Venango Technology Center

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		106619107
Address 1		
1 Vo Tech Dr		
Address 2		
City	**State**	**Zip Code**
Oil City	PA	16301-3501
Chief School Administrator		**Chief School Administrator Email**
Mario S. Fontanazza Jr.		mfontanazza@vtc1.org
Single Point of Contact Name		
Mario S. Fontanazza Jr.		
Single Point of Contact Email		
mfontanazza@vtc1.org		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
8144936550		
Principal Name		
Mario S. Fontanazza Jr.		
Principal Email		
mfontanazza@vtc1.org		
Principal Phone Number		**Principal Extension**
8144936550		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Mario S. Fontanazza Jr.		mfontanazza@vtc1.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mario S. Fontanazza Jr.	Administrator	Venango Technology Center	mfontanazza@vtc1.org
Patrick Adams	Administrator	Venango Technology Center	padams@vtc1.org
Tammy Botts	Staff Member	Venango Technology Center	tbotts@vtc1.org
Jena Seidle	Staff Member	Venango Technology Center	jseidle@vtc1.org
Sarah Campbell	Staff Member	Venango Technology Center	scampbell@vtc1.org
Mark Baughman	Other	Penn West University	mbaughman@vtc1.org
Sheri Neely	Board Member	Oil City School Board	sneely@mail.ocasd.org
Shanda Kelly	Parent	Oil City Parent	skelly@vtc1.org
Mark Marterella	Board Member	Cranberry School Board	mmarterella@cranberrysd.org
Lance Hummer	Other	Keystone Education Council	lhummer@keystonecec.org
Robert Moore	Staff Member	Venango Technology Center	bmoore@vtc1.org
Lauren Caralla	Student	Venango Technology Center	laurencaralla@student.ocasd.org
Lindsey Caralla	Student	Venango Technology Center	lindseycaralla@student.ocasd.org

LEA Profile

The mission of the Venango Technology Center is to focus on the economic future of the region through quality career and technical education.

The vision of the Venango Technology Center is to provide quality training for quality people. Our programs and services will meet or exceed our customer's expectations in every way and we will always seek to continually improve in all areas. VTC's programs and services will attract interested students with a strong desire to succeed in their area of technical education and who are motivated to attend school on a regular basis. Quality training will be provided through collaboration with an engaged community, which includes students, parents, employers, and other important stakeholders. It is expected that the implementation of this plan will result in a high quality, relevant curriculum and effective instructional and organizational practices which will produce positive customer satisfaction and student NOCTI scores, which will be at or above the state average. Upon graduation, VTC students will be well prepared for additional post secondary education and/or for success in the workplace.

Mission and Vision

Mission

The mission of the Venango Technology Center is to focus on the economic future of the region through quality career and technical education.

Vision

The vision of the Venango Technology Center is to provide quality training for quality people. Our programs and services will meet or exceed our communities expectations in every way and we will always seek to continually improve in all areas. VTC's programs and services will attract interested students with a strong desire to succeed in their area of technical education and who are motivated to attend school on a regular basis. Quality training will be provided through collaboration with an engaged community, which includes students, parents, employers, and other important stakeholders. It is expected that the implementation of this plan will result in a high quality, relevant curriculum and effective instructional and organizational practices which will produce positive customer satisfaction and student NOCTI scores, which will be at or above the state average. Upon graduation, VTC students will be well prepared for additional post secondary education and/or for success in the workplace.

Educational Values

Students

The students will be active participants in their education.

Staff

The teachers are the subject expert in their chosen curriculum area. They will provide all students with the instruction necessary to become a productive member of the workforce. They will instill in the students not only technical skills, but the necessary essential skills that will enable a graduate from the Venango Technology Center to be a great employee. The essential skills that will be taught are: critical thinking, oral communication, reading, writing, and working with others.

Administration

The administration is the bridge between the students, parents and the staff. The VTC administration will make sure that all state requirements are being met and that the students are receiving the instruction that they will need to become productive members of society.

Parents

The parents are charged with being supportive and to make sure that their child attends school daily.

