

Profile and Plan Essentials

LEA Type		AUN
Clarion County Career Center		106161357
Address 1		
447 Career Lane		
Address 2		
City	State	Zip Code
Shippenville	PA	16254
Chief School Administrator		Chief School Administrator Email
Traci Wildeson		twildeson@clarioncte.org
Single Point of Contact Name		
Traci Wildeson		
Single Point of Contact Email		
tracizach@gmail.com		
Single Point of Contact Phone Number		Single Point of Contact Extension
(814) 226 - 4391		102
Principal Name		
Traci Wildeson		
Principal Email		
twildeson@clarioncte.org		
Principal Phone Number		Principal Extension
18142264391		102
School Improvement Facilitator Name		School Improvement Facilitator Email
Traci Wildeson		twildeson@clarioncte.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Paula Davis	Staff Member	Clarion County Career Center	pdavis@clarioncte.org
Kevin Burkhardt	Teacher	Clarion County Career Center	kburkhardtcn@clarioncte.org
Dave Bradley	Teacher	Clarion County Career Center	dbradley@clarioncte.org
Bridget O'Brien	Teacher	Clarion County Career Center	bobrien@clarioncte.org
Randy Shook	Teacher	Clarion County Career Center	rshook@clarioncte.org
Kelly Flick	Teacher	Clarion County Career Center	kflick@clarioncteorg
Ben Black	Teacher	Clarion County Career Center	bblack@clarioncte.org
Terry Clark	Teacher	Clarion County Career Center	tclark@clarioncte.org
Kathy Burkhardt	Teacher	Clarion County Career Center	kburkhardt@clarioncte.org
Jeffrey Courson	Teacher	Clarion County Career Center	jcourson@clarioncte.org
Christopher Richardson	Teacher	Clarion County Career Center	crichardson@clarioncte.org
Traci Wildeson	Administrator	Clarion County Career Center	twildeson@clarioncte.org
Emilee Parkes	Staff Member	Clarion County Career Center	eparkes@clarioncte.org
Rod Burkhardt	Staff Member	Clarion County Career Center	rburkhardt@clarioncte.org
Jen Maher	Staff Member	Clarion County Career Center	jmaher@clarioncte.org
Amy Zacherl	Staff Member	Clarion County Career Center	azacherl@clarioncte.org
Sharyon Lauer	Staff Member	Clarion County Career Center	slauer@clarioncte.org
Kelly Schrecengost	Staff Member	Clarion County Career Center	kschrecengost@clarioncte.org

LEA Profile

Clarion County Career Center is in Clarion County. Clarion County is 609 square miles in size with a population of slightly under 38,000. Within the county, 18.6% of the residents are younger than 18 years of age, while 96.2% of the population is white. The median household income is approximately \$53,096, with 11.8% of the population below the poverty level. The median property value is \$127,900. Of the county's population age 16 and above, 57.9% are in the civilian labor force. The three major areas of employment within the county exist in Health Care, Social Assistance, and Manufacturing. Six of the top ten employers have a direct link with Career Center programs including Allied Health, Welding, and Construction. In July 2019, the unemployment rate for the county was 4.7%.

Clarion County has seven school districts and is home to Penn West University– Clarion, a state university. Approximately 90.4% of the county residents have earned a high school diploma, with 22.1% having earned a bachelor's degree or higher.

The Clarion County Career Center is situated in the east central part of the county on 25 acres in rural, western Pennsylvania. A one-story, 70,000 square foot structure houses instructional laboratories and classrooms for the nine career and technical education programs. The Career Center is funded through a consortium of seven county school districts, including Allegheny-Clarion Valley, Clarion Area, Clarion-Limestone, Keystone, North Clarion County, Redbank Valley and Union. The operating budget for the 2023-2024 school year is \$3,137,122 and was unanimously approved by the school boards of the seven participating school districts. Approximately 333 students from the seven school districts are enrolled at the Career Center. High school students in the 10th, 11th and 12th grades, choosing to attend the Career Center, participate for one half of the school day in their elected program. During the other half of the day, students attend their local high schools where they are enrolled in academic classes.

