

CENTRAL PA INSTITUTE OF SCIENCE & TECHNOLOGY

540 North Harrison Road

Comprehensive Plan | 2022 - 2025

Steering Committee

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John Ewing	Other	Penn State University	jce122@psu.edu

LEA Profile

Demographics

540 North Harrison Road
Pleasant Gap, PA 16823
(814)359-2793

Planning Process

The comprehensive planning process at CPI is an ongoing and continuous effort that encompasses a tremendous effort by the staff, administration, parents, business and industry, and community partners to ensure high student performance and achievement. The planning process will provide CPI with a comprehensive plan which will act as a guide throughout the next several years. The first step included informing the entire staff of the process and the commitment that it would take from all stakeholders to ensure the needs of the students, schools, and local business and community were being met. While all meetings were held at CPI or via Zoom, informal discussions occurred outside of the school in preparation for each of the meetings. The steps taken include:

1. Inform staff of the comprehensive planning process
2. Establish a Comprehensive Planning Core Group
3. Conduct Core Group meetings and establish Focus Groups for each area
4. Conduct Focus Group meetings to develop the Master Plan
5. Solicit input from the CPI students, staff, and parents
6. Conduct Core Group meetings to define/redefine beliefs, vision, and mission statement
7. Develop all aspects of the Master Plan based on committee and staff recommendations
8. Approval of the Joint Operating Committee of the developed Master Plan
9. Further discussion of the Master Plan by the Core Group
10. Review and discuss each section of the comprehensive plan
11. Presentation of Master Plan to the Community

The administration of CPI is responsible for all aspects of the planning process and all communication with the educational stakeholders. Agendas and notes were prepared for each meeting and provided to committee members.

Educational Community

Located in Pleasant Gap in Centre County, PA, the Central PA Institute of Science and Technology (CPI) was founded in 1969 as the Centre County Vocational-Technical School. Originally, CPI was built to meet the career and technical needs of secondary students in the Bald Eagle, Bellefonte Area, Penns Valley Area and State College School Districts. Since its founding, CPI has added a number of adult programs to its curriculum and redesigned many of the 17 secondary program areas to meet the needs of today's learners and regional employment needs.

In 1998, the school's name was changed to CPI to reflect its competencies in scientific and technical education for high school students and the adult community. CPI is an integral source of technical training for business and industry in Centre County and surrounding areas. Well-equipped laboratories and classrooms, highly skilled instructors, and curriculum based on industry standards and certifications prepare students to pursue post-secondary education and/to enter the workforce/military.

CPI offers Cooperative Education, Job Shadow, and Internship opportunities to all high school and adult learners. Articulation agreements are available in all program areas and assist students with advanced college credit at colleges and universities throughout the commonwealth. Several student organizations exist at CPI to enhance the leadership and technical skills of our students. These organizations include: National Technical Honor Society, Student Ambassadors, FCCLA, FFA, and SkillsUSA.

The need for certified, trained technical professionals in central Pennsylvania has never been greater. In an effort to meet local workforce demand, CPI offers certificate, diploma, associate in specialized technology degrees, and/or industry certification programs in the following areas:

CIP Code	Program Title
01.0601	Applied Horticulture/Horticultural Operations, General
11.0901	Computer Systems Networking and Telecommunications
12.0401	Cosmetology/Cosmetologist, General
12.0508	Institutional Food Workers
19.0708	Child Care and Support Services Management
43.9999	Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other
46.0201	Carpentry/Carpenter
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician
47.0603	Autobody/Collision and Repair Technology/Technician
47.0604	Automobile/Automotive Mechanics Technology/Technician
47.0613	Medium/Heavy Vehicle and Truck Technology/Technician
48.0508	Welding Technology/Welder
48.0599	Precision Metal Working, Other
49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation
50.0402	Commercial and Advertising Art

51.0601	Dental Assisting/Assistant
51.9999	Health Professions and Related Clinical Sciences, Other

CPI offers 17 secondary programs, over 60 in-house adult and continuing education programs, and more than 350 online courses. Annually, approximately 500 secondary students and 1,000 adult learners receive training to upgrade their current skills, learn new skills, or make a career change. 95.3% of students are white, 3.7% of students are African American, and 1.0% of the student population is Hispanic.

An important aspect of today’s educational environment focuses on preparing students for post-secondary success. Therefore, the CPI faculty and staff do not consider core academics solely the responsibility of the sending schools. More than ever before, success in CTE programs is directly correlated to proficiency in mathematics, reading, and science. Therefore, the CPI faculty make every effort to reinforce academics in their programs of study. These efforts include faculty-led professional development seminars addressing academic integration into CTE programs, Collins Writing, Emotional Intelligence, Growth Mindsets, and ongoing work with sending school teachers who emphasize the academic component associated with career and technical education. Integrating each of these focus areas into career and technical education provides CPI students with the tools necessary for post-secondary or workforce success.

Mission and Vision

Mission

CPI will produce highly competent individuals who are prepared and motivated to pursue the high skill careers of the 21st century.

