrial Parks as well as the Highridge Business Park. Highridge Business Park, located between exits 116 and 119 along Interstate 81, is one of the largest mixed-use business parks in the Commonwealth of Pennsylvania. Employment & Career Resources Pennsylvania CareerLink is a collaborative project between multiple agencies to provide career services to Pennsylvania employers, potential employees, and others. Pennsylvania CareerLink is operated under the direction of the Pennsylvania Department of Labor and Industry. The Schuylkill County CareerLink is located in the central city of Pottsville. Services offered include Employment Assistance, Training and Education, Youth Services, Welfare Services, etc. CareerLink also gathers information on the Pennsylvania labor market, including services which may be needed for customers to make reasoned choices.

Statistics gathered include education, employer, income, industry, labor force, population, wages, and occupation.

OTHER (OPTIONAL)

Schuylkill Technology Center (STC), an Area Vocational-Technical School - (AVTS)/ Career and Technical Center (CTC), is a public school which provides vocational education to secondary school students, out-of-school youth and adults in Schuylkill County, Pennsylvania. STC is comprised and operated by twelve (12) public school districts and was established under Article XVIII (Subdivision C) of the Public School Code of 1949[1]. STC offers challenging programs to prepare graduates for a variety of technical, medical, business, trade, and industrial careers. Utilizing a competency-based delivery system, STC provides students with a well-planned curriculum that includes classroom theory and hands-on applications in a laboratory and/or work-based environment. Organizational Description Accredited by the Pennsylvania State Board for Vocational Technical Education, the Council on Occupational Education, and Middle States Commission on Secondary Schools, STC's organizational operations are legislatively mandated. In the state of Pennsylvania, legislation sets forth the organizational structure of the area vocation and technical schools. As such, STC and Schuylkill Intermediate Unit 29 (Schuylkill IU), a separate, legislatively-created public educational service agency, share leadership responsibilities through two means, Board of Directors membership and the position of the Executive Director as it serves as the STC Superintendent. STC is led by an executive director who oversees the administrative staff, specifically the Director of Vocational Education and the Director of Postsecondary Programs and Community Based Education. The staff also consists of two (2) Assistant Principals, a Director of Special Education, Guidance Counselor, Social Worker, and Administrative Assistants. The STC North Campus houses both secondary and postsecondary programming while the South Campus strictly houses the secondary programs. Each site employs skilled instructors. STC is guided by a twelve (12) member Board of Directors consisting of one (1) representative elected from each of the following Schuylkill County school districts: Blue Mountain, Mahanoy Area, Minersville Area, North Schuylkill, Pine Grove Area, Pottsville Area, Saint Clair Area, Schuylkill Haven, Shenandoah, Tamaqua, Tri-Valley, and Williams Valley. The IU board of directors is designated as the operating agent and assumes its designated responsibilities in accordance with the provisions of a written agreement entered into by the area vocational-technical board and the board of directors. Each district is responsible for a share of the operating budget based on student enrollment using a formula described within the Articles of Agreement. As a result of an amendment to the articles of agreement made in October of 2004, the formula used to calculate the district contributions was changed from a 21% projection of enrollment to a 17% projection beginning with the 2005-2006 school year. The STC budget consists of member district contributions, charges for services, other state and Federal subsidies, grants, investment income and tuition. Each public school district in the service area contributes a portion of their funds to the budget. Total school districts' contribution to the STC budget is \$5,252,611.00. Student attendance includes youth enrolled in