Mission and Vision

Mission

The mission of the Clarion County Career Center is to provide students with a comprehensive technical, academic, and competency-based education.

Vision

Our vision is to provide a high-quality career and technical education for students. Programs being offered will provide students with training and skills needed for high-priority occupations leading to industry standard certification and a career with life sustaining wages. Cooperative relationships with local stakeholders and business and industry will help promote the success of our programs and provide employment avenues for our students.

Educational Values

Students

- Diverse educational opportunities and choices will be accessible to all students. - Career and technical education will be a pathway to a career with a life-sustaining wage. - All students will have access to a free and appropriate education in a well-equipped facility. - Students will understand the necessity and process of fulfilling employment expectations and responsibilities. - Students will gain the critical hard and soft skills to aid in employment acquisition and maintenance. - Students will understand the need and importance of zero tolerance regarding drug and/or alcohol usage in the workplace.

Staff

- High standards will be set for all students. - Students will be provided with the necessary hands-on training to succeed in a technical career path. - A motivational, inspiring and challenging education will be provided for all students. - Differentiated instructional practices will be utilized to appeal to all students in promoting equal learning opportunities. - Encouragement of student responsibility and accountability will be directly exemplified through modeling.

Administration

- An environment consisting of life-long learning opportunities will be continuously promoted. - CTE students will be provided the same opportunities and viewed as equals when compared to the students on the college track. - Strong administrative leadership will work with all stakeholders in building a collaborative vision.

Parents

- Active involvement will be demonstrated by parents in regard to their child's education. - Collaboration will exist between parents and school staff in promoting regular school attendance for their child. - Positive behavior will be modeled and supported by parents for their child. - Direct, parental communication will take place with the Career Center, regarding any possible concerns with their child's education.

Community

- Cooperative community partnerships will be fostered to benefit both Career Center students and the county. - Active local industry/employer involvement in the OAC and individual CTE programs including providing job shadow and cooperative education opportunities, presentations to classes and being judges for NOCTI testing.

Other (Optional)

- Career and Technical Education is a vital part of the public education system. - Career & Technical education is a critical component in today's society. - Student interests and the school's mission and vision should be in the forefront of every decision made by the Career Center stakeholders.

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	True 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Rigorous Course of Study	Local score: 90.8%, which exceeds the statewide average of 79.6%. (Measure from 2022-2023)
Industry-Based Learning	Local score: 96.6% which exceeds the statewide average and performance standard of 93.7% & 96.1% respectively. Scores for industry recognized credential are 94.3%, advanced/competent on NOCTI at 73.6% and work-based learning at 65.52%, all of which are higher than the previous year. (Measure from 2022-2023)

Challenges

Indicator	Comments/Notable Observations
Advanced on Industry-Based Competency Assessment	Local score: 44.8% which is higher than than the state average of 42.8%, but we want to improve this metric. This data point was the highest in 5 years of data collection. (Measure from 2022-2023)
Career Standards Benchmark	Local Score: 91.9% which is higher than the state average of 89.6% but lower than the statewide goal at 98%. This data point increased by almost 6% from the previous year in all student groups and white. Economically disadvantaged met the state average and students with disabilities increased by 12%. (Measure from 2022-2023)
Regular Attendance	Local score: 35.4% all students which is lower than the state average of 73.9% and statewide goal of 94.1%. This data is from the year of COVID hybrid schedules and mandatory isolation which resulted in many students not being engaged during online learning. Although lower than averages, this data point increased from the previous year. (Measure from 2021-2022)

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

Strengths

Indicator Rigorous Course of Study ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations ED Students - Local score: 94% with previous 2 years at 93.2% & 83.3% SD Students - Local Score: 96% with previous 2 years at 94.3% & 83.9% (all scores 2022-2023)
Indicator Industry-Based Learning ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations ED Students - Local score: 96% with previous year at 95.5% SD Students - Local Score: 88% with previous year at 88.6% (all scores 2022-2023)