Vision

Our vision at CPI is that every student will receive a high quality career and technical education in a safe environment. Students will leave CPI with the skills necessary for post-secondary training, the workforce, or the military. By combining academics with technical training, industry recognized certifications, concurrent dual enrollment opportunities, and articulated credits, CPI is uniquely poised to prepare students for post-secondary education and long-term career success. While CPI will continue to serve the employment training needs of high school students, the leadership team will continue to look to significantly expand the business, industry, and adult student training opportunities available in Central Pennsylvania. Given our location off the I-99 corridor and over 40 years of technical training experience, CPI envisions the development of expanded secondary and post-secondary certificate/degree offerings that will directly serve the Central Pennsylvania job market. CPI now offers Associate in Specialized Technology (AST) Degrees to high school graduates in the following areas: Advanced Manufacturing Technology, Health Care Management, Heavy Diesel Construction - CASE Emphasis, and Natural Gas Compression - CAT/Aerial Emphasis.

Educational Value Statements

Students

Maintain a high standard of integrity and performance leading to the achievement of academic and career goals as well as personal development. Demonstrate responsibility, accountability, and respect in all aspects of the educational process. Maintain high ethical standards in all interactions at all levels. Become school and community leaders by participating in extracurricular opportunities, competitions, and community service activities. Become a life-long learner that promotes independent thinking in yourself and others. Complete all of the competencies associated with your chosen Programs of Study. Earn industry certifications and credentials that better prepare you for the workforce.

Staff

Produce highly competitive individuals who are prepared and motivated to pursue high-skill, high-wage, and/or in-demand careers in today's constantly changing world of business and industry. Deliver rigorous and relevant curricula meeting student needs, preferences, and workforce requirements. Provide students with appropriate career counseling information in order to make informed decisions throughout their high school experience and upon graduation. Create a school climate where all team members work to develop respect and trust among themselves, the students, the parents, and the community. Meet student needs by creating an educational environment in which students can attain a variety of goals. Assist the sending districts in the implementation of career-oriented curriculum and programs. Participate in professional development and teacher collaboration to attain maximum achievement for our students and school. Foster a learning community in which the diverse values, goals, and learning styles of all students are recognized and supported.

Administration

Continue to build a respected career and technical school in the Central Region and throughout the Commonwealth. Deliver rigorous and relevant curricula meeting student needs, preferences, and workforce requirements. Communicate with community leaders, industry representatives, sending schools, and parents to ensure that students are receiving the services that they need for success in future endeavors. Create a school climate where all school team members work to develop respect and trust among themselves, the students, the parents, and the community. Continue to expand and upgrade secondary program offerings based on labor market and workforce development needs. Strive to provide state-of-the-art equipment, instructional technology, and facilities. Ensure excellent relations with students, parents, member schools, and the business community. Assist the sending districts in the implementation of career-oriented curriculum and programs. Provide a collaborative community environment that will allow teachers, students, administration, parents and other stakeholders to work together on the various facets of the career and technical education experience. Foster a learning community in which the diverse values, goals, and learning styles of all students are recognized and supported. Ensure the safety of students and staff in the school setting so that students are able to focus on their individual career goals.

Parents

Support the academic, career, and technical education process both at school and at home. Promote the need for excellent attendance and hard work as part of the educational process. Develop a partnership with the program area teacher, staff, and administration. Encourage students to be responsible, respectful, and ethical in all situations. Work with school staff and educators to revise and improve perceptions and school climate.

Community

Provide work-based experiences and apprenticeship opportunities that reinforce career and technical training to students and teachers. Participate in CPI's Local and Occupational Advisory Committees in order to offer expertise on safety, curriculum, workforce needs, and additional training needed for success in local business and industry. Collaborate with all educational stakeholders to promote the expectations of the workforce in the areas of core employment skills and technical training. Provide available resources to strengthen the educational process. Hire CPI students as part of the local workforce. Provide guest speakers and field trip opportunities to the school and/or specific program areas.

Summary of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Industry-Based Learning	Yes
Advanced on Industry-Based Competency Assessment	Yes
Focus on Continuous Improvement of Instruction	Yes
Foster Quality Professional Learning	Yes
Empower Leadership	Yes
Sending Math teachers use CTE examples in their academic classrooms to make the content more practical for all students.	No
In each of our 17 program areas, Science and Technology are integral parts of the curriculum. Students work on these skills on a daily basis.	No
Effective Instructional Practices related to teaching the science and technology curriculum in each program area.	No
Industry-based learning that prepares students for the workforce	No
Excellent NOCTI/NIMS scores - 90.5% of the applicable students scored at the advanced or competent level	No
Work-based learning opportunities: Cooperative Education, Internships, and Job Shadowing	No
Regardless of academic or economic background, all students perform at high levels on NOCTI, NIMS, and credential testing.	No
Regardless of academic or economic background, all students accurately and effectively complete the tasks associated with their Program	No

of Study because of the dedicated and focused instructors at CPI.	
CPI instructors work directly with Sending School Language Arts instructors to embed important concepts into the program area curriculum.	No
CPI Instructors work directly with Sending School Math Teachers to help embed important concepts into the program area curriculum.	No
Industry Credential that prepare students for the workforce.	No
Sending School Language Arts teachers use CTE examples in their academic classrooms to make the content more practical for all students.	No

