

STEEL CENTER FOR CAREER AND TECHNICAL EDUCATION

565 N. Lewis Run Road

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

Steel Center empowers students by providing cutting edge training and relevant learning experiences to strengthen our workforce and communities.

VISION STATEMENT

That Steel Center for Career and Technical Education is recognized as a premier educational choice, an innovative workforce training center, an invaluable community partner, and a Pathway to Success.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

All student can achieve and learn when given challenging instruction, appropriate support and meaningful opportunities. All students can learn and achieve when they are invested, dedicated, and take responsibility for their education. All students are committed to creating and maintaining a positive learning environment that respects diverse traditions, heritages, and experiences. Students gain the most from Career and Technical Education when they put forth the best effort and are committed to their learning process. All students should be provided with the opportunity to participate in work-based learning, earn industry recognized credentials, and develop effective workplace readiness skills.

STAFF

Highly qualified and well trained staff are needed in order to maintain premier Career and Technical Education programs. Steel Center staff must be dedicated, supportive, and flexible in responding the needs of diverse learners. Staff members must be committed to high standards of professionalism in fulfilling their duties for Steel Center's students. Steel Center staff must be committed to working in a spirit of teamwork and collaboration in order to meet the needs of our students. Steel Center staff supports work-based learning, the attainment of industry recognized credentials, and development of effective workplace readiness skills. Steel Center staff must remain current with cutting edge technology in their respective fields ensuring that all students are career ready.

ADMINISTRATION

Steel Center administration must support the staff and provide them with cutting edge technology and appropriate resources in order to deliver high quality learning for students. Steel Center's administrators must be dedicated, supportive, and flexible in responding to the needs of a diverse learning community. Steel Center administration must work collaboratively with the leaders from our member school districts, community organizations, and businesses. Steel Center administration must demonstrate effective communication practices with all stakeholders. Steel Center administration must maintain strong partnerships with post-secondary educational institutions and workforce leaders to ensure student success.

PARENTS

All students learn best when their parents and families are invested, dedicated, and take responsibility for their education. All student achieve at a higher level when their parents and families play an active role in supporting their career goals. Parents and families can positively impact the success of students by ensuring high standards for attendance. Parents and families of our students must work collaboratively with Steel Center teachers, administrators and other staff to ensure student success.

COMMUNITY

To provide highly effective CTE programs, Steel Center relies on support from Business, Community , and Educational partners. Our Business, Community , and Educational partners impact the success of Steel Center's students through providing employment, participating in committees, and sharing needed resources. Steel Center ensures relevance and cutting edge practices through the active involvement of our Business, Community, and Educational partners. In order to fulfill our Mission and realize our Vision, Steel Center depends on the resources that our communities provide through their member school districts. The communities that Steel Center serves should expect high quality and measurable outcomes resulting from their investment.

STEERING COMMITTEE

Name	Position	Building/Group
Kevin Rice	Administrator	Steel Center
Robin White	Administrator	Steel Center
Scott Kane	Staff Member	Steel Center
Shannon Hinkle	Staff Member	Steel Center
Ted Pavlack	Staff Member	Steel Center
Patrick Canavan	Staff Member	Steel Center
Nichole Zeigler	Staff Member	Steel Center
Elaine Frombach,	Staff Member	Steel Center
Tricia Cousino	Staff Member	Steel Center
Steven Shaulis	Community Member	Community College of Allegheny County
Nancy Crowder	Community Member	Baldwin Whitehall School District
Myra Bernhart	Community Member	The Challenge Program
Mayada Christiansen	Community Member	Partner4Work (The Three Rivers Workforce Investment Board)

Name	Position	Building/Group
Trevor Porter	Student	Steel Center/Thomas Jefferson High School
Cari Porter	Parent	Steel Center/Thomas Jefferson High School
Connie Ruhl	Board Member	Steel Center/Bethel Park SD

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Steel Center needs to place higher priority on students earning an Industry-Recognized Credential.	Industry-Based Learning
Steel Center needs to improve preparation activities and interventions for NOCTI assessment.	Career Standards Benchmark
Steel Center must expand opportunities and expectations for students to participate in Work-Based Learning.	Industry-Based Learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
Max Teaching: NOCTI Task Item Analysis	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Team work makes the dream work	Steel Center Principal will conduct annual review sessions with CTE teachers to use NOCTI pre-test data to guide learning interventions to increase student achievement on NOCTI assessment.
Get certified	Steel Center will increase student attainment of industry recognized credentials by a total of 25%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Using the NOCTI Task-Link report, each CTE teacher will conduct a task item analysis using the Max Teaching framework of their NOCTI pre-test and previous year's post test.	2021-08-18 - 2024-06-03	Robin White, Principal	NOCTI Task-Link reports

Anticipated Outcome

Using the Max Teaching framework for NOCTI analysis, charts identifying the program of study task items will be created that will reflect the skill areas that need interventions.

Monitoring/Evaluation

Executive Director will review the progress of this goal monthly.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Steel Center Principal will conduct annual review sessions with CTE teachers to use NOCTI pre-test data to guide learning interventions to increase student achievement on NOCTI assessment. (Team work makes the dream work)</p>	<p>Max Teaching: NOCTI Task Item Analysis</p>	<p>Using the NOCTI Task-Link report, each CTE teacher will conduct a task item analysis using the Max Teaching framework of their NOCTI pre-test and previous year's post test.</p>	<p>08/18/2021 - 06/03/2024</p>
<p>Steel Center will increase student attainment of industry recognized credentials by a total of 25% (Get certified)</p>			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that this plan:

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

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

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

NA

NA

NA

Steel Center offers a diversity of programs in terms of career interest and pathways.