Challenges

<p>Indicator Advanced on Industry-Based Competency Assessment ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations ED Students - Local score: 44% with previous year at 18.2% SD Students - Local Score: 40% with the previous two years at 2.9% & 25.8% (all scores 2022-20223)</p>
<p>Indicator Career Standards Benchmark ESSA Student Subgroups White, Students with Disabilities</p>	<p>Comments/Notable Observations WH Students - Local score: 91.8% with the previous two years at 85.1% & 79.3% SD Students - Local Score: 87.2% with the previous two years at 75% each year (all scores 2022-2023)</p>
<p>Indicator Regular Attendance ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations ED Students - Local score: 32.6%with the previous two years at 29.2% & 69.9% WH Students - Local score: 35.2% with the previous two years at 22.1% & 62.2% SD Students - Local Score: 33% with the previous two years at 16.8% & 72.2% (all scores 2021-2022)</p>

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.

Industry-based Learning
Rigorous Course of Study

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.

Regular Attendance
Advanced on Industry-Based Competency Assessment

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Occupational CTC - no data	NA

English Language Arts Summary

Strengths

Challenges

Mathematics

Data	Comments/Notable Observations
NA	

Mathematics Summary

Strengths

Challenges

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
	NA

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Industry recognized credential attainment	All CTE programs offer at least one industry recognized credential to students with many offering more than two. All certification costs are paid for by the Career Center. 94.3% of seniors earned an industry credential in the 22/23 school year.
NOCTI Test (pre and post)	An analysis of the last two years of NOCTI testing indicates an increase in student growth on scores from the fall pre-NOCTI test to those on the NOCTI tests taken in the spring. The number of students who score Advanced or Competent have also increased to 83% in the 22/23 school year from the previous two years at 68% & 77% respectively. The challenge is that one of the seven sending districts also tests students from their welding program which affects my overall score (they had 50% advanced/competent last school year.)

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Industry-based Learning	All CTE programs offer at least one industry recognized credential to students with many offering more than two. All certification costs are paid for by the Career Center. 94.3% of seniors earned an industry credential in the 22/23 school year.
NOCTI Score Reports	An analysis of the last two years of NOCTI testing indicates an increase in student growth on scores from the fall pre-NOCTI test to those on the NOCTI tests taken in the spring. The number of students who score Advanced or Competent have also increased to 83% in the 22/23 school year from the previous two years at 68% & 77% respectively. The challenge is that one of the seven sending districts also tests students from their welding program which affects my overall score (they had 50% advanced/competent last school year.)

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.

An analysis of the last two years NOCTI testing indicates an increase in student growth on scores from the fall pre-NOCTI test to those on the NOCTI tests taken the spring.
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All seniors graduate with at least one industry recognized credential.
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Instructional aides are available in eight of the nine CTE programs to provide additional support for special education students. The aides provide support to all students within the CTE programs. An aide is assigned to the ninth program on an as needed basis. The Student Services Director is certified in special education.

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.

The main challenges to the Career Center is the fact that we do not teach those Core Courses for which the Keystone State Tests are taught. It is very difficult to measure how students do to show progress in achieving our vision and mission.

Below average average student attendance; improved attendance would increase student achievement on NOCTI assessments, industry-recognized credentials for all student populations.

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
Enrollment of students with disabilities by program and sending school district.	Students with disabilities are showing growth in rigorous course of study, advanced on industry-based competency assessments, and career benchmarks. One oyear of growth in regular attendance. Even with the growth, the Career Center would like to increase the number of advanced scores for this student population and regular attendance.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Enrollment of students who are economically disadvantaged by program and sending school district.	Students who are economically disadvantaged are showing growth in the area of advanced on industry-based comptetency assessments and regular atendance but have had declines in the areas of industry based learning and rigorous course of study.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

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.

Students with disabilities are showing growth in multiple data point areas. The Career Center has a 31% special education population within the nine CTE program areas. A focus of the Career Center has been on NOCTI scores (analyzing pre-test data and providing remediation prior to the final testing). Instructional aides in the classrooms who provide additional support also assist with this preparation.

