FORBES ROAD CTC

607 Beatty Road

Comprehensive Plan | 2022 - 2025

LEA Profile

Forbes Road Career and Technology Center is an area career and technical school that serves high school and adult students in eastern Allegheny County. The CTC is a public school operated by a joint operating committee comprised of one member from each of the nine sending districts that make up the jointure. About 750 students in 9th to 12th grades from nine school districts and several alternative schools are currently enrolled in seventeen vocational programs. The nine school districts represent a very diverse student population.

As a technical education provider in the 21st Century, Forbes Road believes the importance of maximizing students' learning potentials by providing them with comprehensive and specialized knowledge in traditional and emerging technical areas as well as general cognitive knowledge that fosters a life of learning. Today's jobs require more knowledge and skills than ever. Each technical program has a strong advisory committee consisting of educators, business, and industry leaders. This strong partnership enables Forbes to provide students with the curriculum based on the most current industry standards and skills to help increase their employability.

Approximately 45% of the student population at Forbes Road CTC are identified as Special Education students and have an IEP that designates the students' instructional needs. In addition, approximately 68% of the students are on free lunch and are economically disadvantaged.

Forbes Road continuously provides a variety of quality learning experiences using industry standard training and equipment to meet local industry demands for competitive, high skilled workers. Due to the constantly evolving economy and industries in the area, it becomes necessary for the CTC to constantly monitor and gauge the pulse of workforce trends. Partnerships with local business and industry become essential to drive the mission of the center. Subsequently these engagements within the community help to foster relationships that not only reinforce the programs within, but also act to assist in investigating different revenues for funding to maintain industry standards for our programs and students

Currently, Forbes Road Career and Technology Center (FRCTC) offers sixteen (17) programs. The programs include Advertising Design, Autobody Technology, Automotive Technology, Building Construction Technology, Computer Networking & Security, Cosmetology, Culinary Arts, Diesel Technology, Early Childhood Education, Electrical Technology, Emergency Response Services, Health Science Technology, Heating, Ventilation & Air Conditioning (HVAC), Landscape Design, Logistics and Supply Chain Management, Multimedia Design, And Veterinary Sciences.

Mission and Vision

Mission

The mission of Forbes Road Career and Technology Center is to provide quality educational programs that enable all individuals to achieve their fullest potential and become lifelong learners. Student will be equipped with the technical, academic and 21st century skills necessary to compete in the global marketplace

Vision

Forbes Road Career and Technology Center will be a leading educational facility, preparing students to become productive and contributing members of society. a) We recognize and promote excellence in the preparation and practice of the FRCTC education workforce. b) We value and promote equity, quality, inclusiveness, and diversity in standards, programs, practices, people, and the workplace. c) We are dedicated and committed to the education and welfare of FRCTC's diverse student population. d) We value the voices, ideas and understanding of educators, parents, students, our partners, stakeholders, and employees. e) We embrace the spirit of innovation that enables us to transform our vision into reality.

Educational Value Statements

Students

FRCTC will do everything with the goal of exceeding our students' expectations. While we are committed to all shareholders, our students are at the center of everything we do. In all our interactions, we embody accountability, collaboration, integrity, and resiliency. All students will value others for who they are. All students will feel empowered to pursue the path that is right for them

Staff

FRCTC will provide an environment that fosters teamwork, creativity, professional growth, high morale, opportunity, and pride in all we do. The faculty will help FRCTC to successfully attain the school's mission and vision by: -Being lifelong learners -Creating practices that foster a culture and climate in service of diversity, equity, and inclusion -Being committed to continually growing as professionals -Fostering an environment that supports students in pursuit of their learning - Leading viable Occupational Advisory Committees - Working diligently towards developing meaningful relationships with all stakeholders.

