

Profile and Plan Essentials

LEA Type		AUN
Occupational CTC		103028807
Address 1		
565 N Lewis Run Rd		
Address 2		
City	State	Zip Code
Jefferson Hills	Pennsylvania	15025
Chief School Administrator		Chief School Administrator Email
Kevin Rice		krice@steelcentertech.com
Single Point of Contact Name		
Kevin Rice		
Single Point of Contact Email		
krice@steelcentertech.com		
Single Point of Contact Phone Number		Single Point of Contact Extension
4124693200		6741
Principal Name		
Scott Kane		
Principal Email		
skane@steelcentertech.com		
Principal Phone Number		Principal Extension
4124693200		6745
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kevin Rice	Administrator	Steel Center	krice@steelcentertech.com
Scott Kane	Staff Member	Steel Center	skane@steelcentertech.com
Shannon Hinkle	Staff Member	Steel Center	shinkle@steelcentertech.com
Ted Pavlack	Teacher	Steel Center	tpavlack@steelcentertech.com
Patrick Canavan	Teacher	Steel Center	pcanavan@steelcentertech.com
Tricia Cousino	Staff Member	Steel Center	tcousino@steelcentertech.com
Carmen Twyford	Community Member	Community College of Allegheny County	ctwyford@ccac.ed
Nancy Crowder	Community Member	Baldwin Whitehall School District	nancyleecrowder@gmail.com
Matthew Waltman	Other	ABC of Western Pennsylvania	mwaltman@abcwpa.org
Mayada Christiansen	Community Member	Partner4Work (The Three Rivers Workforce Investment Board)	mchristiansen@partner4work.org
Seildy Mendez	Student	Steel Center/Clairton High School	Syleidy.Mendez@steelcentertech.com
Melissa Allenbaugh	Parent	Steel Center/Thomas Jefferson High School	allenbaugh4@gmail.com
Laura Montecalvo	Staff Member	Steel Center	lmontecalvo@steelcentertech.com
Kaitlyn Youngstead	Administrator	Steel Center	kyoungstead@steelcentertech.com
David Schaap	Board Member	Steel Center	david.schaap@bb-sd.com
Shelley Ricci	Data Analyst	Steel Center	sricci@steelcentertech.com

LEA Profile

Steel Center for Career and Technical Education, located in Jefferson Hills, PA, is an integral part of the public school system, serving the Southern Allegheny County region. Operated by 11 school districts, Steel Center draws students from Baldwin-Whitehall, Bethel Park, Brentwood Borough, Clairton City, Duquesne City, Elizabeth Forward, South Allegheny, South Park, Steel Valley, West Jefferson Hills, and West Mifflin Area School Districts. These districts encompass a diverse range of urban, suburban, and rural communities, reflecting various economic backgrounds.

Since 1964, Steel Center has been dedicated to providing high-quality career and technical education. For the 2024-2025 school year, enrollment stands at 950 students. Elizabeth Forward School District contributes the highest percentage of our student population at 14.6%, while Duquesne City School District has the smallest representation, making up 3.8% of our students.

Our student body includes 28% of students with special education needs, as outlined in their Individualized Education Programs (IEPs). Additionally, about 50% of our students come from economically disadvantaged backgrounds and are eligible for free or reduced-price lunches. Approximately 21.3% of our students identify as non-white, contributing to the rich diversity of our school community.

We are fortunate to have a strong support network within the community. Our students engage in numerous opportunities to interact with local businesses and alumni, who are eager to offer their support. This includes providing work-based learning experiences such as job shadowing, internships, and cooperative education, where students gain hands-on experience while attending Steel Center at least twice a month. Community members also serve on our advisory boards, offer scholarships, and provide employment opportunities for our graduates. Moreover, students can earn college credit through the SOAR program, which features statewide articulation agreements with post-secondary institutions, as well as locally developed agreements.

Enrichment opportunities abound for our students through participation in Career and Technical Student Organizations (CTSOs) such as SkillsUSA, the National Technical Honor Society, HOSA, and the student chapter of the National Association of Home Builders. Our students also give back to the community by volunteering with organizations like the Pittsburgh Area Food Bank, Common Ground Farm, Toys for Tots, the Mon Valley School, and various charities throughout the year. Additionally, local nursing homes provide work-based learning opportunities, and our programs such as Cosmetology, Automotive Services, and Advertising and Design offer services to the public, including vehicle repairs and printed materials.