Students who are economically disadvantaged are showing growth in the area of advanced scores on industry-based competency assessments and attendance. A focus of the Career Center has been on NOCTI scores (analyzing pre-test data and providing remediation prior to the final testing). Instructional aides in the classrooms who provide additional support also assist with this preparation.

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.

Regular attendance continues to be a challenge for the Career Center as evidenced by the data not meeting the state average or statewide goal. Increased efforts to improve upon this include calls home on the third absence, the Director notifies the sending school of daily absences and attendance letters sent home (both for their information and to initiate truancy proceedings) and individual meetings with students and their parents regarding poor attendance with an attendance contract implemented.

Advanced scores on NOCTI tests for special populations remains a focus for the Career Center with NOCTI score analysis (pre-test data) and providing remediation prior to the final testing). Instructional aides in the classrooms who provide additional support also assist with this preparation.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	<p>Based on PSBA Policy 113, the Career Center shall offer each student with a disability the educational programs and services that appropriately meet the student’s needs for educational, instructional, transitional, and related services. A person who requires special education shall receive programs and services according to an individualized education program (IEP). The IEP shall provide access to the center’s curriculum and participation in assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with their nondisabled peers. The Joint Operating Committee directs that all students with disabilities shall be provided with appropriate educational programs and services, in accordance with federal and state law and regulations. The center shall implement procedural safeguards and parent/guardian notifications in accordance with federal and state law and regulations, and in coordination with student’s school district of residence. The Guidelines of the Special Education Programs include: - Each student with a disability shall be educated pursuant to an IEP which shall provide an appropriate education in the least restrictive environment, in accordance with federal and state law and regulations. A representative from the Career Center shall participate on the IEP team to provide input regarding placement decisions and development of the IEP. The IEP shall address safety education and training in accordance with state regulations, as applicable to each student with a disability enrolled in career and technical programs. - The Career Center shall annually notify sending school districts that a representative from the center should be invited to participate in IEP meetings when it is likely that the student’s placement will be at the center the following year. - The Career Center prohibits discrimination in admission and provision of programs and services based on disability. Students with disabilities are entitled to receive services and accommodations which will permit them to participate in center programs, services, and activities as required by law. - Career Center administrators and staff shall notify the school district of residence if they have reason to believe that a student should be identified as a student with a disability, or if a parent/guardian has requested an evaluation of their child. - Staff members participating on IEP teams and providing educational programs and services to students with disabilities shall be highly qualified and appropriately certified, in accordance with applicable law and regulations. In regard to Fiscal and Program Compliance, the Director shall establish procedures to ensure that the Career Center coordinates with participating school districts and complies with all federal and state law and regulations and program requirements for special education-related funding and reimbursement. With respect to student confidentiality, the Career Center shall implement procedures designed to protect the confidentiality of students’ educational records and personally identifiable information when collecting, storing, disclosing, and destroying student records. The Career Center staff shall maintain the confidentiality of student records and personally identifiable information, as required by law, regulations and JOC policy. Except as specifically provided for within this policy, the Career Center prohibits audio, video, and electronic recording of meetings between parents/guardians and teachers, paraprofessionals, program specialists, consultants, and administrators. An attempt to record a meeting by a parent/guardian after a verbal prohibition by center staff shall result in the immediate termination of the meeting and may result in ejection from center property and possible prosecution.</p>
Student Services	<p>According to PSBA Policy 146, the Joint Operating Committee directs that every six (6) years, the Career Center shall develop a written plan for implementing a comprehensive and integrated program of student services, based on the needs of students. The plan shall be made available for public inspection and comment in the center’s administrative offices and the nearest public library for a minimum of twenty-eight (28) days prior to approval by the Joint Operating Committee. The JOC directs that the student services plan shall be reviewed and revised as</p>