Administration

FRCTC will accept a leadership role in serving the career and technical needs of our communities. The administration will help FRCTC to successfully attain the school's mission and vision by being: -Flexible and Creative Thinkers - Effective Communicators -Collaborators -Problem Solvers -self-directed Learners -Critical Thinkers -Conscientious Researchers -Engaged Citizens -Innovative Creators -Calculated Risk Takers

Parents

FRCTC will encourage collaboration and communication to meet the evolving needs of students and foster a shared partnership. Parents will assist FRCTC to successfully attain the school's mission and vision by: -Collaborating with the faculty and administrators of the school and support their child throughout their educational careers --Partnering with school staff to ensure safe and supportive schools

Community

FRCTC will work collaboratively with our partners in the community that includes business, industry, service agencies and other partners focused on supporting the needs of our students. Community members will assist FRCTC to successfully attain the school's mission and vision by: -Seeking out information and staying informed of FRCTC news - Being knowledgeable of FRCTC vision and goals -Understanding the role of themselves/community members and how to make their voices heard.

Other (Optional)

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Completed Work-Based Learning Experience	A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the program of study. Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills. Work-based learning experiences are intentionally aligned with each student's education and career goals. Work-based learning experiences are provided through delivery methods that maximize meaningful interaction with business professionals. Work-based learning experiences are supervised by CTE staff with clearly defined roles. Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.
Rigorous Course of Study	FRCTC supports teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion. Planned, authentic units of study and summative tasks align with workforce expectations and allow students to demonstrate their mastery of technical, academic and employability skills
Identify and address individual student learning needs	Strategies used for meeting all students' needs include collaboration with colleagues, cultivating consistency, developing a student-centered mindset, time set aside to focus on study skills and extra support, the use of multiple forms of assessment, drawing on each other's expertise, and partnering with all stakeholders.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Percent Scoring Competent or Advanced on NOCTI needs to improve	Administrators and instructors will return to the practice of conducting data analysis to identify areas in need of improvement, set student-specific learning goals and provide ongoing support to students. One practice centers on the analysis and use of NOCTI pre-test data which allows instructors to know what information students retained over the summer and what areas they need to reteach. Based on the pre-test results, instructors will create achievement plans serve as road maps to help teachers and students be successful. In addition, Student Performance Measures will be used to work	Yes	Rigorous assessments and learning activities allow students to receive feedback from teachers, peers, and authentic audiences, engage in personal reflection and apply their understanding of academic, technical and workplace knowledge and skills to solve authentic problems

	towards increased performance in areas of deficiency. To drill down into NOCTI pre-test results even further, FRCTC will work with Todd Luke to create a color-coded dashboard for each section of the NOCTI exam for analysis and training. Additional support is always provided to students with IEPs.		
Career Standards Benchmarks	FRCTC is formulating ways to make sure there is greater communication with sending school districts to share and report student achievement of career standards benchmarks	No	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	There is a need for increased learning outcomes	Yes	Planned, authentic units of study and summative tasks align with workforce expectations and allow students to demonstrate their mastery of technical, academic and employability skills
Foster a culture of high expectations for success for all students, educators, families, and community members	All students need a safe environment in which to learn and achieve. Moving forward FRCTC will enhance practices already in place in the following areas: creating schoolwide prevention and intervention strategies, school policies supporting safe schools, implementing ongoing staff development to enhance safe learning environments, instituting school-based links with mental health and social service agencies, fostering school district, family, business, and community involvement, and acquiring and utilizing resources to enhance and sustain a safe and effective learning environment,	Yes	The learning environment sets high expectations and uses the protocols of business and industry to promote and sustain student motivation, persistence, and effort
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Work to enhance the local and occupational advisory committees. This can also include work being done by the outreach and Development committee.	Yes	Intentional collaborations with teachers, families and business, industry, postsecondary and community partners enhance the relevancy of lessons and assignments and promote students' retention of the concepts, skills and competencies that are valued in the workplace

Goal Setting

Priority: Rigorous assessments and learning activities allow students to receive feedback from teachers, peers and authentic audiences, engage in personal reflection and apply their understanding of academic, technical and workplace knowledge and skills to solve authentic problems					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Essential Practices 1: Focus on Continuous Improvement of Instruction	Over the next three years, FTCTC instructors will provide a sequence of formative assessments —both written and hands-on performance tasks — to monitor student learning and provide feedback while modeling the professional skills needed for workplace success and offers ongoing assessments that help students demonstrate their mastery of these skills	Provides a sequence of formative assessments	Highlight the progression of learning, including:\n\nAnalysis of tasks or prompts Annotated research samples Initial design or prototype notes	Showcase samples of student work related to performance tasks and summative and formative assessments. Communicate the progression of learning within a unit as it relates to the course and program.	Over the next three years, FTCTC instructors will provide a sequence of formative assessments —both written and hands-on performance tasks — to monitor student learning and provide feedback while modeling the professional skills needed for workplace success and offers ongoing assessments that help students demonstrate their mastery of these skills
Essential Practices 1: Focus on Continuous Improvement of Instruction	Over the next three years, FRCTC instructors will provide targeted feedback that helps students advance their learning	Provides targeted feedback	Highlight the progression of learning, including: Teacher and peer feedback with strengths and opportunities for improvement Prototype iterations with collected data Feedback from guests or industry experts Final products with notes designating improvements made	Includes examples of student feedback forms and protocols	Over the next three years, FRCTC instructors will provide targeted feedback that helps students advance their learning