Mission and Vision

Mission

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

Vision

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 Values

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 their 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.

Other (Optional)

Omit selected.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	False 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
The percent of students scoring Advanced on the NOCTI exam	Steel Center performed higher than state average.
Steel Center's student body reflects diversity	Steel Center's student population is 21.3% non-white.

Challenges

Indicator	Comments/Notable Observations
Career Standards Benchmark	1.5% below the state average
Regular Attendance	Whole group and subgroups

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

Strengths

Indicator The percent of students scoring Advanced on the NOCTI exam ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator Career Standards Benchmark ESSA Student Subgroups	Comments/Notable Observations
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African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

The percent of students scoring Advanced on the NOCTI exam
Steel Center's student body reflects diversity

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Career Standards Benchmark
Regular Attendance

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NA	

English Language Arts Summary

Strengths

NA

Challenges

NA

Mathematics

Data	Comments/Notable Observations
NA	

Mathematics Summary

Strengths

NA

Challenges

NA

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NA	

Science, Technology, and Engineering Education Summary

Strengths

NA

Challenges

NA

Related Academics

Career Readiness

Data	Comments/Notable Observations
The percent of students scoring Advanced on the NOCTI exam	Strength

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Advertising and Design: CIP Advertising and Design CIP: 50.0402 Commercial/Advertising Art	None
Automotive Technology: CIP 47.0604 Automobile/Automotive Mechanics Technology/Technician	None
Baking/Pastry Arts: CIP 12.0501 Baking and Pastry Arts/Baker/Pastry Chef	None
Building Trades Maintenance: CIP 46.0401 Building/Property Maintenance	None
Carpentry: CIP: 46.0201 Carpentry/Carpenter	None
Collision Repair and Refinishing: CIP 47.0603 Autobody/Collision and Repair Technology/Technician	None
Cybersecurity and Networking Technology: CIP 11.0901 Computer System Networking and Telecommunications	None
Cosmetology: CIP 12.0401 Cosmetology/Cosmetologist, General	None
Culinary Arts: CIP 12.0508 Institutional Food Workers	None
Electrical Construction: CIP 46.0399 Electrical and Power Transmission Installers, Other	None
Sports Medicines: CIP 51.2606 Rehabilitation Aide	None
Health Assistant: CIP 51.0899 Health/Medical Assisting Services, Other	None
HVAC-R: CIP 47.0201 Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	None
Medical Professions: CIP 51.9999 Health Care Technology	None
Public Safety: CIP 51.0904 Emergency Medical Technology/Technician (EMT Paramedic)	None
Veterinary Assistant: CIP 51.0808 Veterinary/Animal Health Technology/Technician and Veterinary Assistant	None
Welding: CIP 48.0508 Welding Technology/Welder	None

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Waynesburg University

Agreement Type

Local Articulation

Program/Course Area

Sports Medicine

Uploaded Files

Waynesburgh Fully Executed Steel Center for Career and Tech Ed. 11-3-22.pdf

Partnering Institution

Rosedale Technical College

Agreement Type

Local Articulation

Program/Course Area

Automotive Technology

Uploaded Files

Rosedale-AT Signed 2-7-23.pdf

Partnering Institution

Robert Morris University

Agreement Type

Local Articulation

Program/Course Area

Public Safety

Uploaded Files

Robert Morris signed May 31 2023.pdf

Partnering Institution

Rosedale Technical College

Agreement Type

Dual Credit

Program/Course Area

HVAC

Uploaded Files

Rosedale Dual Enrollment signed 6-6-23.pdf

Partnering Institution

University of Northwestern Ohio

Agreement Type

Local Articulation

Program/Course Area

HVAC

Uploaded Files

UNOH-Northwestern-Signed 12-14-23.pdf

Partnering Institution

Duquesne University

Agreement Type

Local Articulation

Program/Course Area

Sports Medicine

Uploaded Files

Duquesne Articulation Agreement 22-23.pdf

Partnering Institution

Pierpont Community Technical College

Agreement Type

Local Articulation

Program/Course Area

Veterinary Assistant

Uploaded Files

Pierpont Community Technical College Signed June 2023.pdf

Partnering Institution

Penn West University

Agreement Type

Local Articulation

Program/Course Area

Veterinary Assistant

Uploaded Files

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

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.
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Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Percent Scoring Competent/Advanced on NOCTI/NIMS dropped by 2% between the class of 2023 to the class of 2024