	<p>necessary. The following categories of services shall be provided by the center and included in the service plan: - Developmental services that address students' needs throughout their enrollment, which include: guidance counseling, psychological services, health services, home and school visitor services, and school work services that support students in addressing academic, behavioral health, personal, and social development issues. - Diagnostic, intervention, and referral services for students experiencing problems attaining educational achievement appropriate to their learning potential. - Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists. The Career Center's student services shall: - Be an integral part of the instructional program at all levels of the programs. - Provide information to students and parents/guardians about the educational opportunities of the center's instructional program and how the access those opportunities. - Provide career information and assessments to inform students and parents/guardians about work and career options available to individual students. - Provide basic health services required by law for students and provide information to parents/guardians about the health needs of their children. The Director shall ensure that all persons delivering student services are specifically licensed or certified as required by law and regulations.</p>
<p>K-12 Guidance Plan (339 Plan)</p>	<p>The Student Services Director works collaboratively with each sending school Guidance Counselor regarding student applications to the Career Center. The Career Center is part of the seven sending schools Career Readiness planning. The Career Center offers tours to each school districts 6th and 9th graders as part of Career Readiness. The Director of Student Services meets with all 9th grade classes at the respective sending schools during each school year. Small group and individual program shadow experiences and tours are coordinated on a case by case basis at the request of the special education director/guidance counselor or parent guardian for potential new students.</p>
<p>Technology Plan</p>	<p>The Clarion County Career Center has 100% internet access in all instructional areas. There is wireless connections in all classrooms. Within the Career Center, each CTE program has high capacity desktops, laptops/Chromebooks or both for student use in addition to iPads and Kindle in some program areas. The Career Center receives its internet from the LEA-Based WAN. According to our PATI report, this school is not connected to an LEA-Based WAN that is used for applications such as file sharing, administrative functions, student information, digital content, etc. The LEA-Based WAN is a single entity contained only in one school. The primary internet service provider is Zito Communications The internet capacity to the Head End is 10MB to 24MB. The Career Center's primary SIS is Central Susquehanna Intermediate Unit 16. There is no full-time virtual program at the Career Center. Wireless access points are installed throughout the school for wireless access. Technology devices and infrastructure is evaluated on an annual basis to ensure plans for replacement to maintain device and network/internet access continues at the current level or higher.</p>
<p>English Language Development Programs</p>	<p>Based on PSBA Board Policy 138, the Joint Operating Committee's philosophy is to provide a quality educational program to all students. The Career Center shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of this program is to increase the English language proficiency of eligible students so that they can attain the academic standards and competencies adopted by the JOC, achieve academic success, and develop skills. Students who have Limited English Proficiency will be identified, assessed, and provided appropriate services. - The Career Center, in conjunction with the participating school districts, shall establish procedures for identifying students whose dominant language is not English. - The Career Center shall cooperate with the participating school district to provide an LEP program for an identified student. - Students in the LEP program shall have access to and be encouraged to participate in all academic and extracurricular activities available in the center. - Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and competency requirements adopted by the JOC. - The LEP program shall be designed to</p>

	<p>provide instruction that meets each student’s individual needs, based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. - The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary. -Certified professional employees and appropriate support staff, when necessary, shall provide the LEP program. -</p> <p style="padding-left: 40px;">Parents/Guardians shall be regularly apprised of their student’s progress.</p> <p>Communications with parents/guardians shall be in the language understood by the parents/guardians, whenever possible. -The Career Center shall maintain an effective means of outreach to encourage parental involvement in the education of their children.</p>
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Strengths

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

Students arrive to the Career Center with IEPs written by district personnel identifying modification and adaptations necessary for students to be successful.
Student Services Director from the Career Center collaborates with special education and guidance personnel from the sending districts to help ensure student needs are being met.
The Career Center is a major component of all sending schools' Career Readiness Plans providing tours to 6th and 9th graders and participating in career fairs.

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.

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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Not Yet Evident
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	Emerging

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?

Identify and address individual student learning needs
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
Foster a culture of high expectations for success for all students, educators, families, and community members *
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *
Implementation of a MTSS program during the 23-24 school year.