The percent of students scoring Advanced on the NOCTI exam is above average for the state.

The percent of students scoring Advanced on the NOCTI exam

Steel Center's student body reflects diversity

Align curricular materials and lesson plans to the PA Standards: The Curriculum and Instruction design effectively links CTE tasks to PA standards and is communicated in a transparent manner of each program page on the school's website.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community: During the 2019-2020 school year Steel

Challenges

NA

NA

NA

Percent Scoring Competent or Advanced on NOCTI/NIMS is below expected levels at 66.8%

Percent Earned Industry-Recognized Credential is below expected levels at 75.5%

Percent Completed Work-Based Learning Experience is below expected levels at 26.0%

Industry-Based Learning

Regular Attendance

Implement evidence-based strategies to engage families to support learning: While progress has been made to engage families at a higher level (such as the online parent portal and recurring feedback surveys) we would like to create a group to function like a PTA.

Strengths

Center evaluated the school's needs for improved safety and security. Based on this, we restructured the administrative positions and added an armed security officer and two social workers. We have also added three CTE programs of study during this same period of time.

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

Advanced on Industry-Based Competency Assessment above state average

Challenges

Monitor and evaluate the impact of professional learning on staff practices and student learning: We need to develop more formal evaluation tools for measure the effectiveness of our PD activities.

Percent of Students with Regular Attendance (49.5) overall and lower for some sub-groups

Most Notable Observations/Patterns

We believe that the attendance data is inaccurate. We contacted PDE regarding this data point and our inquiry of unresolved.

Challenges	Discussion Point	Priority for Planning
Percent Scoring Competent or Advanced on NOCTI/NIMS is below expected levels at 66.8%	Evaluate performance levels for each CIP	
Percent Earned Industry-Recognized Credential is below expected levels at 75.5%	Evaluate performance levels for each CIP	
Percent Completed Work-Based Learning Experience is below expected levels at 26.0%	Evaluate performance levels for each CIP	
Monitor and evaluate the impact of professional learning on staff practices and student learning: We need to develop more formal evaluation tools for measure the effectiveness of our PD activities.	Work with committee to address	

ADDENDUM B: ACTION PLAN

Action Plan: Max Teaching: NOCTI Task Item Analysis

Action Steps	Anticipated Start/Completion Date
Using the NOCTI Task-Link report, each CTE teacher will conduct a task item analysis using the Max Teaching framework of their NOCTI pre-test and previous year's post test.	08/18/2021 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Executive Director will review the progress of this goal monthly.	Using the Max Teaching framework for NOCTI analysis, charts identifying the program of study task items will be created that will reflect the skill areas that need interventions.

Material/Resources/Supports Needed	PD Step	Comm Step
NOCTI Task-Link reports	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Steel Center Principal will conduct annual review sessions with CTE teachers to use NOCTI pre-test data to guide learning interventions to increase student achievement on NOCTI assessment. (Team work makes the dream work)	Max Teaching: NOCTI Task Item Analysis	Using the NOCTI Task-Link report, each CTE teacher will conduct a task item analysis using the Max Teaching framework of their NOCTI pre-test and previous year's post test.	08/18/2021 - 06/03/2024
Steel Center will increase student attainment of industry recognized credentials by a total of 25% (Get certified)			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Understanding MAX Teaching Task Item Analysis	CTE teachers	PDE's Program of Study Task Lists, NOCTI Data Analysis, Prescriptive Teaching, Learning Interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
CTE teachers will be able to generate tables that outline student skill and knowledge attainment of the tack items within the CTE program curriculum.	08/19/2021 - 06/03/2024	Todd Luke, Vice President @ MAX Teaching

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
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ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Steel Center Principal will conduct annual review sessions with CTE teachers to use NOCTI pre-test data to guide learning interventions to increase student achievement on NOCTI assessment. (Team work makes the dream work)	Max Teaching: NOCTI Task Item Analysis	Using the NOCTI Task-Link report, each CTE teacher will conduct a task item analysis using the Max Teaching framework of their NOCTI pre-test and previous year's post test.	2021-08-18 - 2024-06-03
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COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
The importance of student achievement.	Steel Center students, families, and staff.	Sharing with the various stakeholder groups the work that is being done to support an increase of achievement for Steel Center students as measured through the NOCTI exam.
Anticipated Timeframe	Frequency	Delivery Method
08/01/2022 - 06/02/2023	Quarterly	Posting on district website
Lead Person/Position		
Executive Director		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The Comprehensive Plan was developed through the Steering Committee. Communication occurred throughout the process and included: stakeholder surveys, individual and small group input sessions, and a review of the draft products that comprise the Comprehensive Plan.	Input, feedback, and reflection.	Planning through completion.	Students, families, staff, board members, school district leaders, community and business partners.	March 2021 through October 2021
Post the Comprehensive Plan for a 28-day public inspection period.	Input and feedback	On school website www.steelcentertech.com	All stakeholder groups	September 8, 2021 - October 5, 2021