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Advanced on Industry-Based Competency Assessment above state average

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Percent of Students with Regular Attendance (44.7) overall and lower for some sub-groups

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	Current
Technology Plan	NA
English Language Development Programs	NA

Strengths

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

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Identify and address individual student learning needs: Steel Center takes an individualized approach to student evaluation, particularly through formative assessments like the NOCTI pretest. We can enhance this practice by integrating formative assessments throughout the entire curriculum, allowing for continuous and personalized feedback for each student.

Foster a culture of high expectations for success for all students, educators, families, and community members: This area offers an opportunity to support newer students and foster their leadership skills by placing a greater emphasis on Career and Technical Student Organizations (CTSOs). Through leadership development and skill competitions, students can grow into empowered leaders, benefiting not only from the experience but also from the valuable networking opportunities with peers from other schools.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. Steel Center is committed to promoting and sustaining a positive school environment where every member feels welcomed, supported, and safe—socially, emotionally, intellectually, and physically. This commitment is reflected in several key initiatives: Mental Health Programming through the Chill Project: Steel Center has partnered with Allegheny Health Systems to implement the Chill Project, a comprehensive mental health program designed to support the emotional and social well-being of students and staff. This initiative provides resources and strategies to manage stress, build resilience, and enhance overall mental health, creating a supportive atmosphere where everyone can thrive. Enhanced School Security: Ensuring the physical safety of all members of the school community is a top priority. Steel Center has implemented enhanced security measures to create a secure environment, allowing students and staff to focus on their educational and professional development without concerns for their safety. \$35 Million Renovation: Steel Center is undergoing a \$35 million renovation aimed at transforming the school's physical environment. This extensive project will modernize facilities, improve accessibility, and create spaces that are conducive to both learning and collaboration. The renovation reflects the school's dedication to providing an intellectually stimulating environment while also addressing the physical needs of the community. These initiatives collectively contribute to a school culture where everyone feels valued and supported, reinforcing Steel Center's commitment to fostering a positive and inclusive environment.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Identify professional learning needs through analysis of a variety of data: Having a relatively new faculty and staff at Steel Center can significantly impact how the school identifies professional learning needs through data analysis. Newer educators and staff members often bring fresh perspectives, innovative ideas, and a strong desire to grow professionally. This can lead to several positive outcomes: Openness to Learning and Collaboration: New faculty and staff are typically eager to engage in professional development and collaborate with colleagues. This openness fosters a culture of continuous learning, where data-driven analysis is embraced as a tool for growth rather than a challenge to existing practices. Adaptability and Flexibility: With less attachment to established routines, newer staff members are often more adaptable and willing to experiment with different approaches. This flexibility allows for a more dynamic and responsive analysis of data, helping to identify and address professional learning needs more effectively. Fresh Perspectives on Data: Newer staff members may bring diverse experiences from previous roles or training, offering fresh insights into how data can be interpreted and used to improve teaching practices. Their unique viewpoints can uncover professional learning needs that might have been overlooked by more experienced staff. Focus on Building Skills: As newer educators are still refining their skills, they are likely to be more attuned to identifying areas where they need further development. This self-awareness, combined with data analysis, can help pinpoint specific professional learning needs that will benefit both individual teachers and the school as a whole. Energy and Enthusiasm for Innovation: A relatively new team often brings energy and enthusiasm for trying new methods and tools. This can lead to a more proactive approach in analyzing data to identify professional learning needs, as newer staff may be more willing to explore innovative professional development opportunities.

Overall, having a relatively new faculty and staff can enhance Steel Center's ability to identify professional learning needs by promoting a culture of openness, adaptability, and innovation, all driven by thoughtful data analysis.