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 professional development that is specific to each instructor's program area.
In the 23/24 school year, we are implementing MTSS, which is a subset of a PBIS system.
Increase engagement of parents/guardians, possibly through a parent informational evening and increased communication by instructional staff.
Increased involvement with industry partners (job shadow & cooperative education opportunities, presentations, and NOCTI judging) would provide increase support for the CTE programs resulting in potential donations and shared information leading to increased student achievement and opportunities for success.

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
Industry-based Learning	True
Rigorous Course of Study	True
	False
	False
An analysis of the last two years NOCTI testing indicates an increase in student growth on scores from the fall pre-NOCTI test to those on the NOCTI tests taken the spring.	False
All seniors graduate with at least one industry recognized credential.	False
Instructional aides are available in eight of the nine CTE programs to provide additional support for special education students. The aides provide support to all students within the CTE programs. An aide is assigned to the ninth program on an as needed basis. The Student Services Director is certified in special education.	False
Students arrive to the Career Center with IEPs written by district personnel identifying modification and adaptations necessary for students to be successful.	False
Student Services Director from the Career Center collaborates with special education and guidance personnel from the sending districts to help ensure student needs are being met.	False
The Career Center is a major component of all sending schools' Career Readiness Plans providing tours to 6th and 9th graders and participating in career fairs.	False
Identify and address individual student learning needs	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	False
Students with disabilities are showing growth in multiple data point areas. The Career Center has a 31% special education population within the nine CTE program areas. A focus of the Career Center has been on NOCTI scores (analyzing pre-test data and providing remediation prior to the final testing). Instructional aides in the classrooms who provide additional support also assist with this preparation.	False
Students who are economically disadvantaged are showing growth in the area of advanced scores on industry-based competency assessments and attendance. A focus of the Career Center has been on NOCTI scores (analyzing pre-test data and providing remediation prior to the final testing). Instructional aides in the classrooms who provide additional support also assist with this preparation.	False
Foster a culture of high expectations for success for all students, educators, families, and community members *	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	False
Implementation of a MTSS program during the 23-24 school year.	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
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Regular Attendance	True
Advanced on Industry-Based Competency Assessment	True
	False
	False
Below average average student attendance; improved attendance would increase student achievement on NOCTI assessments, industry-recognized credentials for all student populations.	False
	False
The main challenges to the Career Center is the fact that we do not teach those Core Courses for which the Keystone State Tests are taught. It is very difficult to measure how students do to show progress in achieving our vision and mission.	False
Implement professional development that is specific to each instructor's program area.	False
Regular attendance continues to be a challenge for the Career Center as evidenced by the data not meeting the state average or statewide goal. Increased efforts to improve upon this include calls home on the third absence, the Director notifies the sending school of daily absences and attendance letters sent home (both for their information and to initiate truancy proceedings) and individual meetings with students and their parents regarding poor attendance with an attendance contract implemented.	False
Advanced scores on NOCTI tests for special populations remains a focus for the Career Center with NOCTI score analysis (pre-test data) and providing remediation prior to the final testing). Instructional aides in the classrooms who provide additional support also assist with this preparation.	False
In the 23/24 school year, we are implementing MTSS, which is a subset of a PBIS system.	False
Increase engagement of parents/guardians, possibly through a parent informational evening and increased communication by instructional staff.	False
Increased involvement with industry partners (job shadow & cooperative education opportunities, presentations, and NOCTI judging) would provide increase support for the CTE programs resulting in potential donations and shared information leading to increased student achievement and opportunities for success.	False

