

Connellsville Area Career & Technical Center

TSI non-Title 1 Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		101266007
Address 1		
720 Locust Street		
Address 2		
City	State	Zip Code
Connellsville	PA	15425
Chief School Administrator		Chief School Administrator Email
Mr Richard Evans		revans@casdfalcons.org
Single Point of Contact Name		
Jeffrey McWilliams		
Single Point of Contact Email		
jmcwilliams@casdfalcons.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
7246260236		
Principal Name		
Jeffrey McWilliams		
Principal Email		
jmcwilliams@casdfalcons.org		
Principal Phone Number		Principal Extension
7246260236		3950
School Improvement Facilitator Name		School Improvement Facilitator Email
Ron Gallagher		ronald.gallagher@iu1.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jeffrey McWilliams	Administrator	CACTC Principal	jmcwilliams@casdfalcons.org
Andy Hedrick	Administrator	High School Assistant Principal	ahedrick@casdfalcons.org
Michael Coughenour	Board Member	CASD board member	mcoughenour@casdfalcons.org
Nick Groover	Staff Member	school counselor	ngroover@casdfalcons.org
Vern Ohler	Community Member	Connellsville City Clerk	connellsvillecityclerk@gmail.com
Tina Dull	Staff Member	Workforce Development Coordinator	tdull@casdfalcons.org
Jen Steyer	Staff Member	School Staff	jsteyer@casdfalcons.org
Michael Grace	Community Member	WVU Health Systems	michaelgrace@alumni.usc.edu
Rick Basso	Community Member	Business member	rick.sissonpreowned@yahoo.com
Becky Keffer	Parent	Parent	keferklan@yahoo.com
Rich Rosensteel	Parent	Parent	rrosensteel@casdfalcons.org
Frank Bryner	Teacher	Teacher	fbryner@casdfalcons.org
Dom Grenaldo	Teacher	Teacher	dgrenaldo@casdfalcons.org
Jeffrey Puskar	Teacher	Teacher	jpuskar@casdfalcons.org
Tiffany Riggan	Teacher	Teacher	triggan@casdfalcons.org
Kahla Goller	Teacher	Teacher	kgoller@casdfalcons.org
Bridgett Starr	Teacher	Teacher	bstarr@casdfalcons.org
Dave Harper	Community Member	Business member	harperdave76@yahoo.com

LEA Profile

Connellsville Area Career & Technical Center (CACTC) is the technical educational facility within the Connellsville Area School District located in Fayette County, Pennsylvania. We offer 13 professional programs of study to high school students that align to many career and educational goals. CACTC also offers the opportunity for students to participate in comprehensive education at for their academics during 11th and 12th grade. Students have the opportunity to earn college credits through their program of study while still in high school through CACTC's participation in the Statewide Articulation Program. Career-minded students can take advantage of important career training and employment opportunities offered through the school, as well as their program's offered professional industry certifications. The mission of CACTC is to provide quality career-technical education programs and services that prepare youth for success in the workplace, postsecondary education, and the community, now and in the future. Approximately 500 secondary students are served annually in 13 various technology programs. The Connellsville Area School District School Board of Directors is the governing body of CACTC.

Mission and Vision

Mission

The mission and vision of the Connellsville Area Career Technical Center is to prepare every student with the academic, technical, and career skills needed to enter the workforce and to pursue continuing education.

Vision

The Connellsville Area Career and Technical Center, along with Connellsville Area School District will provide a safe, equitable, and challenging educational environment dedicated to helping all students become respectful, responsible, and resilient life-long learners prepared to proactively participate in civic life to meet the demands of the global society."

Educational Values

Students

Students will realize their education is important and take ownership of their success. They will strive to be cooperative learners, be responsible for their own behavior, and maintain daily attendance unless ill.

Staff

All staff members will prepare every student with the academic, technical, and career skills needed to enter the workforce and to pursue continuing education. Staff will strive to address the individual needs of all students while fostering positive relationships.

Administration

The administration will work to achieve the mission and vision of Connellsville Area Career and Technical Center in the following ways: improve and revise professional development to make it meaningful for the CTC environment; Ensure safety and security for all staff and students; explore and exhaust all funding opportunities and projects to maximize educational resources for students; promote diversity among staff and students; continue to support non-traditional students; continue to support comprehensive vocational setting

Parents

Parents will realize the value of working cooperative with the school. They understand the importance of participating in their child's education, and will encourage him/her by doing the following: seeing that their child attends school regularly; supporting the school in its efforts to maintain proper discipline; and staying aware of what their child is learning

Community

CACTC and community organizations work together to provide work based learning opportunities for students. CACTC students assist the community through many volunteer project. In addition, CACTC and community organization partnerships will help to improve program quality, more efficient use of resources, and better alignment of goals.