Monitor and evaluate the impact of professional learning on staff practices and student learning: Having a newer faculty and staff at Steel Center makes it even more crucial to monitor and evaluate the impact of professional learning on staff practices and student learning for several key reasons: Ensuring Effective Integration of New Skills: Newer faculty and staff members are in the early stages of their professional development and may be learning to integrate new teaching strategies and practices. Regular monitoring and evaluation help ensure that the professional learning they receive is effectively applied in the classroom, leading to improved teaching practices and better student outcomes. Identifying Gaps and Needs Early: With a less experienced team, there may be areas where additional support or training is needed. Monitoring professional learning allows the school to quickly identify any gaps in knowledge or practice, enabling timely interventions that prevent potential issues from becoming entrenched. Building Confidence and Competence: Newer educators may need more frequent feedback to build confidence in their teaching abilities. By evaluating the impact of professional learning, the school can provide constructive feedback and recognize areas of growth, helping to build the competence and self-assurance of the faculty and staff. Adapting Professional Learning to Real-Time Needs: The needs of a newer faculty can evolve rapidly as they gain experience and face new challenges in the classroom. Continuous monitoring allows the school to adapt professional learning programs in real time, ensuring that the training remains relevant and meets the evolving needs of both staff and students. Demonstrating the Value of Professional Learning: For newer staff, seeing tangible improvements in their practices and student learning as a result of professional development can reinforce the importance of ongoing learning. This positive reinforcement encourages a culture of continuous improvement and professional growth. Supporting Consistency in Teaching Quality: With a newer team, there may be variability in teaching practices and approaches. Monitoring and evaluating the impact of professional learning help maintain consistency in teaching quality across the school, ensuring that all students receive a high standard of education regardless of who is teaching. In summary, for a newer faculty and staff, monitoring and evaluating the impact of professional learning is essential to ensure that training is effectively implemented, gaps are addressed promptly, and educators are supported in their professional growth, ultimately leading to better outcomes for both staff and students.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The percent of students scoring Advanced on the NOCTI exam	False
Steel Center's student body reflects diversity	True
NA	False
NA	False
NA	False
Steel Center offers a diversity of programs in terms of career interest and pathways.	True
The percent of students scoring Advanced on the NOCTI exam is above average for the state.	False
Advanced on Industry-Based Competency Assessment above state average	False
Identify and address individual student learning needs: Steel Center takes an individualized approach to student evaluation, particularly through formative assessments like the NOCTI pretest. We can enhance this practice by integrating formative assessments throughout the entire curriculum, allowing for continuous and personalized feedback for each student.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. Steel Center is committed to promoting and sustaining a positive school environment where every member feels welcomed, supported, and safe—socially, emotionally, intellectually, and physically. This commitment is reflected in several key initiatives: Mental Health Programming through the Chill Project: Steel Center has partnered with Allegheny Health Systems to implement the Chill Project, a comprehensive mental health program designed to support the emotional and social well-being of students and staff. This initiative provides resources and strategies to manage stress, build resilience, and enhance overall mental health, creating a supportive atmosphere where everyone can thrive. Enhanced School Security: Ensuring the physical safety of all members of the school community is a top priority. Steel Center has implemented enhanced security measures to create a secure environment, allowing students and staff to focus on their educational and professional development without concerns for their safety. \$35 Million Renovation: Steel Center is undergoing a \$35 million renovation aimed at transforming the school's physical environment. This extensive project will modernize facilities, improve accessibility, and create spaces that are conducive to both learning and collaboration. The renovation reflects the school's dedication to providing an intellectually stimulating environment while also addressing the physical needs of the community. These initiatives collectively contribute to a school culture where everyone feels valued and supported, reinforcing Steel Center's commitment to fostering a positive and inclusive environment.	True
Foster a culture of high expectations for success for all students, educators, families, and community members: This area offers an opportunity to support newer students and foster their leadership skills by placing a greater emphasis on Career and Technical Student Organizations (CTSOs). Through leadership development and skill competitions, students can grow into	False

empowered leaders, benefiting not only from the experience but also from the valuable networking opportunities with peers from other schools.