9th, 10th, 11th, or 12th grade and residing in any of the local 12 public school districts. Students granted admission may select among a total of nineteen (19) programs of study. Courses are offered under major career clusters, including Agriculture, Food, & Natural Resources, Architecture & Construction, Business Management, Health Science, Hospitality & Tourism, Human Services, Information Technology, Law, Public Safety & Security, Manufacturing, and Transportation, Distribution and Logistics. Students currently attending Schuylkill County school districts have the option to participate in a Diversified Occupations program offered through the supervision of the STC. The Diversified Occupations program prepares students to develop marketable workforce skills through related theory assignments and job training connected with actual employment opportunities. Campus assignments are determined by student's program of choice. Students attending STC complete courses over a period of one (1) - half academic year and subsequently return to their home district to complete the remaining year. Students may attend for one (1), two (2), three (3), or four (4) semesters. The Service Region STC is uniquely shaped by Schuylkill County, the service region, and by the needs of its member school districts. STC's South Campus is located in the small village of Mar Lin, encompassed by Norwegian Township and adjacent to the Borough of Minersville. The North Campus is located in New Castle Township, in close proximity to the Borough of Frackville. Schuylkill County is nestled in northeastern Pennsylvania's Appalachian Mountains. The county's one (1) city, thirty (30) boroughs and thirty (36) townships span across 783 square miles of lands marred by the anthracite coal mining industry. Today, U.S. Census data shows that STC serves a region composed of mostly family households sustained on lower wage manufacturing jobs held by a middle-aged (44 yrs.). The population is declining and is estimated to be 143,049 - a 38 % decrease since 1930. The total population is projected to continue decreasing, due to out-migration of youth and aging senior citizens. Although anthracite coal mining is no longer a leading industry, 36 companies in Schuylkill County continue to operate anthracite (coal) surface mines, and 8 companies operate underground mines. The local service region is characterized by areas populated by less than 1,000; these areas are termed "coal patch towns." Schuylkill County is designated as an Appalachian county which signifies the area's lower per capita income, average wages, salaries and slightly higher unemployment rates. On average, most households are supported by an annual income of \$45,000 earned by working in schools, hospitals, social agencies or manufacturing plants. The unemployment rate remains around 6% annually and the poverty rate of 13% is slightly higher in comparison to statewide averages. Leading Industries STC is located within the Luzerne/Schuylkill (L/S) Workforce Investment Area (WIA) and has membership on the L/S Workforce Investment Board (WIB). According to the L/S WIB, leading local industries include Manufacturing, Healthcare and Social Assistance, Transportation and Warehousing, Retail Trade and Education Services. The average hourly wage is \$20.13. The occupations with the highest estimated annual percent change in openings include Podiatrists, Logging Equipment Operators, Service Unit Operators, Oil, Gas and Mining, Marriage & Family Therapists, and Personal Care Aids. Long-term industry projections for 2010-2020 show growth among the following industries: Agriculture; Forestry, Fishing & Hunting; Mining; Construction; Manufacturing;

Utilities; Wholesale Trade; Retail Trade; Transportation; Information; Professional & Technical Services; Administrative & Waste Services; Health Care & Social Assistance; Arts, Entertainment & Recreation; Accommodation & Food Services, and Other Services, Except Public Administration. STC as a Leader in Vocational Training Campuses STC secondary programs operate within two (2) campuses, one located in Frackville and one located in Mar Lin. Each building was constructed during the late 1960's and contain classrooms, computer and technical labs, cafeterias, common areas, outdoor recreational space, and staff offices. STC Post-Secondary Programs are held at both the North Campus and the Airport Campus, located near the Schuylkill County Airport Enrollment Students in grades 9, 10, 11, and 12 who reside in any of the 12 participating school districts may attend STC. Students can attend for one, two, three, or four semesters. Most students enter as 10th graders and remain for three (3) semesters over a three year period. Students acquire applications from their high school guidance counselor. STC North and South Campus enroll a total of 700 students annually. Opportunities for Students Programs of Study Students have the opportunity to choose from 19 programs of study. Campus assignments are determined by student's program of choice. Students earn a STC certificate of completion when they successfully complete the curriculum and have earned 9 credits in their Program of Study. Skills Certificates The Pennsylvania Department of Education requires all students that have completed two thirds of the curriculum to take an end-of- program exam as a senior. The National Occupational Competency Institute (NOCTI) or an equivalent exam will occur during the last month of the senior year. Students who exceed an established "cut score" are awarded a Pennsylvania Skills Certificate recognizing their achievement. Student Organizations STC students have opportunities to promote leadership skills in career and technical organizations. Each organization fosters leadership, community service, and cooperative interaction among students. Skills competitions, service projects, special events, and social activities are included in the organizations. Skills USA, Distributive Education & Future Farmers of America are the STC's school organizations. Student Support Services Student Services plays a critical role in supporting the educational, emotional and social development of all students in relation to their total educational experience. Career Guidance and Counseling, Social Services & Special Education are support services available to all students. School to Work Programs School-to-Work Programs - The Cooperative Education Program (Co-op) at STC is designed to provide students with work-based learning opportunities directly related to their occupational program of study. A certified coordinator is responsible for placement, paperwork, on-site visitations, and evaluation of students between the employer and the occupational instructor. Designed as a structured program that combines school-based learning with a work-based component, the program is a partnership among students, parents/guardians, schools, and employers. "Co-op" is usually a paid work or internship experience; however, unpaid work experiences also comprise a portion of the Cooperative Education Program. Cooperative Education Opportunities • Job Shadowing – Job shadowing conducted within a business, industrial, or professional setting is available to students for one or more days to observe the duties and requirements of a specific occupation. This is a non-paid experience, strictly an observation no hands-on work activities. • Internship –