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	False 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
95.2% of students have met the four year graduation cohort, which is above the statewide average of 87.6%	There was a growth of 3.9% from the previous school year
97.5% of students participated in Industry Based Learning	
97.5% of students completed work based learning	There was a growth of 3.2% from the previous school year
95.7% of students have met the five year graduation cohort, which is above the statewide average of 90%	There was a growth of 2.6% from the previous school year
The Biology Keystone group met the academic growth score.	

Challenges

Indicator	Comments/Notable Observations
50.5 % of students are not chronically absent/tardy and did not meet the statewide performance standard of 78.1%	This is a growth of 15.6% of students not chronically absent/tardy
According to Future Ready Index, there was insufficient data available to support the growth measure for the Keystone in the subject area of Algebra and Literature.	There is still insufficient data available to support the growth measures for the Algebra Keystone. This year is insufficient data available for Literature. According to the website, there is an insufficient sample of data for Literature and Algebra. However, a sufficient number of students were tested but data is not currently available.
15.6% of students taking the Algebra Keystone while attending the CACTC scored proficient or advanced	This is a growth of 7.1% of students scoring proficient or advanced
18.4% of students taking the Biology Keystone while attending the CACTC scored proficient or advanced	This is a growth of 3.8% of students scoring proficient or advanced
25.4% of students scored Advanced on the industry based competency which is below the state average of 46.3%	

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

Strengths

Indicator	Comments/Notable Observations
-----------	-------------------------------

96.8% of students met the 4 year graduation cohort are students with disabilities ESSA Student Subgroups Students with Disabilities	This is a 6.3% growth from the previous school year
Indicator 95% of students that met the 5 year graduation cohort were economically disadvantaged ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations This is a 1.9% growth from the previous school year
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator 39.3% of economically disadvantaged students were NOT chronically absent/tardy ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations This is an improvement of 8.1% from the previous year
Indicator 46.8% of students with disabilities were NOT chronically absent/tardy ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations This is an improvement of 11.6% from the previous year

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

95.2% of students have met the four year graduation cohort
97.5% of students completed work based learning
The Biology Keystone group met the academic growth score.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

50.5 % of students are not chronically absent/tardy and did not meet the statewide performance standard of 78.1%
According to Future Ready Index, there was insufficient data available to support the growth measure for the keystones in the subject area of Algebra and Literature. According to the website, there is an insufficient sample of data for Literature and Algebra. However, a sufficient number of students were tested but data is not currently available.
25.4% of students scored Advanced on the industry based competency which is below the state average of 46.3%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
According to 2023-2024 PA Future Ready Index, 31.2% of students scored proficient or advanced.	2023-2024 Keystone Data from Future Ready PA Index This is an improvement of 10.3% of students scoring advanced/proficient
According to 2023-2024 PA Future Ready Index, the academic growth score was 75.4. The state average is 70. There is currently an "Insufficient Sample" available for Literature.	2023-2024 Keystone Data from Future Ready PA Index According to the website, there is an insufficient sample of data for Literature. However, a sufficient number of students were tested but data is not currently available.

English Language Arts Summary

Strengths

23.8% of students scoring advanced/proficient were students with disabilities, increasing from 13%
29.2% of students scoring advanced/proficient were students that were economically disadvantaged, increasing from 16.7%

Challenges

According to 2023-2024 PA Future Ready Index, the state average academic growth score was 75.4. We currently have an insufficient sample for Literature. According to the website, there is an insufficient sample of data for Literature. However, a sufficient number of students were tested but data is not currently available.
--

Mathematics

Data	Comments/Notable Observations
According to 2023-2024 PA Future Ready Index, 15.6% of students scored proficient or advanced	2023-2024 Keystone Data from Future Ready PA Index This is a growth of 7.1% of students scoring advanced or proficient
According to 2023-2024 PA Future Ready Index, there was insufficient data to show growth and attainment as there were very few students tested.	2023-2024 Keystone Data from Future Ready PA Index According to the website, there is an insufficient sample of data for Algebra. However, a sufficient number of students were tested but data is not currently available.