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance	The committee discussed the importance of regular attendance at the CTC to improve student achievement and preparation for opportunities after graduation. Data was reviewed showing a decrease in attendance in the Future Ready Index scores, but data was from the year that the school had a hybrid schedule due to COVID and mandatory isolations were being employed for COVID cases and contacts. Previous to COVID, attendance was at 69/9%.	True
Advanced on Industry-Based Competency Assessment	The committee discussed the NOCTI scores from the 22/23 school year which showed an improvement in number of students scoring advanced and overall competent/advanced with less basic scores. Written NOCTI final scores for the 23/24 school year show 7 of the 9 programs with higher advanced scores compared to the previous school year. This continues to be a focus for the Career Center for continued improvement by analyzing data from pre-tests to plan for remediation prior to post-test in all CTE programs.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Industry-based Learning	The committee reviewed the data for this metric point showing that students are meeting or exceeding the targets including in the subgroups of white, economically disadvantaged, and students with disabilities. Local score: 96.6% which exceeds the statewide average and performance standard of 93.7% & 96.1% respectively. Scores for industry recognized credential are 94.3%, advanced/competent on NOCTI at 73.6% and work-based learning at 65.52%, all of which are higher than the previous year. This metric includes NOCTI testing, which is part of the listed challenge of advanced on competency assessments; continued improvement in this area will improve that metric as well.
Rigorous Course of Study	The committee reviewed the data for this metric which shows that the students are exceeding the statewide average by 11.2%. Increasing the number of concentrators will have a positive impact on challenge of advanced on competency assessments.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Clarion County Career Center continues to provide frequent communication with students, parents/guardians, and the sending schools regarding excessive absences/non-compliance with compulsory attendance law. Starting in the 24/25 school year, students and parents/guardians will sign affirming they have read and understand compulsory attendance laws and the Career Center Student Handbook policy regarding attendance and the consequences of noncompliance and a protocol for communication with parents/guardians will be developed to improve understanding of importance of attendance thereby improving attendance.
	Clarion County Career Center will continue to analyze pre-NOCTI test results and provide remediation in the areas of low scores. Additionally, post-test results from the Skills portion of the NOCTI test will also be used to improve upon the Skills scores which will increase the overall student scores.

Goal Setting

Priority: Clarion County Career Center continues to provide frequent communication with students, parents/guardians, and the sending schools regarding excessive absences/non-compliance with compulsory attendance law. Starting in the 24/25 school year, students and parents/guardians will sign affirming they have read and understand compulsory attendance laws and the Career Center Student Handbook policy regarding attendance and the consequences of noncompliance and a protocol for communication with parents/guardians will be developed to improve understanding of importance of attendance thereby improving attendance.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Clarion County Career Center will increase attendance by 12% over a 3-year period.		
Measurable Goal Nickname (35 Character Max)		
Attendance		
Target Year 1	Target Year 2	Target Year 3
increase attendance by 5%	Increase attendane by 10%	Clarion County Career Center will increase attendance by 12% over a 3-year period.

Priority: Clarion County Career Center will continue to analyze pre-NOCTI test results and provide remediation in the areas of low scores. Additionally, post-test results from the Skills portion of the NOCTI test will also be used to improve upon the Skills scores which will increase the overall student scores.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
Clarion County Career Center will increase the number of students who score Advanced on the NOCTI assessment by 10% over a 3-year period.		
Measurable Goal Nickname (35 Character Max)		
NOCTI Advanced		
Target Year 1	Target Year 2	Target Year 3
Increase NOCTI Advanced scores by 5%	Increase NOCTI Advanced scores by 8%	Clarion County Career Center will increase the number of students who score Advanced on the NOCTI assessment by 10% over a 3-year period.

Action Plan

Measurable Goals

Attendance	NOCTI Advanced
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Action Plan For: Positive Behavior Strategies

Measurable Goals:
<ul style="list-style-type: none"> Clarion County Career Center will increase attendance by 12% over a 3-year period.