Priority: Planned, authentic units of study and summative tasks align with workforce expectations and allow students to demonstrate their mastery of technical, academic and employability skills					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Industry-Based Learning	Over the next three years, FRCTC instructors will plan intellectually demanding units in which students assume authentic, industry-based roles to solve complex problems, think critically and master standards-based content-area and industry-recognized skills	Plan intellectually demanding units	Detail learning activities that build student knowledge and skills Include student resources that guide understanding Connect expected learning benchmarks with formative and summative assessments	Connect key concepts or skills for subject-matter experts to address for achievement of unit goals or tasks	Over the next three years, FRCTC instructors will plan intellectually demanding units in which students assume authentic, industry-based roles to solve complex problems, think critically and master standards-based content-area and industry-recognized skills
Essential Practices 1: Focus on Continuous Improvement of Instruction	Over the next three years, FRCTC faculty will include the integration of relevant literacy, math and science concepts and skills helps students deepen their understanding and transfer skills across academic and technical disciplines and career fields	Integration of relevant literacy, math, and science	Identify opportunities to integrate academic content and/or the use of scaffolded texts to support reading technical materials common math and science resources, including the vocabulary and processes used in the career field mini-lessons or skill-building activities that address how academic skills are used in the career field opportunities to co-deliver academic core content with other teachers	Include formative and summative assessments of academic content Identify literacy, math, and science artifacts that students can include in portfolios that document their mastery of academic knowledge and skills	Over the next three years, FRCTC faculty will include the integration of relevant literacy, math and science concepts and skills helps students deepen their understanding and transfer skills across academic and technical disciplines and career fields

Priority: The learning environment sets high expectations and uses the protocols of business and industry to promote and sustain student motivation, persistence and effort					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
School climate and culture	Over the next three years, FRCTC faculty will value, emphasize, and celebrate student effort to achieve rigorous technical, academic and workplace standards by creating a high-performance classroom culture and uses protocols and procedures that emulate the workplace	High-performance classroom culture	Reflect shared and co-developed class missions, visions, and norms Communicate and reference industry protocols Include posted job duties, project management tools and leadership designations that replicate those in the workplace Include analyses of data that communicate and celebrate students' progress toward earning industry credentials Reflect a learning environment that replicates the workplace	Include anchor charts or rubrics that model and support professional, respectful interactions Spotlight exemplars of quality work that shows how students' progress in their learning Showcase profiles of students' talent and aptitudes Include syllabi that detail opportunities for students to receive support	Over the next three years, FRCTC faculty will value, emphasize, and celebrate student effort to achieve rigorous technical, academic and workplace standards by creating a high-performance classroom culture and uses protocols and procedures that emulate the workplace

Priority: Intentional collaborations with teachers, families and business, industry, postsecondary and community partners enhance the relevancy of lessons and assignments and promote students' retention of the concepts, skills and competencies that are valued in the workplace					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Post-secondary transition to school, military, or work	Over the next three years, FRCTC faculty will model and create authentic opportunities for students to use technology to present their ideas and collaborate on project management	Portfolio / Project Management	Spotlight resources students can use to learn key concepts Include reports from project management tools Showcase videos, pictures, or how-to guides for portfolio development Describe expected student artifacts, designating potential portfolio components	Highlight students' reflections on how learned skills can be used in the workplace Include feedback forms or examples of questions and responses from industry and content-area experts Include student products that document the use of industry-standard problem-solving processes	Over the next three years, FRCTC faculty will model and create authentic opportunities for students to use technology to present their ideas and collaborate on project management
School climate and culture	Over the next three years FRCTC faculty will create authentic workplace scenarios with input from community partners that require students to work collaboratively and use problem-solving protocols to build an understanding of interpersonal and group dynamics	Creates authentic workplace scenarios	Show evidence of students' collaborative efforts both in school and in the workplace. Spotlight team or group assignments and related job duties.	Include rubrics or anchor charts that communicate expectations for student collaboration. Showcase artifacts from peer or group evaluations. Reflect students' use of collaborative or project management tools and technologies	Over the next three years FRCTC faculty will create authentic workplace scenarios with input from community partners that require students to work collaboratively and use problem-solving protocols to build an understanding of interpersonal and group dynamics