Community

On average the VTC has between 50-60 students that participate in the Co-operative Education program. This is a testament to the relationship and the support we have from the community.

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
English Language Arts core standards are integrated into instruction and are cross walked with program of study.	
Mathematics core standards are integrated into instruction and are cross walked with program of study.	
Science, Technology, and Engineering Education core standards are integrated into program instruction and are cross walked with program of study.	
The 98.1% industry-based learning indicator for the Career Center exceeds the statewide average.	
75% of the VTC students scored advanced or competent on NOCTI/NIMS end of program assessments in 2022-2023.	
Align curricular materials and lesson plans to the PA Standards	
Identify and address individual student learning needs	
Foster a culture of high expectations for success for all students, educators, families and community members	
Promote and sustain a positive school environment where all members feel welcomed, supported and safe in school; socially, emotionally, intellectually and physically.	
All VTC students have the opportunity to earn industry recognized certifications. 353 students earned 988 industry recognized credentials in 2022-2023.	
Technical programs are all approved through the Pennsylvania Department of Education CATS system.	
VTC students are provided with real work experiences (job shadowing, clinicals and cooperative education opportunities that can be used towards the Career Readiness goals.	
Foster a culture of high expectations for success for all students, educators, families and community members.	

38.8% of students at the VTC scored advanced on industry-based competency assessments.	

Challenges

Indicator	Comments/Notable Observations
The Future Ready PA Index stated school-wide attendance rate is 50.1% which does not meet the 2030 goal of 94.1%	
The Future Ready PA Index stated regular attendance standard for all student groups was lower than the 2030 statewide goal of 94.1% Black - Insufficient Sample, White - 50.7%, Economically Disadvantaged - 52.1% , Students with Disabilities - 47%	
Strategies to engage families to support student attendance and learning to improve all student groups outcomes.	
Students with disabilities population is 32.1%, which can be challenging with preparing students to earn industry recognized certifications	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	
Students did not meet the regular attendance performance standard.	
Identified professional learning needs to support the needs of staff.	
Students' ability to achieve successful outcomes using Science, Technology, and Engineering Education core standards integrated into curriculum.	
Students' ability to achieve successful outcomes using Mathematics core standards integrated into curriculum.	

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

Strengths

Indicator NOCTI/NIMS **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** 75% of the VTC students scored advanced or competent on NOCTI/NIMS end of program assessments in 2022-2023. We are still recovering from the pandemic.
Indicator	**Comments/Notable Observations**

Industry Recognized Certifications **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	All VTC students have the opportunity to earn industry recognized certifications. 353 students have earned a combined 988 industry credentials in 2022-2023.
Indicator Industry Based Learning **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** The 98.1% industry-based learning indicator for the Career Center exceeds the statewide average.

Challenges

Indicator Attendance **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** The Future Ready PA Index stated regular attendance standard for all student groups was lower than the 2030 statewide goal of 94.1% Black - Insufficient Sample, White - 50.7%, Economically Disadvantaged - 52.1% , Students with Disabilities - 47%
Indicator Special Education **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Students with disabilities population is 32.1%, which can be challenging with preparing students to earn industry recognized certifications

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.

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

VTC students are provided with real work experiences (job shadowing, clinicals and cooperative education opportunities that can be used towards the Career Readiness goals.
All VTC students have the opportunity to earn industry recognized certifications. 353 students earned industry credentials in 2022-2023.

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.

Students' ability to achieve successful outcomes using Mathematics core standards integrated into curriculum.
Students did not meet the regular attendance performance standard.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Data does not apply	State Average is 54.5% and the 2033 goal is 81.1%.

English Language Arts Summary

Strengths

We incorporate Academic Standards into our lessons using the PA Program of Study Crosswalks.

Challenges

Even though we incorporate the academic standards into our lesson planning, our teachers are not subject content experts in English.

Mathematics

Data	Comments/Notable Observations
Data does not apply	State Average is 38.3% and the 2033 goal is 71.8%.

Mathematics Summary

Strengths

We incorporate Academic Standards into our lessons using the PA Program of Study Crosswalks.