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Career Technical Center and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Career Standards Benchmark	True
Regular Attendance	True
NA	False
NA	False
NA	False
Percent Scoring Competent/Advanced on NOCTI/NIMS dropped by 2% between the class of 2023 to the class of 2024	True
Identify professional learning needs through analysis of a variety of data: Having a relatively new faculty and staff at Steel Center can significantly impact how the school identifies professional learning needs through data analysis. Newer educators and staff members often bring fresh perspectives, innovative ideas, and a strong desire to grow professionally. This can lead to several positive outcomes: Openness to Learning and Collaboration: New faculty and staff are typically eager to engage in professional development and collaborate with colleagues. This openness fosters a culture of continuous learning, where data-driven analysis is embraced as a tool for growth rather than a challenge to existing practices. Adaptability and Flexibility: With less attachment to established routines, newer staff members are often more adaptable and willing to experiment with different approaches. This flexibility allows for a more dynamic and responsive analysis of data, helping to identify and address professional learning needs more effectively. Fresh Perspectives on Data: Newer staff members may bring diverse experiences from previous roles or training, offering fresh insights into how data can be interpreted and used to improve teaching practices. Their unique viewpoints can uncover professional learning needs that might have been overlooked by more experienced staff. Focus on Building Skills: As newer educators are still refining their skills, they are likely to be more attuned to identifying areas where they need further development. This self-awareness, combined with data analysis, can help pinpoint specific professional learning needs that will benefit both individual teachers and the school as a whole. Energy and Enthusiasm for Innovation: A relatively new team often brings energy and enthusiasm for trying new methods and tools. This can lead to a more proactive approach in analyzing data to identify professional learning needs, as newer staff may be more willing to explore innovative professional development opportunities. Overall, having a relatively new faculty and staff can enhance Steel Center's ability to identify professional learning needs by promoting a culture of openness, adaptability, and innovation, all driven by thoughtful data analysis.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning: Having a newer faculty and staff at Steel Center makes it even more crucial to monitor and evaluate the impact of professional learning on staff practices and student learning for several key reasons: Ensuring Effective Integration of New Skills: Newer faculty and staff members are in the early stages of their professional development and may be learning to integrate new teaching strategies and practices.	True

<p>Regular monitoring and evaluation help ensure that the professional learning they receive is effectively applied in the classroom, leading to improved teaching practices and better student outcomes. Identifying Gaps and Needs Early: With a less experienced team, there may be areas where additional support or training is needed. Monitoring professional learning allows the school to quickly identify any gaps in knowledge or practice, enabling timely interventions that prevent potential issues from becoming entrenched. Building Confidence and Competence: Newer educators may need more frequent feedback to build confidence in their teaching abilities. By evaluating the impact of professional learning, the school can provide constructive feedback and recognize areas of growth, helping to build the competence and self-assurance of the faculty and staff. Adapting Professional Learning to Real-Time Needs: The needs of a newer faculty can evolve rapidly as they gain experience and face new challenges in the classroom. Continuous monitoring allows the school to adapt professional learning programs in real time, ensuring that the training remains relevant and meets the evolving needs of both staff and students. Demonstrating the Value of Professional Learning: For newer staff, seeing tangible improvements in their practices and student learning as a result of professional development can reinforce the importance of ongoing learning. This positive reinforcement encourages a culture of continuous improvement and professional growth. Supporting Consistency in Teaching Quality: With a newer team, there may be variability in teaching practices and approaches. Monitoring and evaluating the impact of professional learning help maintain consistency in teaching quality across the school, ensuring that all students receive a high standard of education regardless of who is teaching. In summary, for a newer faculty and staff, monitoring and evaluating the impact of professional learning is essential to ensure that training is effectively implemented, gaps are addressed promptly, and educators are supported in their professional growth, ultimately leading to better outcomes for both staff and students.</p>	
Percent of Students with Regular Attendance (44.7) overall and lower for some sub-groups	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Our attendance data reflects a very significant issue and we feel that student absenteeism is and will continue to negatively impact their individual performance and our overall school performance.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Career Standards Benchmark		False
Regular Attendance	Provide targeted intervention for students with high absenteeism.	True
Percent Scoring Competent/Advanced on NOCTI/NIMS dropped by 2% between the class of 2023 to the class of 2024	Evaluate performance levels for each CIP	True
Monitor and evaluate the impact of professional learning on staff practices and student learning: Having a newer faculty and staff at Steel Center makes it even more crucial to monitor and evaluate the impact of professional learning on staff practices and student learning for several key reasons: Ensuring Effective Integration of New Skills: Newer faculty and staff members are in the early stages of their professional development and may be learning to integrate new teaching strategies and practices. Regular monitoring and evaluation help ensure that the professional learning they receive is effectively applied in the classroom, leading to improved teaching practices and better student outcomes. Identifying Gaps and Needs Early: With a less experienced team, there may be areas where additional support or training is needed. Monitoring professional learning allows the school to quickly identify any gaps in knowledge or practice, enabling timely interventions that prevent potential issues from becoming entrenched. Building Confidence and Competence: Newer educators may need more frequent feedback to build confidence in their teaching abilities. By evaluating the impact of professional learning, the school can provide constructive feedback and recognize areas of growth, helping to build the competence and self-assurance of the faculty and staff. Adapting Professional Learning to Real-Time Needs: The needs of a newer faculty can evolve rapidly as they gain experience and face new challenges in the classroom. Continuous monitoring allows the school to adapt professional learning programs in real time, ensuring that the training remains relevant and meets the evolving needs of both staff and students. Demonstrating the Value of Professional Learning: For newer staff, seeing tangible improvements in their practices and student learning as a result of professional development can reinforce the importance of ongoing learning. This positive reinforcement encourages a culture of continuous improvement and professional growth. Supporting Consistency in Teaching Quality: With a newer team, there may be variability in teaching practices and approaches. Monitoring and evaluating the impact of professional learning help maintain consistency in teaching quality across the school, ensuring that all students receive a high standard of education regardless of who is teaching. In summary, for a newer faculty and staff, monitoring and evaluating the impact of professional learning is essential to ensure that training is effectively implemented, gaps are addressed promptly, and educators are supported in their professional growth, ultimately leading to better outcomes for both staff and students.	False	