Mathematics Summary

Strengths

18.8% of students with economic disadvantage scored proficient/advanced on Keystones, which is an improvement from the previous school year of 7%

Challenges

According to 2022-2023 PA Future Ready Index, there was insufficient data to show growth and attainment. According to the website, there is an insufficient sample of data for Algebra. However, a sufficient number of students were tested but data is not currently available.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
------	-------------------------------

According to 2023-2024 PA Future Ready Index, students met the Academic Growth Measure of 70	2023-2024 Keystone Data from Future Ready PA Index
According to 2023-2024 PA Future Ready Index, 18.4% of students scored proficient or advanced	2023-2024 Keystone Data from Future Ready PA Index There is a growth of 3.8% of students scoring proficient or advanced

Science, Technology, and Engineering Education Summary

Strengths

18.4% of students scored proficient or advanced
Students met the PA growth score

Challenges

According to 2023-2024 PA Future Ready Index, 4.8% students with disabilities scored proficient or advanced on the Keystone, which is a decrease from 17.4% the previous school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
97.5% of students participated in industry based learning	according to 2023-2024 PA Future Ready Index
97.5% completed work based learning experience	according to 2023-2024 PA Future Ready Index

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
68.8% of students scored competent or advanced on Nocti exams	Nocti website
88.6% of students earned industry based credentials,	according to 2022-2023 PA Future Ready Index
100 students were eligible to take the Nocti exam, and 93 took it. This is 93% participation rate in taking the Nocti exam.	Nocti website

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

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
84% of 11th grade students take a health class at CACTC	Taken as required for graduation. Those not taking at CACTC completed at CAHS.
100% of 11th grade students take a PE class at CACTC	Taken as a requirement for graduation
10% of 12th grade students take health class at CACTC	Only those not completing as underclassmen take as 12th grade student.
50% of 12th grade students take PE at CACTC	Taken as elective or make up for graduation.

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

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

Data	Comments/Notable Observations
83% of 11th grade students take a social studies credit at CACTC	Taken as a requirement for graduation.
53% of 12th grade students take a social studies credit at CACTC	Taken as elective.

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

Penn Commercial Business/Technical Center

Agreement Type

Local Articulation

Program/Course Area

Welding Technology, Cosmetology, and Heating, Ventilation, and Air Conditioning

Uploaded Files

Penn Commerical Articulation (1).pdf

Partnering Institution

Laurel Business Institute

Agreement Type

Local Articulation

Program/Course Area

Health/Medical Assisting, Electrical, Computer System Networking, Welding, Cosmetology

Uploaded Files

LBI articulation.pdf

LBI articulation 2.pdf

Partnering Institution

Douglas Education Center

Agreement Type

Local Articulation

Program/Course Area

Cosmetology

Uploaded Files

Douglas Eduation articulation.pdf

Partnering Institution

Ohio Technical College

Agreement Type

Other

Program/Course Area

Automotive Collision and Repair, Automotive Mechanics, Welding

Uploaded Files

ohio technical college articulation.pdf

Partnering Institution

Pittsburgh Technical College

Agreement Type

Local Articulation

Program/Course Area

Computer Networking, Hospitality (Culinary Arts), HVAC, Electrical, Welding, Protective Services

Uploaded Files

PTC articulation.pdf

Partnering Institution

Westmoreland County Community College

Agreement Type

Local Articulation

Program/Course Area

Culinary Arts

Uploaded Files

WCCC articulation.pdf

Partnering Institution

WVU Hospitals

Agreement Type

Other

Program/Course Area

Health Occupations

Uploaded Files

WVU-HealthOcc Articulation Agreement 25 (1).pdf

Partnering Institution

Thaddeus Stevens

Agreement Type

Local Articulation

Program/Course Area

Carpentry, Auto Collision, HVAC, Masonry, Welding

Uploaded Files

Thaddeus Stevens.pdf

Thaddeus Stevens HVAC.pdf

Thaddeus Stevens auto collision.pdf

Thaddeus Stevens carpentry.pdf

Thaddeus Stevens masonry.pdf

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.

97.5% of students participated in industry based learning, according to 2023-2024 PA Future Ready Index

82.2% of students earned Industry Recognized Credentials, according to 2023-2024 PA Future Ready Index
--

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.