Students in grade 11 or 12 must complete the appropriate pre-requisite courses to participate in this Co-Op experience. This short-term work-based program provides hands-on training in the student's chosen program of study. An internship may be a paid or non-paid experience. •

Capstone – Students “cap-off” their vocational-technical training by receiving on-the-job training in their program of study. To be eligible, a student must be a third year Level III student, must complete all classroom requirements, and must be recommended by the program instructor, academic support teacher (if applicable), administration, and his/her parent/guardian. This is a paid work experience. Students have expressed on the year end assessment that they're happy with the program. Schuylkill Diversified Occupations Program Students currently attending Schuylkill County school districts have the option to participate in a Diversified Occupations Program offered through the supervision of the STC. The Diversified Occupations one (1) year program prepares students to develop marketable workforce skills through related theory assignments and job training connected with actual employment opportunities. A secondary student may apply for admission to the program. Articulation Agreements with Post-Secondary Schools STC has over forty-five (45) articulation agreements with postsecondary schools located locally and across the state. In addition, graduates of the STC secondary programs may receive a tuition credit of up to 25% to attend Schuylkill Technology Center Post-Secondary Programs including CDL, Heavy Equipment, Combo Training, and Inter-generational Technology Programs. In addition, graduates may receive credit of up to \$1,500 to attend Schuylkill Technology Center Licensed Practical Nursing Program. Community Resources STC recognizes local community strengths and resources as key elements for strategic planning and future collaborative developments. Several aspects of the Schuylkill County region present STC with various assets from which to build collaborations and partnerships. Many entities exist that share STC's mission to provide educational pathways. External Educational Resources A total of seventeen (17) organizations, including Alvernia University-Schuylkill Campus, Albright College – Tamaqua Campus, Penn State Schuylkill Campus, the localized sites of Wilkes University, Immaculata University, and East Stroudsburg University provide some form of postsecondary education in Schuylkill County. A primary linkage to all postsecondary programs is the Schuylkill Community Education Council (SCEC), non-profit organization that brings higher education opportunities to rural and educationally under-served communities. Economic Development Resources The Schuylkill Chamber of Commerce offers comprehensive member benefit and skill development programs to increase business efficiency while also assisting with operating cost control. The organization also maintains community affiliations with numerous other business associations across Schuylkill County in a business network that serves the entire county. The Schuylkill Economic Development Corporation (SEDCO) is a community-based, private, not-for-profit organization assisting companies to locate or expand their operations in Schuylkill County. SEDCO seeks to assure qualified employment candidates for county businesses through interaction with industry and government and effective partnerships with educators and training providers. SEDCO works closely with the Schuylkill County Industrial Development Authority (SCIDA) in support of a cohesive system of project development and financing services. SCIDA is a public