Challenges

Challenge	Consideration In Plan
Regular Attendance	Yes
Rigorous Courses of Study	Yes
Provide Student-Centered Support Systems	Yes
Increasing attendance at both the sending school and CTC would greatly impact our progress in meeting our mission, vision, and goals.	No
Ensuring a rigorous course of study that uses effective instructional strategies and classroom management skills.	No
Rigorous course of study with a focus on academics in the CTE setting.	No
Student apathy	No
Regular Attendance	No
Regular attendance by students in each category would help overcome some of the challenges that we face.	No
Ensuring a rigorous course of study that uses effective instructional strategies and classroom management skills.	No
Regular Attendance	No
Ensuring that parents and students understand that the work missed at the CTC because of attendance issues must be completed for the	No

student to be successful in school and in the workplace.	
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Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Industry-Based Learning	Industry- based learning can positively affect attendance if students are placed in Cooperative Education, Internships, and Job Shadowing experiences that are meaningful to them. Helping students understand the attendance expectations of the workforce should help increase attendance as students get ready for the real world.
Advanced on Industry-Based Competency Assessment	Performing at the advanced level of industry-based competency assessments can help increase the rigor in each of the 17 program areas. Setting high expectations for credentialing and program assessments and providing the supports necessary for student success should help both attendance and academic/technical rigor.
Focus on Continuous Improvement of Instruction	In order to be successful, teachers and administrators must constantly reflect on the areas in need of improvement. It is important to reflect each day on the areas that could be improved before moving forward. Looking for new best practices and effective instructional strategies is important to school improvement. Providing focused and quality professional learning is integral to continuous improvement.
Foster Quality Professional Learning	Through quality professional learning, the CPI instructors can learn/review the necessary instructional strategies that improve rigor in the classroom. Teachers can learn best practices, instructional and assessment strategies, and social/emotional practices that can help students attend school and perform at higher levels in all aspects of the educational process.
Empower Leadership	By empowering teachers and students as leaders, they become more invested in the educational process that helps increase the overall effectiveness of the school. Students and teachers who feel empowered are more focused on being in school, learning the necessary material, and looking for opportunities to demonstrate their skills to the workforce.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Regular Attendance	Students and parents do not emphasize school attendance as a predictor of future success. They believe that they can still acquire the skills and knowledge that they need in the time they are in	Yes	The CPI Administration, School Counselor, and/or Instructors will meet weekly with students demonstrating irregular attendance. Attendance contracts will be developed for individual students and discussed with the student, parent(s), and sending school representatives. The school

	school to be successful in life.		counselor will make home visits as needed and necessary.
Rigorous Courses of Study	Many students choose to attend our career and technical school to avoid a rigorous course of study at their sending school. Teachers and administrators need to set high expectations in all aspects of the school setting and ensure that students meet the set expectations.	Yes	CPI will provide professional development to the instructors regarding best practices, effective instructional strategies, the development and analysis of assessments/rubrics, the social and emotional health of our students, and the importance of setting high expectations for all students throughout their enrollment in the selected program. Students who do not meet the set expectations will receive counseling by the administration and school counselor to determine the supports that need to be put in place for success. Teacher evaluations will also be used to determine the rigor of each course.
Provide Student-Centered Support Systems	With the uncertainty of education over the past several years, more students are in need of social-emotional support systems within the school setting so that they can be successful academically.	Yes	CPI will ensure that educational, social, and emotional support is available to all students using the following practices: mental health counseling, mental health presentations/assemblies, presentations by industry representatives, additional work-based learning opportunities for all students, instructional support in all areas as needed, extra time to complete tasks, and a guest speaker series representing all aspects of the workforce with a focus on non-traditional placements.

Goal Setting

Priority: The CPI Administration, School Counselor, and/or Instructors will meet weekly with students demonstrating irregular attendance. Attendance contracts will be developed for individual students and discussed with the student, parent(s), and sending school representatives. The school counselor will make home visits as needed and necessary.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	CPI will increase the yearly attendance percentage rate from 89% to 94% by the conclusion of the 2024-2025 school year.	Attendance	CPI will increase the yearly attendance percentage rate from 89% to 91.5% by the conclusion of the 2022-2023 school year.	CPI will increase the yearly attendance percentage rate from 91.5% to 93% by the conclusion of the 2023-2024 school year.	CPI will increase the yearly attendance percentage rate from 89% to 94% by the conclusion of the 2024-2025 school year.

Priority: CPI will provide professional development to the instructors regarding best practices, effective instructional strategies, the development and analysis of assessments/rubrics, the social and emotional health of our students, and the importance of setting high expectations for all students throughout their enrollment in the selected program. Students who do not meet the set expectations will receive counseling by the administration and school counselor to determine the supports that need to be put in place for success. Teacher evaluations will also be used to determine the rigor of each course.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 4: Foster Quality Professional Learning	CPI will utilize 5 of their 7 Professional Learning Days each school year to ensure that the administration and instructors receive training in the following areas: Writing in Career and Technical Education, Best Practices, Developing Informative Assessment Practices, Creating Effective Rubrics, Classroom Management Procedures, Peer-observations, School Safety, Social and Emotional Learning, Growth Mindset, Effective Instructional Strategies, First Aid/CPR, and Active Shooter Training.	Focused Professional Development	CPI will utilize 5 of their 7 Professional Learning Days to ensure that the administration and instructors receive training in the following areas: Best Practices, Classroom Management Procedures, Peer-observations, School Safety, Social and Emotional Learning, Effective Instructional Strategies, First Aid/CPR, and Active Shooter Training.	CPI will utilize 5 of their 7 Professional Learning Days each school year to ensure that the administration and instructors receive training in the following areas: Writing in Career and Technical Education, Best Practices, Developing Informative Assessment Practices, Creating Effective Rubrics, Peer-observations, School Safety, Social and Emotional Learning, Growth Mindset, First Aid/CPR, and Active Shooter Training.	CPI will utilize 5 of their 7 Professional Learning Days each school year to ensure that the administration and instructors receive training in the following areas: Writing in Career and Technical Education, Best Practices, Developing Informative Assessment Practices, Creating Effective Rubrics, Classroom Management Procedures, Peer-observations, School Safety, Social and Emotional Learning, Growth Mindset, Effective Instructional Strategies, First Aid/CPR, and Active Shooter Training.