Challenges

Even though we incorporate the academic standards into our lesson planning, our teachers are not subject content experts in Math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Data does not apply	State Average is 58.9% and the 2033 goal is 83%.

Science, Technology, and Engineering Education Summary

Strengths

We incorporate Academic Standards into our lessons using the PA Program of Study Crosswalks.

Challenges

Even though we incorporate the academic standards into our lesson planning, our teachers are not subject content experts in Science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	The VTC is at 98.3%. The Statewide Average is 89.6% and the Statewide Performance Standard is 98.0%
Industry-Based Learning	The VTC is at 98.1%, the Statewide Average is 93.7%, and the Statewide Performance Standard is 96.1%
Advanced on Industry-Based Competency	The VTC is at 38.8% and the Statewide Average is 42.8%
Rigorous Courses of Study	The VTC is at 97.5% and the Statewide Average is 79.6%

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
15.1301- Drafting and Design Technology/Technician, General	
43.9999- Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other	
46.9999- Construction Trades, Other	
47.0201- Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	
47.0603- Autobody/Collision and Repair Technology/Technician	
47.0604- Automobile/Automotive Mechanics Technology/Technician	
47.0613- Medium/Heavy Vehicle and Truck Technology/Technician	
48.0501- Machine Tool Technology/Machinist	
48.0508- Welding Technology/Welder	
51.0601- Dental Assisting/Assistant	
51.0899- Health/Medical Assisting Services, Other	
52.1201- Management Information Systems, General	
01.0601- Applied Horticulture/Horticultural Operations, General	
12.0508- Institutional Food Workers	
15.0303- Electrical, Electronic, and Communications Engineering Technology/Technician	

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

True 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.

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.

The VTC offers a Rigorous Courses of Study. The VTC is at 97.5% and the Statewide Average is 79.6%
The VTC performs well in Industry Based Learning- All Student Groups. We are at 98.1% and the Statewide Average is 93.7%

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.

In Industry Based Learning, the VTC is at 93.5%, the Statewide Average is 89.6%, and the Statewide Performance Standard is 96.1%

In the Career Standards Benchmark, the VTC is at 92.3%. The Statewide Average is 89.8% and the Statewide Performance Standard is 98.0%

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

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

Data	Comments/Notable Observations
22 of 76 students achieved proficiency in Mathematics	this is 28.95%
31 of 76 students achieved proficiency in Reading/Language Arts	this is 40.79%

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
American Indian/Alaskan Native	1 of 1 acheived proficiency in Mathmatics and Reading/Language Arts

Black	0 of 5 achieved proficiancy in Mathmatics and 2 of 5 acheived proficiency in Mathmatics and Reading/Language Arts
Hispanic	0 of 3 achieved proficiancy in Mathmatics and 1 of 3 acheived proficiency in Mathmatics and Reading/Language Arts
2 or More Races	0 of 2 achieved proficiancy in Mathmatics and 1 of 2 acheived proficiency in Mathmatics and Reading/Language Arts
White	35 of 121 achieved proficiancy in Mathmatics and 52of 123 acheived proficiency in Mathmatics and Reading/Language Arts

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.

Although our students perform below the PDE expected goal, they earn industry recognized certifications and become gainfully employed in our local communities.
The students that choose not to seek local employment transition to college or a career in the military.

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.

It is not realistic to expect a CTC teacher to move the needle much as pertains to Math and Reading Language Arts standardized test scores. We incorporate numeracy and literacy into our lessons as it relates to the given task the student is charged to complete.
With the advent of career pathways, students do not feel the pressure to obtain proficiency in the state assessments. I view the pathway as a positive model, but it does lead to students not taking the state assessments as seroius as they should. Therein lies the challenge.

Supplemental LEA Plans

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

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	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	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	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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
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	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

We have an active Co-operative education program. We place on average, 60 seniors each year into the local workforce.
The teachers do an exemplary job of modifying/adapting instruction to meet the needs of all students.

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?

Incorporate evidence based strategies to promote positive behaviors.
Incorporate evidence based strategies to engage families.