authority engaged in providing taxable and tax-exempt bond financing for job creation projects. The Northeast Pennsylvania Manufacturers and Employers Association (MAEA) is a non-profit, membership-based organization and the only voluntary, non-profit employer's association in the region. MAEA's mission is to provide information and services to member companies that help them grow their businesses and better serve their communities. Major economic development projects in Schuylkill County include regional distribution centers of more than 1 million square feet in size, power generating stations, and manufacturing plants. SEDCO presently manages the TIDE, Frackville, Hegins, Deer Lake, St. Clair, Pine Grove, MAJIC, Tremont, Shenandoah, Orwigsburg, and Auburn Industrial Parks as well as the Highridge Business Park. Highridge Business Park, located between exits 116 and 119 along Interstate 81, is one of the largest mixed-use business parks in the Commonwealth of Pennsylvania. Employment & Career Resources Pennsylvania CareerLink is a collaborative project between multiple agencies to provide career services to Pennsylvania employers, potential employees, and others. Pennsylvania CareerLink is operated under the direction of the Pennsylvania Department of Labor and Industry. The Schuylkill County CareerLink is located in the central city of Pottsville. Services offered include Employment Assistance, Training and Education, Youth Services, Welfare Services, etc. CareerLink also gathers information on the Pennsylvania labor market, including services which may be needed for customers to make reasoned choices. Statistics gathered include education, employer, income, industry, labor force, population, wages, and occupation. STC Organizational Resources On average, STC employs over 30 certified instructors averaging over 300 years' practical and technical experience. Bachelor's and Master's level instructors offer career and technical training based on first-hand experience in a variety of fields. Credentialed school administrators and support personnel offer 70 years combined experience to the students attending STC. Advisory Committee Resources Fundamental to envisioning our future is developing a clear understanding of existing organizational resources. STC's Advisory Committee is composed of representatives of local trades, industries, business, educational agencies, administrators of participating school districts representatives and members authorized by the workforce investment board, civic organizations and higher education institutions. The committee gives advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, strategic plans, course offerings, support services, safety requirements and the skill needs of employers. The advisory committee also makes equipment recommendations in order to keep programs at industry standards. STC's Occupational Advisory Committees are composed of representatives from a particular occupational field, and also include representatives authorized by the workforce investment board, civic organizations and higher education institutions. Committees advise the board, the administration and staff, on curriculum, equipment, instructional materials, safety requirement, program evaluation and other related matters. Committees also use processes to verify that the programs meet industry standards and, if appropriate, licensing board criteria, and that they prepare students with occupation related competencies.

STEERING COMMITTEE

Name	Position	Building/Group
Shannon Brennan	Administrator	Schuylkill Technology Center
Barb Wilkinson	Other	Schuylkill Intermediate Unit
Dr. Gregory Koons	Administrator	Schuylkill Intermediate Unit
Chris Groody	Administrator	Schuylkill Technology Center
Robert Carl	Community Member	Schuylkill Chamber of Commerce
Tracey Picht	Staff Member	Schuylkill Technology Center
Gretchen Witman	Staff Member	Schuylkill Technology Center
Jonathan Flynn	Parent	Schuylkill Technology Center
Michelle Chicora	Staff Member	Schuylkill Technology Center
AJ Serrano	Student	Schuylkill Technology Center
Scott Jacoby	Board Member	Schuylkill Technology Center
Stacey Minahan	Administrator	Schuylkill Technology Center
John Barnetsky	Community Member	Cardinal Systems

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Increase Non-traditional student enrollment	School climate and culture
Upgrade technology infrastructure	Other
Improve NOTCI post test scores	Industry-Based Learning

ACTION PLAN AND STEPS

Evidence-based Strategy
Targeted Marketing Campaign

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Non-Traditional Enrollment	Increase non-traditional student enrollment by program of study to achieve the Perkins specified rate of 16%,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify media outlets in which we can utilize visual displays and secure funding	2021-09-24 - 2024-06-24	Shannon Brennan	Billboard, Skook News, Republican Herald Impact Ads
Create visual ads	2021-10-01 - 2024-08-24	Shannon Brennan	Software, Laptop
Invite Guest speakers who represent non-traditional career pathways to speak to prospective students.	2021-09-22 - 2024-06-30	Lead teachers	community connections
Utilize non-traditional students as ambassadors for building tours with prospective students	2021-09-01 - 2024-05-31	Board approved advisors of the student ambassadors	scheduling with the 12 member districts

Anticipated Outcome

Incremental increase in non-traditional student enrollment by program of study

Monitoring/Evaluation

Guidance Counselor

Evidence-based Strategy

NOCTI Data Analysis

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
NOCTI skill attainment rate	STC will Achieve NOCTI skill consortia attainment rate of 84.3