Essential Practices 1: Focus on Continuous Improvement of Instruction	Each instructor will be expected to demonstrate/provide four lessons highlighting the rigorous practices used in their specific program area each year for the next three years. Evidence can be provided through 1 Peer Observation, 2-3 Lesson Videos, and 1-2 in-person administrative observations.	Lesson Rigor	Each instructor will be expected to demonstrate/provide four lessons highlighting the rigorous practices used in their specific program area each year for the next three years. Evidence can be provided through 1 Peer Observation, 2-3 Lesson Videos, and 1-2 in-person administrative observations.	Each instructor will be expected to demonstrate/provide four lessons highlighting the rigorous practices used in their specific program area each year for the next three years. Evidence can be provided through 1 Peer Observation, 2-3 Lesson Videos, and 1-2 in-person administrative observations.	Each instructor will be expected to demonstrate/provide four lessons highlighting the rigorous practices used in their specific program area each year for the next three years. Evidence can be provided through 1 Peer Observation, 2-3 Lesson Videos, and 1-2 in-person administrative observations.
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Priority: CPI will ensure that educational, social, and emotional support is available to all students using the following practices: mental health counseling, mental health presentations/assemblies, presentations by industry representatives, additional work-based learning opportunities for all students, instructional support in all areas as needed, extra time to complete tasks, and a guest speaker series representing all aspects of the workforce with a focus on non-traditional placements.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Social emotional learning	CPI will provide 2 school-wide mental health assemblies and 2 program area presentations regarding social/emotional health and supports throughout the next three school years.	SEL	CPI will provide 2 school-wide mental health assemblies and 2 program area presentations regarding social/emotional health and supports throughout the next three school years.	CPI will provide 2 school-wide mental health assemblies and 2 program area presentations regarding social/emotional health and supports throughout the next three school years.	CPI will provide 2 school-wide mental health assemblies and 2 program area presentations regarding social/emotional health and supports throughout the next three school years.
Industry-Based Learning	All program area completers will complete a job shadow, internship, Cooperative Education, or work-based learning opportunity outside of the school setting during their 3- or 4-year enrollment.	Work-Based Education	At least 50 % of all program area completers will complete a job shadow, internship, Cooperative Education, or work-based learning opportunity outside of the school setting by the conclusion of the 2022-2023 school year.	At least 75 % of all program area completers will complete a job shadow, internship, Cooperative Education, or work-based learning opportunity outside of the school setting by the conclusion of the 2023-2024 school year.	All program area completers will complete a job shadow, internship, Cooperative Education, or work-based learning opportunity outside of the school setting during their 3- or 4-year enrollment.
Essential Practices 3: Provide Student-Centered Support Systems	Each instructional assistant will work in their designated program areas at least two times per week with a focus on supporting students that have barriers related to attendance, education, and/or social-emotional well-being. Each instructional assistant	Instructional Assistants	Each instructional assistant will work in their designated program areas at least two times per week with a focus on supporting students that have barriers related to attendance, education, and/or social-emotional well-being. Each instructional assistant	Each instructional assistant will work in their designated program areas at least two times per week with a focus on supporting students that have barriers related to attendance, education, and/or social-emotional well-being. Each instructional assistant	Each instructional assistant will work in their designated program areas at least two times per week with a focus on supporting students that have barriers related to attendance, education, and/or social-emotional well-being. Each instructional assistant

	is expected to meet with each student in their designated program area at least 8 times each school year.		is expected to meet with each student in their designated program area at least 8 times each school year.	is expected to meet with each student in their designated program area at least 8 times each school year.	is expected to meet with each student in their designated program area at least 8 times each school year.
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Action Plan

Action Plan for: Increasing Attendance

Measurable Goals	Anticipated Output	Monitoring/Evaluation
<ul style="list-style-type: none"> Attendance 	Increase in student attendance rates in all program areas; Decrease in Chronic Absenteeism by specific students; and Improved Grades	Monthly attendance rates by program area and sending school - monitored by the Vice President of Secondary Education, the President, the Superintendent of Record, and the Professional Advisory Committee; number of referrals made to Vice President of Secondary Education and/or the School Counselor

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop an attendance incentive program for students that includes a drawing for a giveaway identified each year by the students as something that is important to them to help with attendance. Students with 5 or less excused absences will be included in the yearly drawing.	09/01/2022	06/30/2025	MaryAnn Volders, Vice President of Secondary Education	General Budget funds in the amount of \$2,500 or more; Family Engagement; Attendance Office Support	No	Yes
The School Counselor will meet with students when they exceed 5 absences to determine the root cause of the attendance concern. The Vice President of Secondary Education will meet with students who exceed 10 absences.	09/01/2022	06/30/2025	Gary Heverly, School Counselor and MaryAnn Volders, Vice President of Secondary Education	Attendance Office Data; Family engagement and support	No	Yes
The School Counselor will make home visits for students	09/01/2022	06/30/2025	Gary Heverly, School Counselor	Attendance Office Data; Family engagement and support	No	Yes

exceeding 15 absences. These visits will include a plan to return to school and maintain better attendance as well as determining supports that can be put in place for the family and student to assist with better attendance.						
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Action Plan for: Improved Professional Development