Analyzing Strengths

Analyzing Strengths	Discussion Points
Steel Center's student body reflects diversity	NA
Steel Center offers a diversity of programs in terms of career interest and pathways.	NA
<p>Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. Steel Center is committed to promoting and sustaining a positive school environment where every member feels welcomed, supported, and safe—socially, emotionally, intellectually, and physically. This commitment is reflected in several key initiatives:</p> <p>Mental Health Programming through the Chill Project: Steel Center has partnered with Allegheny Health Systems to implement the Chill Project, a comprehensive mental health program designed to support the emotional and social well-being of students and staff. This initiative provides resources and strategies to manage stress, build resilience, and enhance overall mental health, creating a supportive atmosphere where everyone can thrive.</p> <p>Enhanced School Security: Ensuring the physical safety of all members of the school community is a top priority. Steel Center has implemented enhanced security measures to create a secure environment, allowing students and staff to focus on their educational and professional development without concerns for their safety.</p> <p>\$35 Million Renovation: Steel Center is undergoing a \$35 million renovation aimed at transforming the school's physical environment. This extensive project will modernize facilities, improve accessibility, and create spaces that are conducive to both learning and collaboration. The renovation reflects the school's dedication to providing an intellectually stimulating environment while also addressing the physical needs of the community. These initiatives collectively contribute to a school culture where everyone feels valued and supported, reinforcing Steel Center's commitment to fostering a positive and inclusive environment.</p>	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Continue year two of an initiative that addresses chronic absenteeism.
	Steel Center needs to improve preparation activities and interventions for NOCTI assessment.

Goal Setting

Priority: Steel Center needs to improve preparation activities and interventions for NOCTI assessment.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
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.		
Measurable Goal Nickname (35 Character Max)		
Level Up		
Target Year 1	Target Year 2	Target Year 3
85.24% of Steel Center seniors concentrators will pass the NOCTI exam.	88% of Steel Center seniors concentrators will pass the NOCTI exam.	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.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Measurable Goal Nickname (35 Character Max)		
Target Year 1	Target Year 2	Target Year 3

Priority: Continue year two of an initiative that addresses chronic absenteeism.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Steel Center is committed to increasing regular school attendance, recognizing that consistent attendance is crucial for academic success and career readiness. We are actively working to create an engaging and supportive learning environment that motivates students to attend regularly. Through targeted interventions, personalized support, and strong partnerships with families and our sending districts, we aim to reduce absenteeism and ensure that all students have the opportunity to fully benefit from the career and technical education we provide. Our goal is to foster a culture where students understand the importance of regular attendance in achieving their academic and career aspirations.		
Measurable Goal Nickname (35 Character Max)		
It starts with showing up		
Target Year 1	Target Year 2	Target Year 3

Steel Center students will have a regular attendance rate of 73.9%.	Steel Center students will have a regular attendance rate of 94.1%.	Steel Center is committed to increasing regular school attendance, recognizing that consistent attendance is crucial for academic success and career readiness. We are actively working to create an engaging and supportive learning environment that motivates students to attend regularly. Through targeted interventions, personalized support, and strong partnerships with families and our sending districts, we aim to reduce absenteeism and ensure that all students have the opportunity to fully benefit from the career and technical education we provide. Our goal is to foster a culture where students understand the importance of regular attendance in achieving their academic and career aspirations.
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Action Plan

Measurable Goals

Level Up	
It starts with showing up	

Action Plan For: NOCTI Pre-Test

Measurable Goals:
<ul style="list-style-type: none"> 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.