100 students were eligible to take the Nocti exam, and 93 took it. This is an 93% participation rate in taking the Nocti exam.
--

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
46.8% of students with disabilities are NOT chronically absent/tardy	2023-2024 Future Ready PA Index
96.8% of students with disabilities have met the 4 year graduation cohort, which is above the statewide average of 87.6%	2023-2024 Future Ready PA Index

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
95% of economically disadvantaged students met the 5 year cohort graduation rate which is above the state average of 90%	2022-2023 Future Ready PA Index
39.3% of economically disadvantaged students were NOT chronically absent/tardy	2022-2023 Future Ready PA Index

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.

95% of economically disadvantaged students met the 5 year cohort graduation rate which is above the state average of 90%
96.8% of students with disabilities have met the 4 year graduation cohort, which is above the statewide average of 87.6%

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.

46.8% of students with disabilities are NOT chronically absent/tardy
39.3% of economically disadvantaged students were NOT chronically absent/tardy

--

Supplemental LEA Plans

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

Strengths

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

97.5% of students completed industry based learning
97.5% of students have completed work based learning
68.8% of students have scored competent or advanced on Nocti
95.2% of students have met the 4 year graduation cohort
95.7% of students have met the 5 year graduation cohort

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.

50.5% of students are NOT chronically absent/tardy
93% of eligible students took the Nocti exam-we would like it to be 100%

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
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	Operational
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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
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	Operational

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?

>

A strength has been promoting and sustaining a positive school environment where all members feel

welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. By fostering this culture students will continue to feel respected in turn motivated to succeed in the learning 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?

>

Designing professional development activities and learning to align with building needs, most specific college and career training would ensure each staff member would be knowledgeable in post secondary opportunities and provide relevant instruction to students based on student interest.

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
97.5% of students completed work based learning	True
The Biology Keystone group met the academic growth score.	True
23.8% of students scoring advanced/proficient were students with disabilities, increasing from 13%	False
96.8% of students with disabilities have met the 4 year graduation cohort, which is above the statewide average of 87.6%	False
95% of economically disadvantaged students met the 5 year cohort graduation rate which is above the state average of 90%	False
18.8% of students with economic disadvantage scored proficient/advanced on Keystones, which is an improvement from the previous school year of 7%	False
95.2% of students have met the four year graduation cohort	True
18.4% of students scored proficient or advanced	False
29.2% of students scoring advanced/proficient were students that were economically disadvantaged, increasing from 16.7%	False
82.2% of students earned Industry Recognized Credentials, according to 2023-2024 PA Future Ready Index	False
97.5% of students participated in industry based learning, according to 2023-2024 PA Future Ready Index	False
A strength has been promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. By fostering this culture students will continue to feel respected in turn motivated to succeed in the learning environment.	True
97.5% of students completed industry based learning	False
97.5% of students have completed work based learning	False
68.8% of students have scored competent or advanced on Nocti	False
95.2% of students have met the 4 year graduation cohort	False
95.7% of students have met the 5 year graduation cohort	False
Students met the PA growth score	False

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
50.5 % of students are not chronically absent/tardy and did not meet the statewide performance standard of 78.1%	True