Measurable Goals	Anticipated Output	Monitoring/Evaluation
<ul style="list-style-type: none"> Focused Professional Development 	Increase in teacher effectiveness and student achievement; increased test scores including end-of-program and credentialing assessments; better retention of staff and students; and improved teacher evaluation outcomes.	Meeting agendas; number of presentations; topics of presentations; credentialing and end-of-program assessments; yearly observation data and teacher evaluation ratings.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructors will participate on 1 to 2 Professional Learning Committees each school year. Each PLC will focus their discussion, research, data collection, and outcomes based on the topic of the specific committee (for example - assessments, instructional practices, data analysis, and action research committees). Topics will be selected based on the professional development surveys completed by teachers each school year as well as the data collected from yearly observations.	09/01/2022	06/30/2025	MaryAnn Volders, Vice President of Secondary Education	Release time for committees to meet; teacher facilitator for each committee and administrative mentor; and requested data.	Yes	No
Utilize differentiated supervision as part of the teacher evaluation process. Based on individual instructor needs as identified by the teacher, an administrator, and	09/01/2023	06/30/2025	MaryAnn Volders, Vice President of Secondary Education	Release time; administrative facilitator of professional learning activities; weekly meetings; topic ideas for action research; and professional development regarding action research and portfolio development.	Yes	No

through observation data, teachers will have the opportunity to participate in the following activities that best meet their needs: action research, portfolio completion; formal observation process; or a combination of activities.

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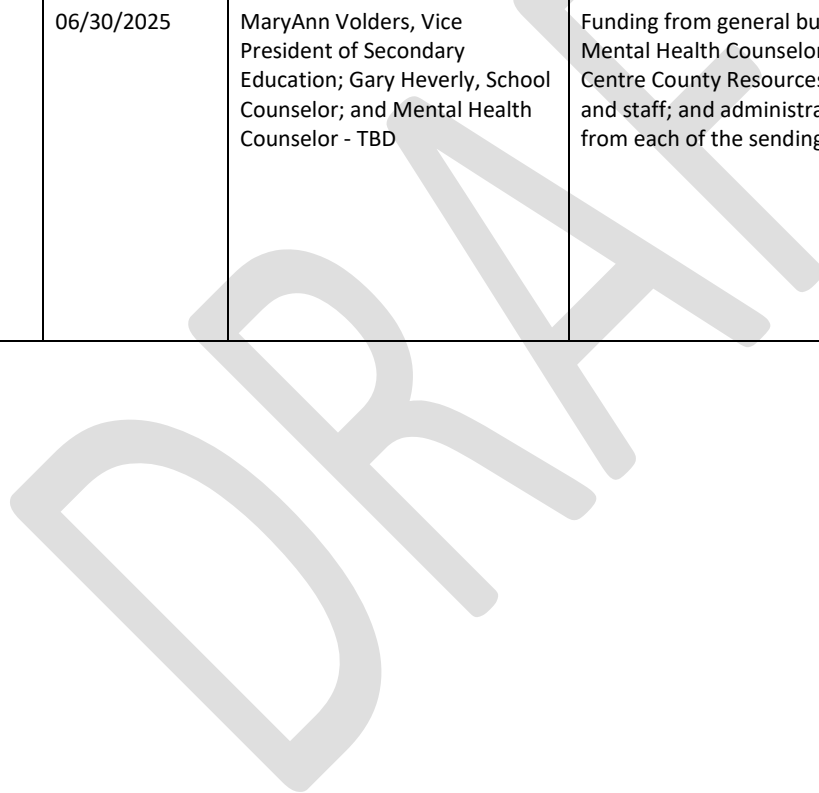
Action Plan for: Increased Rigor in the Classroom and Lab

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Lesson Rigor 		Increased student achievement in all areas; increased student attendance; decrease in discipline issues; increase in students entering the workforce or post-secondary education upon program completion; increased student and staff retention; and improved teacher evaluation outcomes each year.			Checklist completion; NOCTI and credentialing test scores; Post-Graduation Survey Data regarding employment and/or post-secondary education; and observation data.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructors will work with the administrative team and an outside consultant to develop a classroom/instructional practice checklist of best practices related to lesson rigor. Instructors will be trained on best practices related to lesson rigor as well as all aspects of the checklist so they have a deep understanding of the best practices needed to increase student achievement. Instructors will be expected to ensure that lesson rigor is part of every daily lesson and to provide completed lesson rigor checklists upon request by an administrative team member.	09/01/2022	06/30/2025	MaryAnn Volders, Vice President of Secondary Education	Professional development; examples of lesson rigor being used in the CTC classroom; and teacher coaches/mentors.	Yes	No
Implement a Peer Observation Program. This program will pair two teachers together based on professional development needs, classroom management and instructional practice needs, educational and workforce experience, and personality compatibility as determined together by the teachers and administrators. This program will include, but is not limited to, the following activities: peer observations, weekly meetings, partnered professional development, action research, data analysis, and lesson demonstrations.	09/01/2022	06/30/2025	MaryAnn Volders, Vice President of Secondary Education	Release time; professional development; monthly meetings between teacher pairs and an administrator; and a non-administrative program facilitator that can act as a liaison with administration as necessary.	Yes	No