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct professional growth training with faculty regarding NOCTI performance data analysis	2021-08-17 - 2022-05-31	Assistant directors	NOCTI pre/post test scores
Develop student performance measures as a plan to improve student achievement	2021-08-17 - 2022-05-31	Assistant directors	NOCTI pre/post test scores, SPM template
Implement action steps within the SPM to improve instructional practices	2021-08-25 - 2024-05-31	Assistant directors	learning guides, course scope and sequence

Anticipated Outcome

Incremental, sustained increase in NOCTI achievement scores

Monitoring/Evaluation

A review of annual performance data will be conducted by administration

Evidence-based Strategy

Technology infrastructure upgrade

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Upgrade server network

Upgrade server network, wifi, infrastructure to accommodate one-to-one student device ratio

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Utilize grant funding to purchase new servers

2021-09-01 - 2022-05-31

IT coordinator

grant funds, server equipment

Install and troubleshoot new equipment

2021-09-30 - 2022-07-12

IT coordinator

equipment

Anticipated Outcome

A faster more stable technology network utilized to achieve student learning outcomes.

Monitoring/Evaluation

Windstream software will be utilized to analyze network speed and usage.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
STC will Achieve NOCTI skill consortia attainment rate of 84.3 (NOCTI skill attainment rate)	NOCTI Data Analysis	Conduct professional growth training with faculty regarding NOCTI performance data analysis	08/17/2021 - 05/31/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
STC will Achieve NOCTI skill consortia attainment rate of 84.3 (NOCTI skill attainment rate)	NOCTI Data Analysis	Develop student performance measures as a plan to improve student achievement	08/17/2021 - 05/31/2022

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

n/a

n/a

n/a

Communication with sending districts

Qualified Itinerant instructors

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *

Use multiple professional learning designs to support the learning needs of staff *

Instructional Resources including equipment and supplies

Physical space is sufficient to teach the programs of study

STC was recognized nationally for School Climate initiatives

Challenges

n/a

n/a

n/a

Students with low reading and math levels

Locating instructional aides with industry experience

Identify professional learning needs through analysis of a variety of data *

Implement evidence-based strategies to engage families to support learning *

Non-traditional student enrollment needs to increase

Upgrades to technology infrastructure is needed to accommodate additional devices

Improve NOCTI post test scores



Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Non-traditional student enrollment needs to increase

Upgrades to technology infrastructure is needed to accommodate additional devices

Improve NOCTI post test scores

ADDENDUM B: ACTION PLAN

Action Plan: Targeted Marketing Campaign

Action Steps	Anticipated Start/Completion Date	
Identify media outlets in which we can utilize visual displays and secure funding	09/24/2021 - 06/24/2024	
Monitoring/Evaluation	Anticipated Output	
Guidance Counselor	Incremental increase in non-traditional student enrollment by program of study	
Material/Resources/Supports Needed	PD Step	Comm Step
Billboard, Skook News, Republican Herald Impact Ads	no	no



Action Steps**Anticipated Start/Completion Date**

Create visual ads

10/01/2021 - 08/24/2024

Monitoring/Evaluation**Anticipated Output**

Guidance Counselor

Incremental increase in non-traditional student enrollment by program of study

Material/Resources/Supports Needed**PD Step****Comm Step**

Software, Laptop

no

no



Action Steps**Anticipated Start/Completion Date**

Invite Guest speakers who represent non-traditional career pathways to speak to prospective students.

09/22/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Guidance Counselor

Incremental increase in non-traditional student enrollment by program of study

Material/Resources/Supports Needed**PD Step****Comm Step**

community connections

no

yes



Action Steps**Anticipated Start/Completion Date**

Utilize non-traditional students as ambassadors for building tours with prospective students

09/01/2021 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Guidance Counselor

Incremental increase in non-traditional student enrollment by program of study

Material/Resources/Supports Needed**PD Step****Comm Step**

scheduling with the 12 member districts

no

yes

Action Plan: NOCTI Data Analysis

Action Steps**Anticipated Start/Completion Date**

Conduct professional growth training with faculty regarding NOCTI performance data analysis