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
Promote and sustain a positive school environment where all members feel welcomed, supported and safe in school; socially, emotionally, intellectually and physically.	False
VTC students are provided with real work experiences (job shadowing, clinicals and cooperative education opportunities that can be used towards the Career Readiness goals.	True
All VTC students have the opportunity to earn industry recognized certifications. 353 students earned industry credentials in 2022-2023.	True
We incorporate Academic Standards into our lessons using the PA Program of Study Crosswalks.	False
We incorporate Academic Standards into our lessons using the PA Program of Study Crosswalks.	False
Although our students perform below the PDE expected goal, they earn industry recognized certifications and become gainfully employed in our local communities.	False
We incorporate Academic Standards into our lessons using the PA Program of Study Crosswalks.	False
We have an active Co-operative education program. We place on average, 60 seniors each year into the local workforce.	False
The teachers do an exemplary job of modifying/adapting instruction to meet the needs of all students.	True
The students that choose not to seek local employment transition to college or a career in the military.	False
The VTC offers a Rigorous Courses of Study. The VTC is at 97.5% and the Statewide Average is 79.6%	False
The VTC performs well in Industry Based Learning- All Student Groups. We are at 98.1% and the Statewide Average is 93.7%	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

Students' ability to achieve successful outcomes using Mathematics core standards integrated into curriculum.	False
Students did not meet the regular attendance performance standard.	True
Even though we incorporate the academic standards into our lesson planning, our teachers are not subject content experts in English.	False
Even though we incorporate the academic standards into our lesson planning, our teachers are not subject content experts in Math.	False
Even though we incorporate the academic standards into our lesson planning, our teachers are not subject content experts in Science.	False
In Industry Based Learning, the VTC is at 93.5%, the Statewide Average is 89.6%, and the Statewide Performance Standard is 96.1%	True
In the Career Standards Benchmark, the VTC is at 92.3%. The Statewide Average is 89.8% and the Statewide Performance Standard is 98.0%	True
Incorporate evidence based strategies to promote positive behaviors.	False
Incorporate evidence based strategies to engage families.	False
With the advent of career pathways, students do not feel the pressure to obtain proficiency in the state assessments. I view the pathway as a positive model, but it does lead to students not taking the state assessments as seroius as they should. Therein lies the challenge.	False
It is not realistic to expect a CTC teacher to move the needle much as pertains to Math and Reading Language Arts standardized test scores. We incorporate numeracy and literacy into our lessons as it relates to the given task the student is charged to complete.	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 students do well on the career oriented benchmark tests. As most of the PA students, they struggle with the Math and English tests.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students did not meet the regular attendance performance standard.	The students value education more than their parents do in our socio-economic area. We need to work with the families and change their view.	True
In Industry Based Learning, the VTC is at 93.5%, the Statewide Average is 89.6%, and the Statewide Performance Standard is 96.1%	We are better than the State Average but a bit below the State Performance Standard.	True
In the Career Standards Benchmark, the VTC is at 92.3%. The Statewide Average is 89.8% and the Statewide Performance Standard is 98.0%		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
VTC students are provided with real work experiences (job shadowing, clinicals and cooperative education opportunities that can be used towards the Career Readiness goals.	This a clear goal that can be achieved with great attendance and work ethic.
All VTC students have the opportunity to earn industry recognized certifications. 353 students earned industry credentials in 2022-2023.	These industry recognized credentials will enable the student to be more employable.
The teachers do an exemplary job of modifying/adapting instruction to meet the needs of all students.	This helps to keep students actively engaged.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The Venango Technology Center will review procedures and establish a system that monitors and addresses low student attendance to improve the students ability to successfully complete program tasks, increase scores on NOCTI/NIMS and earn industry credentials.
	Establish a system within the Venango Technology Center that ensures high quality curriculum, learning progressions, unit plans, lesson plans that are aligned to PA standards and industry-related standards and are fully accessible to teachers and students.