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Action Plan for: Social-Emotional Support System

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
		Increased student and staff attendance; increased student and staff retention; decrease in discipline referrals; decrease in mental health referrals; increased enrollment; and a healthier school culture.			Attendance Rates - Student and Staff; Retention of students in all program areas; grades; certification and end-of-program test results; task list completion; Cooperative Education placement; student discipline; and mental health referrals and outcomes of referrals.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement a formal Social-Emotional Wellness program at CPI which includes employing a part-time Mental Health Counselor, providing school-wide assemblies, working in each of the program areas, and working with individual students as needed.	09/01/2022	06/30/2025	MaryAnn Volders, Vice President of Secondary Education; Gary Heverly, School Counselor; and Mental Health Counselor - TBD	Funding from general budget and grants for Mental Health Counselor and Assemblies; Lists of Centre County Resources available to students and staff; and administrative support at CPI and from each of the sending schools.	No	Yes



Action Plan for: Work-Based Learning

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
		Increased student employment upon program completion and as part of the Cooperative Education program; increased job retention by students/graduates; and an increase in OAC memberships/business/industry support in each program area.			OAC membership; Job Shadow, Internship, and Cooperative Education placements; Post-secondary placement; Review of resumes and cover letters of all students; task list completion; and Participation in the CentreReady program.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide opportunities for all students enrolled at CPI to participate in a job shadow, internship, or Cooperative Education placement during their three or four year enrollment at CPI.	09/01/2022	06/30/2025	William Luther, Business and Industry Liaison; Gary Heverly, School Counselor; and MaryAnn Volders, Vice President of Secondary Education.	Business and Industry partnerships; OAC Membership; release time for students; transportation funding; parent/guardian permission; participant forms and data collection; and instructor support.	No	Yes
Inclusion of soft/employability skills, interviews, resume/cover letter writing, industry presentations, and employer mentors in every program area. The administrative team, business/industry representatives, the local CareerLink, and teacher representatives will develop a list of employability/soft skills to be taught in every class as well as the required activities that each student will be expected to complete before finishing a program. The CareerLink and CPI Administrative Team will provided the needed training, instruction, and resources necessary to include the required activities in each program area. Instructors will set-up business and industry presentations as well as	09/01/2022	06/30/2025	MaryAnn Volders, Vice President of Secondary Education; CareerLink Representatives; and CPI Instructors/Staff	Professional Development; CareerLink Support; Business and Industry Support; Occupational Advisory Support; Employability Skills - Activities and Curriculum; and release time for instructors and students.	Yes	No

establishing industry mentors for their classes and individual students as needed.						
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Action Plan for: Instructional Assistant Support Program

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
		Increased student achievement; increased certifications and/or credentialing; increased student and teacher retention; increased attendance; reduction in discipline referrals; increased post-secondary placements; and decrease in mental health referrals.			End-of program results; number of certifications and credentials earned by each student and in each program area; attendance; grades; discipline referrals; mental health referrals; and task list completion.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide all Instructional Assistants with yearly Virtual Para Educator Highly Qualified Training and Testing through the Central Intermediate Unit #10.	09/01/2023	06/30/2025	MaryAnn Volders, Vice President of Secondary Education and the Central Intermediate Unit 10.	Funding and release time/hourly wages to complete virtual training and testing.	No	No
Prepare a checklist of responsibilities for instructional assistants for each of the 17 program areas. Each teacher will work with the Vice President of Secondary Education and their assigned Instructional Assistant to determine the needs of the assistant in individual program areas in order to raise student achievement.	09/01/2022	06/30/2025	MaryAnn Volders, Vice President of Secondary Education	Release time; program area task lists; instructor/classroom/student needs by program area; and textbooks and supplemental material.	No	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Improved Professional Development	<ul style="list-style-type: none"> • Instructors will participate on 1 to 2 Professional Learning Committees each school year. Each PLC will focus their discussion, research, data collection, and outcomes based on the topic of the specific committee (for example - assessments, instructional practices, data analysis, and action research committees). Topics will be selected based on the professional development surveys completed by teachers each school year as well as the data collected from yearly observations. • Utilize differentiated supervision as part of the teacher evaluation process. Based on individual instructor needs as identified by the teacher, an administrator, and through observation data, teachers will have the opportunity to participate in the following activities that best meet their needs: action research, portfolio completion; formal observation process; or a combination of activities.
Increased Rigor in the Classroom and Lab	<ul style="list-style-type: none"> • Instructors will work with the administrative team and an outside consultant to develop a classroom/instructional practice checklist of best practices related to lesson rigor. Instructors will be trained on best practices related to lesson rigor as well as all aspects of the checklist so they have a deep understanding of the best practices needed to increase student achievement. Instructors will be expected to ensure that lesson rigor is part of every daily lesson and to provide completed lesson rigor checklists upon request by an administrative team member. • Implement a Peer Observation Program. This program will pair two teachers together based on professional development needs, classroom management and instructional practice needs, educational and workforce experience, and personality compatibility as determined together by the teachers and administrators. This program will include, but is not limited to, the following activities: peer observations, weekly meetings, partnered professional development, action research, data analysis, and lesson demonstrations.
Work-Based Learning	<ul style="list-style-type: none"> • Inclusion of soft/employability skills, interviews, resume/cover letter writing, industry presentations, and employer mentors in every program area. The administrative team, business/industry representatives, the local CareerLink, and teacher representatives will develop a list of employability/soft skills to be taught in every class as well as the required activities that each student will be expected to complete before finishing a program. The CareerLink and CPI Administrative Team will provided the needed training, instruction, and resources necessary to include the required activities in each program area. Instructors will set-up business and industry presentations as well as establishing industry mentors for their classes and individual students as needed.

