LANCASTER COUNTY CTC

1730 Hans Herr Drive

Comprehensive Plan | 2023 - 2026

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MISSION STATEMENT

Prepare people for skilled, innovative and productive careers.

VISION STATEMENT

The vision of the Lancaster County Career & Technology Center is building every person's potential into a successful future. LCCTC Vision: The Lancaster County Career and Technology Center is a full service career and technical school dedicated to preparing high school students and adults for careers in the new economy. LCCTC is best among its class and strives to meet the highest standards of quality instruction. Core Beliefs: We believe all students will meet high standards, occupational competence and reach their full potential. We believe all students will thrive in a setting that simulates the world of work and provides hands-on learning. We believe that the vitality of our economic community depends upon the success of building partnerships with area industries, businesses and organizations. We believe in operating in an ethical way with the best interests of the students in mind at all times.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

It is critical to communicate expectations and provide growth opportunities that allow both students and staff to maximize their full potential in ways that benefit the communities in which we work and live.

STAFF

An all-inclusive, student focused team built on a foundation of honesty, mutual respect, trust, and sense of fairness is needed to foster stakeholder investment, the development of goals, and the execution of actions that result in institutional success.

ADMINISTRATION

The Administration at the LCCTC demonstrates commitment to the development and programming of students that align with the need of the community. Administration works closely with business and industry partners, school districts, parents, students and our Educational Foundation to ensure that students receive all of the supports needed to be successful.

PARENTS

Parents see the important role the LCCTC has in preparing their children to enter into a career pathway that prepares them for successful employment and post-secondary opportunities.

COMMUNITY

Effective partnerships must be cultivated with sending school districts, post-secondary institutions, local businesses, community organizations, and other stakeholders to ensure that the needs of both the students and the business community are addressed optimally.

OTHER (OPTIONAL)

Creating and maintaining a culture in which employees are empowered to draw upon their collective expertise and exercise their creativity is

key to the production of innovative, meaningful programming and a positive school culture that benefits both students and the community.

STEERING COMMITTEE

Name	Position	Building/Group
Tom Wolfe	Administrator	LCCTC
Mike Moeller	Administrator	LCCTC
Stuart Savin	Administrator	LCCTC
Jeremy King	Administrator	Willow Street Campus
Mark Maisano	Parent	Willow Street Campus
Mark Seibert	Teacher	Willow Street Campus
Dave Wise	Teacher	Brownstown Campus
Armani Morales	Student	Brownstown Campus
Wyatt Hoback	Student	Mount Joy
Kim Patrick	Community Member	Workforce Dev. Board
Susan Wienand	Administrator	LCCTC
Matthew Groff	Student	Willow Street Campus

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The LCCTC will use annual program report cards to collect data on student placement rates and work-based learning opportunities. Program with lower scores are supported and data is analyzed through a root cause analysis.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Incorporation of Universal Design for Learning strategies will lead to improved scores on NOCTI and NIMS assessments for special population students.	Essential Practices 1: Focus on Continuous Improvement of Instruction
A robust 3-year New Teacher Induction will provide the tools for new teachers to support special population students.	Essential Practices 4: Foster Quality Professional Learning Essential Practices 3: Provide Student-Centered Support Systems Professional learning
Communication with parents and the development of attendance plans to support students will be a priority to assist with student success.	Parent and family engagement Social emotional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Universal Design for Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Special Populations	LCCTC will close the performance gap for NOCTI test scores of special population students across all programs through integration of UDL strategies into daily lesson plans. Ongoing UDL training to teachers will continue to help with integration and instructional strategies. The academic performance of special population students is aligned with the school's commitment to inclusivity and providing an equitable education.
New Teacher Induction	Through topics and professional development, new teachers will integrate strategies and develop an inclusive learning environment and demonstrate abilities to meet the needs of special population (non-traditional, minority, English learners, special education) students

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue professional development to support the integration of UDL strategies into daily lesson plans.	2023-08-29 - 2026-06-01	Mike Moeller	Lesson Planning resources

Anticipated Outcome

Teachers will have at least 25 lesson plans that have fully integrated Universal Design for Learning aspects into lesson plans.