According to Future Ready Index, there was insufficient data available to support the growth measure for the Keystones in the subject area of Algebra and Literature. According to the website, there is an insufficient sample of data for Literature and Algebra. However, a sufficient number of students were tested but data is not currently available.	True
25.4% of students scored Advanced on the industry based competency which is below the state average of 46.3%	False
According to 2022-2023 PA Future Ready Index, there was insufficient data to show growth and attainment. According to the website, there is an insufficient sample of data for Algebra. However, a sufficient number of students were tested but data is not currently available.	False
100 students were eligible to take the Nocti exam, and 93 took it. This is an 93% participation rate in taking the Nocti exam.	True
According to 2023-2024 PA Future Ready Index, 4.8% students with disabilities scored proficient or advanced on the Keystone, which is a decrease from 17.4% the previous school year.	False
According to 2023-2024 PA Future Ready Index, the state average academic growth score was 75.4. We currently have an insufficient sample for Literature. According to the website, there is an insufficient sample of data for Literature. However, a sufficient number of students were tested but data is not currently available.	False
50.5% of students are NOT chronically absent/tardy	False
93% of eligible students took the Nocti exam-we would like it to be 100%	False
Designing professional development activities and learning to align with building needs, most specific college and career training would ensure each staff member would be knowledgeable in post secondary opportunities and provide relevant instruction to students based on student interest.	False
46.8% of students with disabilities are NOT chronically absent/tardy	False
39.3% of economically disadvantaged students were NOT chronically absent/tardy	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
50.5 % of students are not chronically absent/tardy and did not meet the statewide performance standard of 78.1%	Some students are not self motivated to come to school regularly or to not be tardy. We need to continue to encourage and motivate the students to come to school regularly to maintain success.	True
According to Future Ready Index, there was insufficient data available to support the growth measure for the keystones in the subject area of Algebra and Literature. According to the website, there is an insufficient sample of data for Literature and Algebra. However, a sufficient number of students were tested but data is not currently available.	In prior school years, any student that did not score Proficient or Advanced on the Keystone exam was re-tested to give them an opportunity to show growth. Current administration only chose to do small group testing for only the students that never took the exam.	True
100 students were eligible to take the Nocti exam, and 93 took it. This is an 93% participation rate in taking the Nocti exam.	We need to continue to encourage all students to take the Nocti exams. The students that are taking the exam are doing well.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
97.5% of students completed work based learning	Students have the opportunity to gain a multitude of credentials while in their vocational programs. Students that are involved in work based learning experience are taking part in industry learning, and should be able to take pride in their craft. They will gain additional skills to help them pass their Nocti exams.
The Biology Keystone group met the academic growth score.	Students may not have scored proficient or advanced on the Biology Keystone exam, but they did show growth on the exam, which is an improvement.
95.2% of students have met the four year graduation cohort	Students are motivated to attend CACTC because of our unique comprehensive design. They get to not only participate in their vocational program, but also their academic courses. This acts as motivation for students to want to graduate.
A strength has been promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. By fostering this culture students will continue to feel	All teachers and staff will continue to work together to promote a positive school environment.

respected in turn motivated to succeed in the learning environment.	
---	--

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we offer an incentive for students to attend school daily (ie gift card drawings, coupons for services at CTC, etc), then students will be motivated to attend on a more regular basis.
	If we test every 11th grade student that did not score proficient or advanced on the Keystone exam, then we are more likely to meet the state standard for Keystone growth and attainment in all subject areas. Also, offering rewards for students that show up to take the test, and offer snacks/drinks for students taking the test has shown to be a motivator in the past and could be successful if used again.
	If we offer an incentive for students taking the Nocti exam, students will be more motivated to participate in the exam.

Goal Setting

Priority: If we offer an incentive for students to attend school daily (ie gift card drawings, coupons for services at CTC, etc), then students will be motivated to attend on a more regular basis.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Percent of students not chronically absent with increase from 50.5% to 60% over the next 3 years			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target Year 1	Target Year 2	Target Year 3	
Percent of students not chronically absent with increase from 50.5% to 54%	Percent of students not chronically absent with increase from 54% to 57%	Percent of students not chronically absent with increase from 50.5% to 60% over the next 3 years	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Percent of students not chronically absent with increase from 50.5% to 51.5%	Percent of students not chronically absent with increase from 51.5% to 52.5%	Percent of students not chronically absent with increase from 52.5% to 53%	Percent of students not chronically absent with increase from 50.5% to 54%

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target Year 1	Target Year 2	Target Year 3	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: If we test every 11th grade student that did not score proficient or advanced on the Keystone exam, then we are more likely to meet the state standard for Keystone growth and attainment in all subject areas. Also, offering rewards for students that show up to take the test, and offer snacks/drinks for students taking the test has shown to be a motivator in the past and could be successful if used again.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students will meet state standard for growth and attainment on Literature Keystones each year of this plan			
Measurable Goal Nickname (35 Character Max)			
ELA Keystone growth			
Target Year 1	Target Year 2	Target Year 3	

Students will meet state standard for growth and attainment on Literature Keystones each year of this plan	Students will meet state standard for growth and attainment on Literature Keystones each year of this plan	Students will meet state standard for growth and attainment on Literature Keystones each year of this plan	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify all students that will need to take Literature Keystone	Identify students that are struggling based on their Literature CDT test scores	Continue remediation based on CDT test scores	Re-test any student that did not score proficient or advanced on Literature Keystone exam