Goal Setting

Priority: The Venango Technology Center will review procedures and establish a system that monitors and addresses low student attendance to improve the students ability to successfully complete program tasks, increase scores on NOCTI/NIMS and earn industry credentials.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Baseline data for students with chronic absenteeism will decrease by 4% from the 2023-2024 school year using our CSIU student information system, tiered interventions including but not limited to family engagement.		
Measurable Goal Nickname (35 Character Max)		
Increase Attendance		
Target Year 1	**Target Year 2**	**Target Year 3**
1 % decrease	3 % overall decrease	Baseline data for students with chronic absenteeism will decrease by 4% from the 2023-2024 school year using our CSIU student information system, tiered interventions including but not limited to family engagement.

Priority: Establish a system within the Venango Technology Center that ensures high quality curriculum, learning progressions, unit plans, lesson plans that are aligned to PA standards and industry-related standards and are fully accessible to teachers and students.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By June 30, 2026, 100% of the VTC students will be exposed to curriculum on their task grid that has been aligned to Pennsylvania and industry-related standards and shown to the student on their PDE developed Task Grid.		
Measurable Goal Nickname (35 Character Max)		
Completion of Task Grid		
Target Year 1	**Target Year 2**	**Target Year 3**
at least 33% of task grid is covered	at least 66% of the task grid is covered	By June 30, 2026, 100% of the VTC students will be exposed to curriculum on their task grid that has been aligned to Pennsylvania and industry-related standards and shown to the student on their PDE developed Task Grid.

Action Plan

Measurable Goals

Increase Attendance	Completion of Task Grid

Action Plan For: Attendance Monitoring and Intervention

Measurable Goals:
• Baseline data for students with chronic absenteeism will decrease by 4% from the 2023-2024 school year using our CSIU student information system, tiered interventions including but not limited to family engagement.

Action Step		**Anticipated Start/Completion Date**	
Evaluate VTC 2023-2024 student attendance data to determine baseline for chronic absenteeism (students missing 16+ days).		2024-08-27	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mario Fontanazza/Director	CSIU Student Information System	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Develop attendance monitoring and tiered intervention system to address chronic absenteeism (students missing 16+ days) using Tyler SIS attendance data, family notification and engagement, teacher/support staff meetings and student intervention.		2025-08-28	2026-06-07
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mario Fontanazza/Director	CSIU Student Information System	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Decrease VTC chronic student absenteeism, thereby increasing ability of students to obtain successful program outcomes.	Attendance Data, program task list completion data, Pre/Post NOCTI data, Industry Certification obtainment data

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 Monitoring and Intervention	Evaluate VTC 2023-2024 student attendance data to determine baseline for chronic absenteeism (students missing 16+ days).

Activities to Increase Student Attendance

Action Step		
• Evaluate VTC 2023-2024 student attendance data to determine baseline for chronic absenteeism (students missing 16+ days).		
Audience		
All Venango Technology Center Students		
Topics to be Included		
Emphasis will be placed on the importance of attendance as it relates to being a dependable employee. Enhancing teaching skills and classroom management practices. Engaging all students in learning.		
Evidence of Learning		
Attendance levels of students should increase. Classroom observations focusing on the implementation of practices learned.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mario Fontanazza/Director	2024-08-27	2027-06-11

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 3e: Demonstrating Flexibility and Responsiveness • 3c: Engaging Students in Learning • 2b: Establishing a Culture for Learning • 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency

Inservice day	yearly
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Attendance Monitoring and Intervention	Evaluate VTC 2023-2024 student attendance data to determine baseline for chronic absenteeism (students missing 16+ days).

Attendance Monitoring and Intervention

Action Step		
Audience		
Families of the Venango Technology Center students, Teachers, and Support Staff		
Topics to be Included		
Developing effective communicationplan that engages families to assist in reducing chronic student absenteeism.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mario Fontanazza/Director	2024-08-27	2026-06-12

Communication

Type of Communication	Frequency
Email	as needed

Communication

Type of Communication	Frequency
Letter	as needed

Communication

Type of Communication	Frequency
Other	parent meetings as necessary

Approvals & Signatures

Uploaded Files
• JC Minutes January 2024.pdf • VTC Affirmation Statement.pdf

Chief School Administrator	Date
Mario S. Fontanazza Jr.	2024-04-29
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**