Monitoring/Evaluation

Annual lesson plan tracking spreadsheets will be used to track completion of lesson plans.

Evidence-based Strategy

Student Attendance Improvements

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Placement	The LCCTC will use root cause analysis to improve student placement rates and work-based learning opportunities. We will achieve this by collecting and analyzing data on student outcomes, work-based learning placements, and employer partnerships. Our goal is to increase student placement rates by 20% for programs not meeting the accreditation outcome standards each of the next 3 years. The LCCTC will regularly monitor progress and adjust strategies accordingly to ensure success. (Council on Occupational Education, accreditor for the LCCTC, set placement rate minimum at 70%)
Student Attendance Improvement	The LCCTC is implementing measures that increase communication with parents and school districts and develop attendance plans for students that begin to show increased attendance trends and increase the average daily attendance to 95%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implementation of effective communication with parents and communication strategies.	2023-10-01 - 2024-06-01	Tom Wolfe/Assistant Director	None

Anticipated Outcome

Communicate with parents when students reach 3, 5, and 10 days of absences and require a SAIC (6 days) when attendance thresholds are reached and a SAIP is at 10 days absence. Reduce overall absences by 20%.

Monitoring/Evaluation

Monitor attendance through RTI meetings held bi-weekly. Phone calls are made to parents/guardians when these absences are reached.

Evidence-based Strategy

SEL Activities

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Attendance Improvement	The LCCTC is implementing measures that increase communication with parents and school districts and develop attendance plans for students that begin to show increased attendance trends and increase the average daily attendance to 95%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Weekly classroom activities using SEL MindBrain card decks.	2023-08-28 - 2026-06-01	Tom Wolfe/Assistant Director	MindBrain Card Decks/ Counselors

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
LCCTC will close the performance gap for NOCTI test scores of special population students across all programs through integration of UDL strategies into daily lesson plans. Ongoing UDL training to teachers will continue to help with integration and instructional strategies. The academic performance of special population students is aligned with the school's commitment to inclusivity and providing an equitable education. (Special Populations) Through topics and professional development, new teachers will integrate strategies and develop an inclusive learning environment and demonstrate abilities to meet the needs of special population (non-traditional, minority, English learners, special education) students (New Teacher Induction)	Universal Design for Learning	Continue professional development to support the integration of UDL strategies into daily lesson plans.	08/29/2023 - 06/01/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The LCCTC is implementing measures that increase communication with parents and school districts and develop attendance plans for students that begin to show increased attendance trends and increase the average daily attendance to 95%. (Student Attendance Improvement)	SEL Activities	Weekly classroom activities using SEL MindBrain card decks.	08/28/2023 - 06/01/2026

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.

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

LCCTC students perform very high on state assessments for NOCTI and NIMS, including, receiving the CTE Excellence Award for maintaining 75% Advanced Scores on NOCTI.

Non-Traditional student NOCTI scores have increased.

We are a part time CTC who does not test in these academic areas. NOCTI and NIMS scores rank high amongst other career and technical programs in the state.

Universal Design for Learning professional development has provided teachers with the tool to develop alternative assessment methods for assessing student knowledge and skills in CTE settings.

The infrastructure for the network and technology support had gotten out of date and required extensive investment in both time and resources. This has allowed our staff and students to use the network and internet more effectively and efficiently. The security of our system is also being addressed.

Challenges

NA

NA

NA

Increasing placement rates and work-based learning opportunities for programs with lower placement rates.

Improve NOCTI and NIMS scores for Special Population students.

Training new faculty members directly form the workforce and putting them through induction to learn instructional strategies to support special populations.