Action Step		Anticipated Start/Completion Date	
Communicate with students and parents/guardians regarding compulsory attendance law and Career Center handbook policy regarding attendance with a document signed by both affirming they have read and understand both including the consequences for non-compliance.		2024-08-21	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of CTE	CSIU SIS, edInsight, Student Handbook, support/assistance of Health, Safety & Attendance Officer	No	Yes
Action Step		Anticipated Start/Completion Date	
Develop and implement a protocol for contacting parents/guardians and check-in with students to reduce the number of absences		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of CTE, Health, Safety & Attendance Officer, Instructional Staff	CSIU SIS, edInsight, Compulsory Attendance Law	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease Career Center student absenteeism by 12% over 3 years while increasing successful student outcomes in their programs	Attendance data, POS task completion, NOCTI data, Industry-Recognized Credential attainment - Director of CTE, Student Services Director & Health, Safety & Attendance Officer - data compiled every semester

Action Plan For: Data Analysis

Measurable Goals:
<ul style="list-style-type: none"> Clarion County Career Center will increase the number of students who score Advanced on the NOCTI assessment by 10% over a 3-year period.

Action Step	Anticipated Start/Completion Date

Analysis of the fall pre-NOCTI data to plan for remediation prior to NOCTI testing in the spring.		2024-08-21	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of CTE	NOCTI pre- test data from CTE programs	Yes	No
Action Step		Anticipated Start/Completion Date	
Analysis of skill performance NOCTI data from the previous year to plan for remediation and instruction prior to NOCTI testing in the spring.		2024-08-21	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of CTE	NOCTI skill performance data from CTE programs	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase Career Center NOCTI Advanced test results by 10% over 3 years.	NOCTI test results - Director of CTE, Student Services Director - annually after NOCTI test results are available

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
Positive Behavior Strategies	Develop and implement a protocol for contacting parents/guardians and check-in with students to reduce the number of absences
Data Analysis	Analysis of the fall pre-NOCTI data to plan for remediation prior to NOCTI testing in the spring.
Data Analysis	Analysis of skill performance NOCTI data from the previous year to plan for remediation and instruction prior to NOCTI testing in the spring.

Data Analysis of NOCTI data

Action Step		
<ul style="list-style-type: none"> Analysis of the fall pre-NOCTI data to plan for remediation prior to NOCTI testing in the spring. Analysis of skill performance NOCTI data from the previous year to plan for remediation and instruction prior to NOCTI testing in the spring. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	During in-service and/or Act 80 day sessions and review of data analysis after the fall pre-NOCTI assessment during the first year of the comprehensive plan. Ongoing review of data during the subsequent years of the comprehensive plan.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Inservice day	During in-service and/or Act 80 day sessions.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Positive Behavior Strategies

Action Step	
<ul style="list-style-type: none"> Develop and implement a protocol for contacting parents/guardians and check-in with students to reduce the number of absences 	
Audience	
Topics to be Included	

Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Inservice and/or Act 80 day and during induction for new professional employees.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing throughout the school year during the comprehensive plan years.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Parent/Guardian & Student Affirmation					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Students, Parents/Guardians	Compulsory Attendance Law and Career Center Student Handbook policy on attendance Consequences for non-compliance	Director of CTE	08/21/2024	06/01/2027
Communications					
Type of Communication			Frequency		
Other			Start of each school year and at the of enrollment if after the start of the school year.		

Absence Communication Protocol

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Instructional Staff, Health, Safety & Attendance Officer	Role of instructional staff & Health, Safety & Attendance Officer Meeting students needs - trauma informed Building relationships and communication Where to find absence data	Director of CTE	08/21/2024	06/02/2025

Communications

Type of Communication	Frequency
Other	Phone calls to parent/guardian per compulsory attendance law
Other	Staff communication with students regarding absence concerns per developed protocol.
Letter	Attendance letters sent to the parent/guardian when a student has accumulated 3 & 5 unexcused absences and 10 or more absences.
Other	Parent/guardian and student conferences as needed to develop an attendance improvement plan.
Other	Meetings with students to discuss reasons for the absences to identify if there are needs not being met (trauma-informed_).

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">• Comp Plan Board Affirmation 3-25-24.pdf

Chief School Administrator	Date
Traci Wildeson	2024-06-20
Building Principal Signature	Date
Traci Wildeson	2024-06-20
School Improvement Facilitator Signature	Date
Traci Wildeson	2024-06-20