Professional Development Activities

PLC's						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Instructors will participate on 1 to 2 Professional Learning Committees each school year. Each PLC will focus their discussion, research, data collection, and outcomes based on the topic of the specific committee (for example - assessments, instructional practices, data analysis, and action research committees). Topics will be selected based on the professional development surveys completed by teachers each school year as well as the data collected from yearly observations. 	CPI Instructional Staff	Expectations of PLC Committees; proper ways to establish and conduct PLC meetings; Information regarding action research, instructional practices, assessments, and data analysis; and ensuring that PLC's effectively communicate their learning and finding to their colleagues.	Meeting minutes and agendas; teacher evaluations; presentation information provided to colleagues; increased student achievement related to program assessments, credentialing, and task list completion.	MaryAnn Volders, Vice President of Secondary Education	09/01/2022	06/30/2025
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework			This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Weekly from September to May	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 			Teaching Diverse Learners in an Inclusive Setting	

Differentiated Supervision

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Utilize differentiated supervision as part of the teacher evaluation process. Based on individual instructor needs as identified by the teacher, an administrator, and through observation data, teachers will have the opportunity to participate in the following activities that best meet their needs: action research, portfolio completion; formal observation process; or a combination of activities. 	CPI Instructional Staff	Conducting action research; portfolio development; Danielson Framework	Action Research Summary of Findings; Completion of Individual Portfolio; Teacher evaluations; Student Achievement; and Increased program assessment and credentialing scores	MaryAnn Volders, Vice President of Secondary Education	09/01/2022	06/30/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 	Teaching Diverse Learners in an Inclusive Setting
Independent study	Monthly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2c: Managing Classroom Procedures 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 	Teaching Diverse Learners in an Inclusive Setting

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Rigor in the Classroom and Lab Setting

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Instructors will work with the administrative team and an outside consultant to develop a classroom/instructional practice checklist of best practices related to lesson rigor. Instructors will be trained on best practices related to lesson rigor as well as all aspects of the checklist so they have a deep understanding of the best practices needed to increase student achievement. Instructors will be expected to ensure that lesson rigor is part of every daily lesson and to provide completed lesson rigor checklists upon request by an administrative team member. 	CPI Instructional Staff	Best practices; setting expectations for students; activities and projects that require rigorous learning; questioning and discussion techniques; setting instructional outcomes; designing student assessments; and developing a best practice checklist.	Teacher observations; increased students achievement (attendance, grades, credentialing, assessments; post-secondary placement, etc.); decreased discipline referrals; student retention; task list completion; and post-secondary placement.	MaryAnn Volders, Vice President of Secondary Education	09/01/2022	06/30/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Twice per school year	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 	Teaching Diverse Learners in an Inclusive Setting

		• 3d: Using Assessment in Instruction	
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Peer Observation Program

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement a Peer Observation Program. This program will pair two teachers together based on professional development needs, classroom management and instructional practice needs, educational and workforce experience, and personality compatibility as determined together by the teachers and administrators. This program will include, but is not limited to, the following activities: peer observations, weekly meetings, partnered professional development, action research, data analysis, and lesson demonstrations. 	CPI Instructional Staff	Participating in effective peer observation/coaching/mentoring experiences; Expectations of Peer Observation process; Action Research; data analysis, best practices related to instruction; evaluating colleagues; and classroom management	Teacher observations; increased student achievement; staff meeting presentations; peer observation summary reports; teacher and student surveys; and teacher retention.	MaryAnn Volders, Vice President of Secondary Education	09/01/2022	06/30/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly meetings; 2-4 Peer Observations each year	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2a: Creating an Environment of 	Teaching Diverse Learners in an Inclusive Setting

		<p>Respect and Rapport</p> <ul style="list-style-type: none">• 2b: Establishing a Culture for Learning• 2c: Managing Classroom Procedures• 2d: Managing Student Behavior• 2e: Organizing Physical Space• 3a: Communicating with Students• 3b: Using Questioning and Discussion Techniques• 3c: Engaging Students in Learning• 3d: Using Assessment in Instruction• 4a: Reflecting on Teaching• 4c: Communicating with Families	
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The Employability Skills Necessary for Success in the Workforce

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Inclusion of soft/employability skills, interviews, resume/cover letter writing, industry presentations, and employer mentors in every program area. The administrative team, business/industry representatives, the local CareerLink, and teacher representatives will develop a list of employability/soft skills to be taught in every class as well as the required activities that each student will be expected to complete before finishing a program. The CareerLink and CPI Administrative Team will provide the needed training, instruction, and resources necessary to include the required activities in each program area. Instructors will set-up business and industry presentations as well as establishing industry mentors for their classes and individual students as needed. 	CPI Instructional Staff	Employability skills; soft skills; CentreReady Program expectations; summary of information received from employers and industry representatives; activities and projects integral to teaching the needed skills; and writing an effective cover letter and resume.	Post-secondary placement; Number of students enrolled in the CentreReady program; Number of students completing the CentreReady program; employment retention of Cooperative Education students and graduates; and data from employers and industry partners.	MaryAnn Volders, Vice President of Secondary Education and CareerLink Representatives	09/01/2022	06/30/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Twice each school year - Teacher Training; Weekly - Student Learning	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 	Teaching Diverse Learners in an Inclusive Setting

		<ul style="list-style-type: none"> • 2d: Managing Student Behavior • 3e: Demonstrating Flexibility/Responsiveness 	
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Communications Action Steps

Evidence-based Strategy	Action Steps
Increasing Attendance	<ul style="list-style-type: none"> • Develop an attendance incentive program for students that includes a drawing for a giveaway identified each year by the students as something that is important to them to help with attendance. Students with 5 or less excused absences will be included in the yearly drawing. • The School Counselor will meet with students when they exceed 5 absences to determine the root cause of the attendance concern. The Vice President of Secondary Education will meet with students who exceed 10 absences. • The School Counselor will make home visits for students exceeding 15 absences. These visits will include a plan to return to school and maintain better attendance as well as determining supports that can be put in place for the family and student to assist with better attendance.
Social-Emotional Support System	<ul style="list-style-type: none"> • Implement a formal Social-Emotional Wellness program at CPI, which includes employing a part-time Mental Health Counselor, providing school-wide assemblies, working in each of the program areas, and working with individual students as needed.
Work-Based Learning	<ul style="list-style-type: none"> • Provide opportunities for all students enrolled at CPI to participate in a job shadow, internship, or Cooperative Education placement during their three or four year enrollment at CPI.

Communications Activities

Attendance Incentive Program					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Develop an attendance incentive program for students that includes a drawing for a giveaway identified each year by the students as something that is important to them to help with attendance. Students with 5 or less excused absences will be included in the yearly drawing. 	CPI Students and Parents; Sending School Administration and School Counselors	Information about attendance incentive program; attendance expectations; compulsory attendance regulation information; and information about the yearly giveaway item.	MaryAnn Volders, Vice President of Secondary Education	09/01/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Email			September each school year with a reminder every 9-weeks		
Posting on district website			Daily each school year		
Letter			Beginning of each school year		

Attendance Meetings

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> The School Counselor will meet with students when they exceed 5 absences to determine the root cause of the attendance concern. The Vice President of Secondary Education will meet with students who exceed 10 absences. 	CPI students exceeding 5 or 10 days of absences in a school year and their parents/guardians	Attendance requirements; supports that are available for students experiencing attendance issues; list of interventions that the school will utilize to help with attendance concerns; how school officials will communicate with parents/guardians; and a brochure why school attendance is important in determining future success.	Gary Heverly, School Counselor; MaryAnn Volders Vice President of Secondary Education	09/15/2022	06/01/2025

Communications

Type of Communication	Frequency
Letter	Beginning of year and as students reach 5 and 10 days of absences
Email	Beginning of year and as students reach 5 and 10 days of absences
Posting on district website	Daily throughout each school year

Home Visits

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> The School Counselor will make home visits for students exceeding 15 absences. These visits will include a plan to return to school and maintain better attendance as well as determining supports that can be put in place for the family and student to assist with better attendance. 	CPI students exceeding 15 days of absences in a school year and their parents/guardians	Information regarding visits; how visits will be communicated to students and parents/guardians; contact information regarding the School Counseling and Attendance Office; Compulsory Attendance Regulations; Brochure regarding the important of attendance in future success; and an example of an attendance contract that will be utilized as appropriate and necessary.	Gary Heverly, School Counselor	10/01/2022	05/15/2025

Communications

Type of Communication	Frequency
Letter	Beginning of each school year
Posting on district website	Daily throughout each school year
Email	Beginning of each school year and when visits are needed
Other	Phone calls will be made to set-up visits as they are needed.

Social-Emotional Wellness Program

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement a formal Social-Emotional Wellness program at CPI, which includes employing a part-time Mental Health Counselor, providing school-wide assemblies, working in each of the program areas, and working with individual students as needed. 	CPI Students and Parents/Guardians; Sending School Administrators and School Counselors; and CPI Instructors.	Resources available to students, parents, and instructors at CPI; contact information for CPI Administration, School Counselor, and Mental Health Counselor; community resources including crisis hotline and school safety reporting information; and expected topics for yearly school-wide assemblies.	MaryAnn Volders, Vice President of Secondary Education; Gary Heverly, School Counselor; and Mental Health Counselor - TBD	09/01/2022	06/30/2025

Communications

Type of Communication	Frequency
Email	Beginning of each school year
Letter	Start of Semester 1 and Semester 2 each school year
Posting on district website	Daily throughout each school year

Work-Based Learning Program

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide opportunities for all students enrolled at CPI to participate in a job shadow, internship, or Cooperative Education placement during their three or four year enrollment at CPI. 	CPI students and parents/guardians; OAC Members and other Business and Industry Partners; and Sending School Administrators and School Counselors	Program information and expectations; reasons that implementing work-based learning is important in the CTE world; contact information for CPI Administration and staff; sample forms that will be used to set-up each of the experiences; and an opt out form.	MaryAnn Volders, Vice President of Secondary Education; Gary Heverly, School Counselor; and William Luther, Business and Industry Liaison	09/01/2020	06/30/2025

Communications

Type of Communication	Frequency
Letter	Beginning of each school year
Email	Beginning of each school year
Other	Calls will be made to parents/guardians before sending students on a job shadow or internship.
Posting on district website	Ongoing throughout school year