Action Step		Anticipated Start/Completion Date	
Using data from the NOCTI pre-test, teachers will develop prescriptive interventions designed to increase content and skill mastery.		2024-07-01	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Director/Principal	NOCTI Pre-Tests, data analysis, professional development for teachers	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
We will reach our goals in years one-three by increasing the pass rate of the NOCTI exam	Assistant Director/Principal

Action Plan For: Attendance support program

Measurable Goals:
<ul style="list-style-type: none"> Steel Center is committed to increasing regular school attendance, recognizing that consistent attendance is crucial for academic success and career readiness. We are actively working to create an engaging and supportive learning environment that motivates students to attend regularly. Through targeted interventions, personalized support, and strong partnerships with families and our sending districts, we aim to reduce absenteeism and ensure that all students have the opportunity to fully benefit from the career and technical education we provide. Our goal is to foster a culture where students understand the importance of regular attendance in achieving their academic and career aspirations.

Action Step		Anticipated Start/Completion Date	
Individual student conferencess		2024-08-27	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Counselors	Attendance data from ESD	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
We will reduce chronic absenteeism and increase the rate of regular school attendance in years one-three	Assistant Director/Principal and Assistant Principal

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
NOCTI Pre-Test	Using data from the NOCTI pre-test, teachers will develop prescriptive interventions designed to increase content and skill mastery.

Improving student achievement on the NOCTI exam

Action Step		
• Using data from the NOCTI pre-test, teachers will develop prescriptive interventions designed to increase content and skill mastery.		
Audience		
CTE teachers		
Topics to be Included		
Interpreting NOCTI pre-test data, using summative assessment data to understand learning gaps, prescriptive interventions.		
Evidence of Learning		
Pre/Post test of PD participants.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Director/Principal	2024-08-20	2027-06-03

Learning Format

Type of Activities	Frequency
Inservice day	Annually beginning the 2024-2025 school year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Improving student success

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Students and their families	Sharing information about the strategies being implemented to increase the pass rate on the NOCTI exam; and sharing information regarding the strategies designed to improve student attendance.	Executive Director	08/20/2024	06/03/2027

Communications

Type of Communication	Frequency
Posting on district website	Ongoing with summary information posted annually
Letter	Two times per year during the plan

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date

Profile

LEA Type		AUN
Occupational CTC		103028807
Address 1		
565 N Lewis Run Rd		
Address 2		
City	State	Zip Code
Jefferson Hills	Pennsylvania	15025
Chief School Administrator		
Kevin Rice		
Chief School Administrator Email		
krice@steelcentertech.com		
Educator Induction Plan Coordinator Name		
Scott Kane		
Educator Induction Plan Coordinator Name Email		
skane@steelcentertech.com		
Educator Induction Plan Coordinator Phone Number		Extension
412-469-3200		2564

Steering Committee

15 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Kevin Rice	Executive Director	Administrator	Administration Personnel
Scott Kane	Assistant Director/Principal	Administrator	Administration Personnel
Patrick Canavan	Teacher	Teacher	Teacher
Ted Pavlack	Teacher	Teacher	Teacher
Nichole Zeigler	Teacher	Teacher	Teacher
Phannon Hinkle	School Counselor	Education Specialist	Education Specialist

Mentors

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	Yes
Other Steel Center Mentor Teachers uses a blended approach to assigning Mentors. While each Mentee is assigned a primary Mentor, the team of Mentors are also selected due to special traits that they have demonstrated proficiency in, for example excellent classroom management techniques or use of technology. We even select a Mentor based on their proficiency in navigating through the CTE teacher prep program at Indiana University of Pennsylvania, based on feedback from previous newer CTE teachers.	

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

Mentors are selected based on proficient or distinguished performance based on their evaluations using the Teacher effectiveness Model established by Act 13.