The LCCTC has made revisions to procedures for students that have accumulated absences to reach out to families for support. Attendance has been an increasing concern among faculty and administration.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Increasing placement rates and work-based learning opportunities for programs with lower placement rates.	The LCCTC will use annual program report card evaluations and place programs with low scores on the report cards into "administrative review" and work on a root cause analysis. This will include discussions on improving work-based learning activities and placement rates for these programs. One strategy is to increase participation of employers in occupational advisory committee meetings.	✓
Improve NOCTI and NIMS scores for Special Population students.	Instructional approaches in the classroom that incorporates Universal Design for Learning strategies and test taking skills.	✓
Training new faculty members directly form the workforce and putting them through induction to learn instructional strategies to support special populations.	A 3-year induction program for all new teachers has been implemented to provide long-term training and	✓

ADDENDUM B: ACTION PLAN

Action Plan: Universal Design for Learning

Action Steps	Anticipated Start/Completion Date
Continue professional development to support the integration of UDL strategies into daily lesson plans.	08/29/2023 - 06/01/2026

Monitoring/Evaluation	Anticipated Output
Annual lesson plan tracking spreadsheets will be used to track completion of lesson plans.	Teachers will have at least 25 lesson plans that have fully integrated Universal Design for Learning aspects into lesson plans.

Material/Resources/Supports Needed	PD Step	Comm Step
Lesson Planning resources	yes	yes

Action Plan: Student Attendance Improvements

Action Steps	Anticipated Start/Completion Date
Implementation of effective communication with parents and communication strategies.	10/01/2023 - 06/01/2024

Monitoring/Evaluation	Anticipated Output
Monitor attendance through RTI meetings held bi-weekly. Phone calls are made to parents/guardians when these absences are reached.	Communicate with parents when students reach 3, 5, and 10 days of absences and require a SAIC (6 days) when attendance thresholds are reached and a SAIP is at 10 days absence. Reduce overall absences by 20%.

Material/Resources/Supports Needed		PD Step	Comm Step
None		no	yes

Action Plan: SEL Activities

Action Steps	Anticipated Start/Completion Date
Weekly classroom activities using SEL MindBrain card decks.	08/28/2023 - 06/01/2026

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed		PD Step	Comm Step
MindBrain Card Decks/ Counselors		yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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The LCCTC is implementing measures that increase communication with parents and school districts and develop attendance plans for students that begin to show increased attendance trends and increase the average daily attendance to 95%. (Student Attendance Improvement)	SEL Activities	Weekly classroom activities using SEL MindBrain card decks.	08/28/2023 - 06/01/2026

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MindBrain Cards Decks- Social Emotional Learning	Classroom Teachers and Counselors	Develop weekly activities and model the use of the SEL Activities.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers document the activity in class each week on a locally developed google form and provide evidence of student participations.	08/29/2023 - 06/02/2024	Tom Wolfe/ Assistant Director

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students	At Least 1-hour of Trauma-informed Care Training for All Staff

Professional Development Step	Audience	Topics of Prof. Dev
Universal Design for Learning	Classroom Teachers	Writing effective lesson plans. UDL strategies, Max Teaching

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Integration of instructional strategies for UDL and Max Teaching into lesson plans.	08/27/2023 - 06/01/2026	Mike Moeller/ Supervisor of Curriculum

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings
1e: Designing Coherent Instruction	
3c: Engaging Students in Learning	
3b: Using Questioning and Discussion Techniques	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
school districts and develop attendance plans for students that begin to show increased attendance trends and increase the average daily attendance to 95%. (Student Attendance Improvement)			
The LCCTC is implementing measures that increase communication with parents and school districts and develop attendance plans for students that begin to show increased attendance trends and increase the average daily attendance to 95%. (Student Attendance Improvement)	SEL Activities	Weekly classroom activities using SEL MindBrain card decks.	2023-08-28 - 2026-06-01

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Stakeholders- Microsoft Teams	School community and stakeholders	Frequent Communication to stakeholders that have been added to a MS Team professional learning community. Communicate about upcoming LCCTC events, strategic planning input, school activities and community events to support the students and programs at the LCCTC

Anticipated Timeframe	Frequency	Delivery Method
08/27/2023 - 06/01/2026	Monthly	Other Posting on district website

Lead Person/Position
Mike Moeller/ Curriculum Supervisor

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline