

GREATER ALTOONA CTC

1500 4th Avenue

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The mission of the Greater Altoona Career and Technology Center is to provide high school students and adult learners a superior career and technical education consistent with accepted academic and skill standards.

VISION STATEMENT

The GACTC strives to integrate academic and technical skill instruction for high school students and adult learners as required to achieve industry skill standards. The culture of the school fosters intrinsic motivation and rewards student initiative and teamwork. A premium is placed upon excellence in student achievement in both academic and skill-specific areas of study. Students convey a sense of ownership that reflects the dignity of work well done, thereby increasing a student's opportunity for a fulfilling life through a successful career. The school envisions a learning environment that is progressive, well maintained, and incorporates innovative technology. Teachers inspire student learning and engage in professional development to enhance teaching skills. Students and staff take pride in personal appearance and embrace the importance of a professional demeanor. The school serves as an important resource for local business and industry and is viewed as a first option for high school students and adults seeking a viable career path.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Greater Altoona Career and Technology Center (GACTC) students will work towards goals and seek out assistance from staff when needed. Students will collaborate with GACTC ensure their academic needs are met.

STAFF

Instructors and staff members will provide a safe environment for students to learn. They will provide the necessary support systems for students to achieve their education goals. Staff will provide differentiated and personalized learning to meet the diverse needs of each student. Staff will work collaboratively and participate in professional development.

ADMINISTRATION

GACTC administrators will abide by an open door policy for all employees and students to allow for the highest level of support while providing a nurturing and safe environment for all. Administrators will demonstrate a culture of trust and honesty. They will provide frequent opportunities for teachers and staff to collaborate in an effort to meet the needs of the diverse student population.

PARENTS

Parents will support and collaborate with GACTC employees and students. They maintain communication with staff and administration to ensure their child(ren) can obtain his/her educational goals. They will serve as role models for their children and will work with them to help them reach their goals and be successful in the classroom and in life.

COMMUNITY

The community will play an active role in the GACTC by supporting the GACTC employees, students, and parents/guardians. They assist in fostering collaborative partnerships.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Robert Gutshall	Administrator/Technology Coordinator	GACTC
Cheyenne McIntyre	Management/Executive Administrative Assistant	GACTC
Danielle Mehalick	Administration/Business Manager	GACTC
Eric Palmer	Administration/Executive Director	GACTC
Julie Patosky	Administration/Continuing Education Coordinator	GACTC
Nicole Zernick	Administration/Career and Technical Education Coordinator	GACTC
David Francis	Board Member	JOC Chairperson
Matt Stuckey	Business Representative	Stuckey Automotive
Barbara Zaborowski	Community Representative	Pennsylvania Highlands Community College
Joseph Mauk	Educator - Drafting	GACTC
Chelsea Gibbons	Special Education	GACTC

Name

Position

Building/Group

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement

The GACTC must evaluate student support levels as enrollment grows in order to ensure that all students are provided with the necessary career guidance, emotional support, and learning assistance in order to meet their goals.

Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems

The GACTC must pay increased attention to supporting and developing our faculty during their first five years in education.

Essential Practices 4: Foster Quality Professional Learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Building capacity through analyzing and tracking usage and outcomes

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Analyzing and Building Capacity in Student Services

The GACTC will analyze and build the capacity of its student services department in order to address both the increasing volume of students that will require services and the diversity of our students' needs. We will take an account of the number of students that remain in the program they are paced in, the number of requests for emotional support services, and the number of enrolled students with an IEP and/or 504 plan. We will compare our utilization with established best practices to determine if an increased service level is required.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Track and analyze the student program enrollment trends to identify students who request to change programs or are ultimately unsuccessful in their program.	2023-09-01 - 2024-06-30	Assistant Principal	Allocation of time and support from administration
Track and analyze student utilization of student services along with the number of IEP/504 students enrolled at the GACTC.	2024-09-01 - 2025-06-30	Assistant Principal	Allocation of time and support from administration

Anticipated Outcome

An analysis detailing student retention in initial program placement and reasons behind student program changes and failures. An analysis detailing student utilization of student services including school counseling and special education services.

Monitoring/Evaluation

Monitored by the Assistant Principal on an ongoing basis through data tracking and analysis.

Evidence-based Strategy

Survey early year faculty and modify PD plans to address needs

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Increased Support for Early Career CTE Teachers	The GACTC has seen significant turnover due to retirements, burnout, and enrollment growth. Most CTE teachers do not have teaching experience prior to starting at the GACTC. Our goal is to increase the level of support provided to early career teachers in order to minimize attrition.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Survey and analyze early career teachers to develop increased supports that will lead to better retention of CTE teachers.	2023-09-01 - 2024-06-30	Principal	Budget support for activities in support of early teacher support and retention.

Anticipated Outcome
 A survey, analysis, and corresponding plan of activities in support of early teachers.

Monitoring/Evaluation
 Monitored by the Principal on a ongoing basis through survey distribution and analysis.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The GACTC has seen significant turnover due to retirements, burnout, and enrollment growth. Most CTE teachers do not have teaching experience prior to starting at the GACTC. Our goal is to increase the level of support provided to early career teachers in order to minimize attrition. (Increased Support for Early Career CTE Teachers)	Survey early year faculty and modify PD plans to address needs	Survey and analyze early career teachers to develop increased supports that will lead to better retention of CTE teachers.	09/01/2023 - 06/30/2024

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

Continued positive relationships with our member districts benefit our students and in turn our career standards benchmarks.

Increased focus on test preparation targeted remediation have lead to increases in student performance on the competency assessment.

N/A

N/A

N/A

Special Education Professionals, Instructional Assistants, and Instructional Aides are available to provide support to identified student subsets. An additional special education professional has been hired to serve this population.

Instructional Assistants and Instructional Aides are assigned to program and focused on helping all struggling students.

The GACTC leverages the resources of its member districts in order to best serve our students.

Challenges

An attendance improvement plan has been crafted and will be delivered to our member districts. If attempted, we believe attendance will improve.

Increased emphasis on the components of the Industry Based Learning objectives should help to drive higher marks in future years.

N/A

N/A

N/A

Need to increase parent involvement in student success.

As program enrollment increases, the GACTC will experience a need to further assist students through additional support systems such as instructional aides and assistants.

Facility appearance and technology outdated.

Challenge to provide sufficient building security.

Strengths

Strong support from member school leadership.

Regional Business and Industry Support

Extensive number of program for students to choose from

Comprehensive placement program considers each student career objectives and potential.

An additional special education positions has been created in order to support our special education students.

Incoming Assistant Principal has a special education certification.

Student services team has been provided unified physical space in order to best serve students

A full time technology coach has been hired in order to ensure faculty can implement new technologies in a way that maximizes the impact in student achievement

Faculty utilize a diverse array of assessments in order to gauge student learning.

Faculty have started to embrace school wide student achievement metrics.

Budget is aligned with learning priorities

Challenges

Enrollment has increased significant putting pressure on our buildings capacity

Programs are at capacity, forcing students to be turned away due to lack of space in each program

Enrollment increases are stretching our current resources and will need to be evaluated in order to ensure an adequate level of support.

Special education implementation and expectations vary with each member district requiring a high level of coordination which is very time consuming

Increased enrollment has put pressure on our student services staff.

The availability for building wide technology has increased dramatically due to Covid-19. Staff that manage this technology are under a lot of pressure due to the increased number of devices.

Systematic alignment of curricular materials and lesson plans must be aligned to with PDE's programs of study and regional workforce expectations.

Collectively shaping the vision for continuous improvement of teaching and learning among industry professionals, from a

Strengths

School Wide Positive Behavior Support programs have grown in interest and involvement

Challenges

variety of trades, in their "second careers" as educators.

Over 50% of our professional faculty members have five years or less experience in education.

Most Notable Observations/Patterns

Increased enrollment has put pressure on our faculty and student services staff.

Challenges

**Discussion
Point**

Priority for Planning

As program enrollment increases, the GACTC will experience a need to further assist students through additional support systems such as instructional aides and assistants.

Enrollment increases are stretching our current resources and will need to be evaluated in order to ensure an adequate level of support.



Enrollment has increased significantly putting pressure on our buildings capacity

Increased enrollment has put pressure on our student services staff.

Over 50% of our professional faculty members have five years or less experience in education.



ADDENDUM B: ACTION PLAN

Action Plan: Building capacity through a analyzing and tracking usage and outcomes

Action Steps	Anticipated Start/Completion Date
Track and analyze the student program enrollment trends to identify students who request to change programs or are ultimately unsuccessful in their program.	09/01/2023 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Monitored by the Assistant Principal on an ongoing basis through data tracking and analysis.	An analysis detailing student retention in initial program placement and reasons behind student program changes and failures. An analysis detailing student utilization of student services including school counseling and special education services.

Material/Resources/Supports Needed	PD Step	Comm Step
Allocation of time and support from administration	no	yes

Action Steps**Anticipated Start/Completion Date**

Track and analyze student utilization of student services along with the number of IEP/504 students enrolled at the GACTC.

09/01/2024 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Monitored by the Assistant Principal on an ongoing basis through data tracking and analysis.

An analysis detailing student retention in initial program placement and reasons behind student program changes and failures. An analysis detailing student utilization of student services including school counseling and special education services.

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

Allocation of time and support from administration

no

no



Action Plan: Survey early year faculty and modify PD plans to address needs

Action Steps	Anticipated Start/Completion Date
Survey and analyze early career teachers to develop increased supports that will lead to better retention of CTE teachers.	09/01/2023 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Monitored by the Principal on a ongoing basis through survey distribution and analysis.	A survey, analysis, and corresponding plan of activities in support of early teachers.

Material/Resources/Supports Needed	PD Step	Comm Step
Budget support for activities in support of early teacher support and retention.	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The GACTC has seen significant turnover due to retirements, burnout, and enrollment growth. Most CTE teachers do not have teaching experience prior to starting at the GACTC. Our goal is to increase the level of support provided to early career teachers in order to minimize attrition. (Increased Support for Early Career CTE Teachers)	Survey early year faculty and modify PD plans to address needs	Survey and analyze early career teachers to develop increased supports that will lead to better retention of CTE teachers.	09/01/2023 - 06/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Early Teacher Focus Groups and Surveys	Early Career Teachers (under five years)	Issues faced by and supports suggested by early career teachers.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Surveys and Focus group notes and analysis	09/01/2023 - 06/30/2025	Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The GACTC will analyze and build the capacity of its student services department in order to address both the increasing volume of students that will require services and the diversity of our students needs. We will take an account of the number of students that remain in the program they are paced in, the number of requests for emotional support services, and the number of enrolled students with and IEP and/or 504 plan. We will compare our utilization with established best practices to determine if an increased service level is required. (Analyzing and Building Capacity in Students Services)</p>	<p>Building capacity through a analyzing and tracking usage and outcomes</p>	<p>Track and analyze the student program enrollment trends to identify students who request to change programs or are ultimately unsuccessful in their program.</p>	<p>2023-09-01 - 2024-06-30</p>

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Student Services Utilization Report	Administration and JOC	Utilization for student services department
Anticipated Timeframe	Frequency	Delivery Method
09/01/2023 - 06/30/2025	Once	Presentation
Lead Person/Position		
Assistant Principal		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline



GREATER ALTOONA CTC

1500 4th Avenue

Induction Plan (Chapter 49) | 2023 - 2026

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

Career & Technical Center

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INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Eric	Palmer	Administrator	School Board of Directors
Nicole	Zernick	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Dusty	Mauk	Teacher	Teacher
Andrea	Lascoli	Teacher	Teacher
Chelsea	Gibbons	Administrator	Administration Personnel
Katrina	Gentsch	Teacher	Teacher
John	Williamson	Teacher	Teacher

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

Plan requirements

Yes/No



MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

OTHER

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED

CHARACTERISTICS.

The GACTC is a small school with around 40 professional staff which allows these characteristics to be monitored informally through observation and practice.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No

OTHER

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

PURPOSE & GOALS It is well recognized that the quality of educators is the single largest factor influencing student learning. Therefore, a high-quality induction program is an essential first step to facilitate entry into the education profession and teaching to high academic standards. All new professional employees of the Greater Altoona Career & Technology Center (GACTC) will participate in a 2-year induction process when they are first employed as teachers at the school. The induction program provides beginning teachers, experienced teachers who are new to the school, teachers returning after a long period of absence, and long-term substitutes with a support system of individuals on whom they can rely upon for assistance and guidance. The goal of the GACTC is to provide a supportive and meaningful induction process for new teachers. Support for new teachers increases retention rates, and those who participate in intensive induction programs are more likely to: Use instructional practices that improve student achievement Assign challenging work to diverse student populations Use standards-based curriculum frameworks Utilize educator effectiveness practices Accomplish the goals of the curriculum A series of experiences, activities, and studies have been developed to increase the new teacher's knowledge and skills, thereby promoting their success during the initial teaching period. New teachers are encouraged to develop their individual teaching styles within the philosophical framework and curriculum guidelines set forth by the school. The objectives of the New Teacher Induction Program are to: Provide an orientation program to the policies and procedures of the GACTC. Provide an overview of the school's resources, including personnel, services, and materials. Familiarize the inductee with the mission and vision of the school. Provide ongoing peer support and encouragement. Provide non-evaluative feedback. Provide encouragement toward professional growth and development. Facilitate transition from industry to the classroom. Encourage collaborative efforts. Allow new teachers to benefit from the wisdom of experienced teachers. Increase the quality of teachers by

helping them develop and understand the following: Classroom management and discipline The purpose of Occupational Advisory Committees Effective grading practices Effective communications with the stakeholders (student, parents, community) Work-based education Student Services Curriculum strategies to align career and technical curriculum with academic core standards Instructional skills to accommodate the learning needs of all students Technology skills Professional conduct and decorum as an educator in the community Data informed decision making Program Design: The GACTC's Induction Program is two years in length. The inductees will meet at least once a month with their mentor teacher to discuss topics that have been identified by the Induction Program Committee and the mentor teacher. All new teachers, long-term substitutes (who are hired for a position for 45+ days), and educational specialists are required to participate in the induction program.

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring, Year 1 Fall,
Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 2
Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring, Year 2
Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall

EDUCATOR EFFECTIVENESS

Selected Danielson Framework(s)

Timeline

Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

While there are a variety of things each inductee will need to review, a Needs Assessment Survey was developed to validate and assess priorities and the educational needs of each inductee. This will also demonstrate the effectiveness of the process at its conclusion. The mentor teacher and the inductee will be responsible for monitoring and documenting the progress of the inductee's Induction Program. The inductee will maintain the Teacher Induction Checklist and Timeline and Meeting Log (attached) with assistance given by the mentor and designated staff member(s). Evaluation of the inductee's performance will be the responsibility of the administration, just as it is with tenured staff. This will be accomplished through observations and teacher conferences. Evaluation data will also be gathered at induction meetings. The Induction Program Committee will evaluate the induction process and report their conclusions to the Induction Coordinator. The Induction Coordinator will then report to the Executive Director and Joint Operating Committee on the induction process and its effectiveness. Changes will be made, as needed.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes
Confirm that all first-year teachers are required to participate in the induction program.	Yes

IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Nicole Zernick

09/27/2023

Educator Induction Plan Coordinator

Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Eric Palmer

09/28/2023

Chief School Administrator

Date

GREATER ALTOONA CTC

1500 4th Avenue

Professional Development Plan (Act 48) | 2023 - 2026

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Eric Palmer	Director	Administrator	School Board of Directors
Nicole Zernick	Assistant Director	Administrator	Administration Personnel
Chelsea Gibbons	Assistant Principal	Administrator	Administration Personnel
Dusty	Mauk	High School Teacher	Teacher
Katrina	Gentsch	High School Teacher	Teacher
John	Williamson	High School Teacher	Teacher
Andrea	Lascoli	Middle School Teacher	Teacher

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The PD committee meets monthly unless needs require more frequent meetings.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

EARLY TEACHER FOCUS GROUPS AND SURVEYS

Action Step	Audience	Topics to be Included	Evidence of Learning
Survey and analyze early career teachers to develop increased supports that will lead to better retention of CTE teachers.	Early Career Teachers (under five years)	Issues faced by and supports suggested by early career teachers.	Surveys and Focus group notes and analysis
Lead Person/Position	Anticipated Timeline		
Principal	09/01/2023 - 06/30/2025		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Two times per year.		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines

Yes/No

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2024-
2025

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

All faculty.

Is the LEA using or planning to implement Structured Literacy (Select One)?

No, not using Structured Literacy model.

Describe your reading curriculum and include grade levels.

The GACTC is a part time CTC and does not have a reading program.

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

The PD committee meets regularly to review each of the five levels in order to determine if modifications of the PD plan are necessary.