08/17/2021 - 05/31/2022

Monitoring/Evaluation**Anticipated Output**

A review of annual performance data will be conducted by administration

Incremental, sustained increase in NOCTI achievement scores

Material/Resources/Supports Needed**PD Step****Comm Step**

NOCTI pre/post test scores

yes

no



Action Steps**Anticipated Start/Completion Date**

Develop student performance measures as a plan to improve student achievement

08/17/2021 - 05/31/2022

Monitoring/Evaluation**Anticipated Output**

A review of annual performance data will be conducted by administration

Incremental, sustained increase in NOCTI achievement scores

Material/Resources/Supports Needed**PD Step****Comm Step**

NOCTI pre/post test scores, SPM template

yes

no

Action Steps**Anticipated Start/Completion Date**

Implement action steps within the SPM to improve instructional practices

08/25/2021 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

A review of annual performance data will be conducted by administration

Incremental, sustained increase in NOCTI achievement scores

Material/Resources/Supports Needed**PD Step****Comm Step**

learning guides, course scope and sequence

no

no

Action Plan: Technology infrastructure upgrade

Action Steps**Anticipated Start/Completion Date**

Utilize grant funding to purchase new servers

09/01/2021 - 05/31/2022

Monitoring/Evaluation**Anticipated Output**

Windstream software will be utilized to analyze network speed and usage.

A faster more stable technology network utilized to achieve student learning outcomes.

Material/Resources/Supports Needed**PD Step****Comm Step**

grant funds, server equipment

no

no



Action Steps**Anticipated Start/Completion Date**

Install and troubleshoot new equipment

09/30/2021 - 07/12/2022

Monitoring/Evaluation**Anticipated Output**

Windstream software will be utilized to analyze network speed and usage.

A faster more stable technology network utilized to achieve student learning outcomes.

Material/Resources/Supports Needed**PD Step****Comm Step**

equipment

no

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
STC will Achieve NOCTI skill consortia attainment rate of 84.3 (NOCTI skill attainment rate)	NOCTI Data Analysis	Conduct professional growth training with faculty regarding NOCTI performance data analysis	08/17/2021 - 05/31/2022
	NOCTI Data Analysis	Develop student performance measures as a plan to improve student achievement	08/17/2021 - 05/31/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
NOCTI Data Analysis	teachers and administrators	NOCTI performance data analysis process

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
sign-sheet, completed SPM templates supported by NOCTI data	08/17/2021 - 10/11/2021	Assistant directors

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction 4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students



Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed Training	all staff	Trauma Informed Instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
sign-in sheet,	10/11/2021 - 10/15/2021	School social worker

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4e: Growing and Developing Professionally

Trauma Informed Training (Act 18)

Professional Development Step

Audience

Topics of Prof. Dev

Multi-Tiered System of Support (MTSS)

teachers and instructional aides

Multi-tiered System of Support principles

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

sign-sheet, submission of MTSS Sheets

08/25/2021 - 05/31/2024

school counselor

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Teaching Diverse Learners in an Inclusive Setting

3c: Engaging Students in Learning

2b: Establishing a Culture for Learning

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase non-traditional student enrollment by program of study to achieve the Perkins specified rate of 16%, (Non-Traditional Enrollment)	Targeted Marketing Campaign	Invite Guest speakers who represent non-traditional career pathways to speak to prospective students.	2021-09-22 - 2024-06-30
Increase non-traditional student enrollment by program of study to achieve the Perkins specified rate of 16%, (Non-Traditional Enrollment)	Targeted Marketing Campaign	Utilize non-traditional students as ambassadors for building tours with prospective students	2021-09-01 - 2024-05-31

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Targeted Marketing Campaign	parents and prospective students	career pathways and benefits available for students who pursue non-traditional roles

Anticipated Timeframe	Frequency	Delivery Method
09/01/2021 - 05/31/2024	twice a year	Email

Lead Person/Position
teachers

Communication Step	Audience	Topics/Message of Communication
Non-traditional student ambassadors	prospective students	non-traditional programs of study

Anticipated Timeframe	Frequency	Delivery Method
09/01/2021 - 05/31/2024	monthly	Presentation

Lead Person/Position
advisors to the student ambassadors

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