Outcome Category			
STEM			
Measurable Goal Statement (Smart Goal)			
Students will meet state standard for growth and attainment on Biology Keystones each year of this plan			
Measurable Goal Nickname (35 Character Max)			
Biology Keystone			
Target Year 1	Target Year 2	Target Year 3	
Students will meet state standard for growth and attainment on Biology Keystones each year of this plan	Students will meet state standard for growth and attainment on Biology Keystones each year of this plan	Students will meet state standard for growth and attainment on Biology Keystones each year of this plan	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify all students that will need to take Biology Keystone	Identify students that are struggling based on their Biology CDT test scores	Continue remediation based on CDT test scores	Re-test any student that did not score proficient or advanced on Biology Keystone exam

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students will meet state standard for growth and attainment on Algebra Keystones each year of this plan			
Measurable Goal Nickname (35 Character Max)			
Algebra Keystone Growth			
Target Year 1	Target Year 2	Target Year 3	
Students will meet state standard for growth and attainment on Algebra Keystones each year of this plan	Students will meet state standard for growth and attainment on Algebra Keystones each year of this plan	Students will meet state standard for growth and attainment on Algebra Keystones each year of this plan	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify all students that will need to take Algebra	Identify students that are struggling based on their	Continue remediation based on CDT test scores	Re-test any student that did not score

Keystone	Algebra CDT test scores		proficient or advanced on Algebra Keystone exam
----------	-------------------------	--	---

Priority: If we offer an incentive for students taking the Nocti exam, students will be more motivated to participate in the exam.

Outcome Category			
Industry-Based Learning			
Measurable Goal Statement (Smart Goal)			
We would like to have 100% Nocti exam participation			
Measurable Goal Nickname (35 Character Max)			
Nocti Participation			
Target Year 1	Target Year 2	Target Year 3	
100% test participation	100% test participation	We would like to have 100% Nocti exam participation	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will participate in taking the pre-NOCTI exam	Students will receive NOCTI study guides	Students will practice NOCTI skills	100% test participation

Action Plan

Measurable Goals

Algebra Keystone Growth	Attendance
	ELA Keystone growth
Biology Keystone	Math Keystone Growth
Nocti Participation	

Action Plan For: Attendance

Measurable Goals:
Percent of students not chronically absent with increase from 50.5% to 60% over the next 3 years

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify and monitor at risk students EdInsight		2025-09-01	2028-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CTC Director, School Counselor, MTTs Lead, Students Services Director	EdInsight, attendance improvement programs	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All staff will be familiar with attendance attendance programs and at risk scores on EdInsight	Edinsight/Powerschool Data - CTC Director, School Counselor, MTTs Lead, Students Services Director, Truancy - weekly to quarterly

Action Plan For: Nocti Participation

Measurable Goals:
We would like to have 100% Nocti exam participation

Action Step		Anticipated Start Date	Anticipated Completion Date
Offer incentives to eligible students to help increase participation in both the written and performance portions of the exam		2025-09-01	2028-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
LEA, School Counselor	incentives for students students such as gift cards and certificates to school services, NOCTI website, staff encouragement to take the test	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% participation in the Nocti exam by the end of the plan	NOCTI website, LEA, CACTC staff, yearly monitoring

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
Attendance	Identify and monitor at risk students EdInsight

MTSS/Check and Connect (or newly stated IU program)

Action Step		
• Identify and monitor at risk students EdInsight		
Audience		
All building staff		
Topics to be Included		
Check and Connect, MTSS, and any specific training that will support needs of students based on MTSS data		
Evidence of Learning		
Improved attendance		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Students Services Director, Teachers, IU, PATTAN and any other outside support available for MTSS	2025-09-01	2028-06-01

Learning Format

Type of Activities	Frequency
Inservice day	As Needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Review of using Edinsight

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Staff	How to check risk scores, attendance, discipline, IEPs, etc within EdInsight program	LEA	09/01/2025	06/01/2028

Communications

Type of Communication	Frequency
Presentation	Yearly

NOCTI Participation

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Staff and students	Nocti participation rates from the previous years will be shared and students will be challenged to do better, incentives will be introduced at the assembly	LEA, School Counselor, staff	09/01/2025	06/01/2028

Communications

Type of Communication	Frequency
Presentation	One time a year before NOCTI exams

Approvals & Signatures

Uploaded Files
CACTC School Plan.pdf

Chief School Administrator	Date
Richard Evans	2025-08-15
Building Principal Signature	Date
Jeffrey A McWilliams	2025-08-04
School Improvement Facilitator Signature	Date