Needs Assessment

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	Yes
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**

The Steel Center Induction Plan provides a comprehensive process that includes regularly scheduled meetings with the Assistant Director/Principal as well as between Mentors and Inductees. It also includes formal and informal observations, submission or reflections, and assigned reading materials in support of the successful transition into teaching.

Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

SC Tech Teacher Induction Manual 24-25.docx

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

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

Instructional Practices

Selected Observation and Practice Framework(s):

Timeline

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

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

Timeline

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

Standards/Curriculum

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer

Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Technology Instruction

Selected Observation and Practice Framework(s):

Timeline

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

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter

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

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

Timeline

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

Data informed decision making

Selected Observation and Practice Framework(s):

Timeline

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

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

Timeline

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

Year 3 Spring
Year 3 Summer

Classroom and student management

Selected Observation and Practice Framework(s):

Timeline

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

Parental and/or community involvement

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer

Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

Timeline

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

Culturally Relevant and Sustaining Education Program Framework Guidelines

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Educator Effectiveness

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring
Year 3 Summer

Other

Selected Observation and Practice Framework(s):

Timeline

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

Evaluation and Monitoring

Evaluation and Monitoring

Documentation of the Steel Center Induction Program occurs through a portfolio of artifacts that Inductees maintain. Once they have completed the activities, they are presented with a certificate of completion. Additionally, data collected from feedback/wrap-up sessions are used to inform modifications and improvements to the process. Finally, we have added a NEW checklist to ensure that Induction activities occur in the most timely manner possible.

Documentation of Participation and 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.

Signatures and Quality 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.

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](#).

Chief School Administrator	Date

STEEL CENTER FOR CAREER AND TECHNICAL EDUCATION

565 N. Lewis Run Road

Professional Development Plan (Act 48) | 2024 - 2027

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.

PROFILE AND PLAN ESSENTIALS

Occupational CTC

103028807

565 N Lewis Run Rd, Jefferson Hills, Pennsylvania 15025

Scott Kane

skane@steelcentertech.com

4124693200 X 2564

Kevin Rice

krice@steelcentertech.com

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Patrick Canavan	Teacher	High School Teacher	Teacher
Nichole Zeigler	Teacher	High School Teacher	Teacher
Ted Pavlack	Teacher	High School Teacher	Teacher
?hannon Hinkle	?chool Counselor	Education Specialist	Education Specialist
Nanc? Crowder	Resident: ?aldwin Whitehall ?chool District	Community Member	School Board of Directors
Ma?ada Christiansen	Director of Youth Programs @ Partner4Work	Local Business Representative	School Board of Directors

Name	Title	Committee Role	Appointed By
Kevin Rice	Executive Director	Administrator	Administration Personnel
Scott Kane	Assistant Director/Principal	Administrator	Administration Personnel
Melissa Allenbaugh	Parent	Parent of Child Attending	School Board of Directors

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 Steering Committee had met a total of ten times. Meetings were facilitated as small working group sessions and held in conjunction with the comprehensive planning process. Input was gathered from all stakeholder groups using online survey tools. The data gathered from these surveys was synthesized and used to populate this plan document along with and comprehensive plan document.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

IMPROVING STUDENT ACHIEVEMENT ON THE NOCTI EXAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Using data from the NOCTI pre-test, teachers will develop prescriptive interventions designed to increase content and skill mastery.	CTE teachers	Interpreting NOCTI pre-test data, using summative assessment data to understand learning gaps, prescriptive interventions.	Pre/Post test of PD participants.
Lead Person/Position	Anticipated Timeline		
Assistant Director/Principal	08/20/2024 - 06/03/2027		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually beginning the 2024-2025 school 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)?

Special Education/Learning Facilitators

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

Yes, full implementation.

EVALUATION AND REVIEW

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

In September of each year of the plan, a committee comprised of one administrator, three faculty, and one support staff will conduct an annual review of the Professional Development Plan. The data that will be from the previous school year, it will include: 1. student outcomes: (NOCTI assessment, attainment of Industry-Recognized Credentials, and student attendance and CTE program completion rates. 2. Participants' use of new knowledge and skills: Measured through the attainment of the evidence of learning for each action step. 3. Participants' learning; Measured through participant surveys. 4. Participant reaction; and: Measured through participant surveys. 5. Organization support and change: Measured through the attainment of the evidence of learning for each action step.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date