Action Plan

Action Plan for: Explicit Teaching		

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Plan intellectually demanding units • Integration of relevant literacy, math, and science	National / Statewide assessment data for understanding student learning Curriculum-embedded assessments from high-quality instructional materials. Sources of student learning data that will be most timely, relevant, and actionable in supporting student learning of competency-based standards needs across content areas Student learning measures including student performance measures and classroom assessments	Success Rubric

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Adoption of an explicit teaching concept to promote continuous improvement in the educational process, focusing on improving student achievement.	09/23/2022	05/30/2025	Administration	Professional Development Plan Teacher participation and leadership.	Yes	No

Action Plan for: Feedback						

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Provides a sequence of formative assessments • Provides targeted feedback	NOCTI Data Review Pre NOCTI	National / Statewide assessment data Student Performance Measures Classroom Assessments

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Staff development will be utilized to teach the educators how to analyze the student achievement data to drive the curriculum and instruction.	09/23/2022	05/30/2025	Administration	Professional Development Plan Staff development will be utilized to teach the educators how to analyze the student achievement data to drive the curriculum and instruction. Teacher participation, Community participation, leadership.	Yes	No

Action Plan for: Community Engagement

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Creates authentic workplace scenarios	Community engagement at FRCTC will increase significantly as stakeholders assume ownership and actively participate in achieving our mission.	Evaluated by way of survey each year

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Continue to grow the development/outreach and engagement programs, along with the occupational advisory committees with focus on improved workplace advancement for students	09/23/2022	05/30/2025	FRCTC Faculty	Teacher participation, Community participation, leadership.	Yes	Yes

Action Plan for: High performing culture						
Measurable Goals			**Anticipated Output**		**Monitoring/Evaluation**	
• High-performance classroom culture			Include anchor charts or rubrics that model and support professional, respectful interactions Spotlight exemplars of quality work that shows how students' progress in their learning		Showcase profiles of students' talent and aptitudes Include syllabi that detail opportunities for students to receive support Include anchor charts or rubrics that model and support professional, respectful interactions	
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Communicate shared and developed class missions, visions and norms that align with industry expectations	09/23/2022	05/30/2025	FRCTC Faculty	Teacher participation, Community participation, leadership.	Yes	No

Action Plan for: Career preparation portfolio						
Measurable Goals			**Anticipated Output**		**Monitoring/Evaluation**	
• Portfolio / Project Management			Student portfolios with career benchmark data		Career benchmark data checklist/ rubric	
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Portfolio assessment	09/23/2022	05/30/2025	FRCTC Faculty	Teacher participation, Community participation, leadership.	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Explicit Teaching	• Adoption of an explicit teaching concept to promote continuous improvement in the educational process, focusing on improving student achievement.
Feedback	• Staff development will be utilized to teach the educators how to analyze the student achievement data to drive the curriculum and instruction.
Community Engagement	• Continue to grow the development/outreach and engagement programs, along with the occupational advisory committees with focus on improved workplace advancement for students
High performing culture	• Communicate shared and developed class missions, visions and norms that align with industry expectations
Career preparation portfolio	• Portfolio assessment

Professional Development Activities

Data Driven Instruction						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
Staff development will be utilized to teach the educators how to analyze the student achievement data to drive the curriculum and instruction.	FRCTC Instructors & Faculty	•The need for data to drive instruction •How to alter instruction based upon students' learning needs •Setting clear learning targets •Assessing students' progress formatively	As educators engage in professional development sessions throughout the school year, they will complete performances of understanding that will be used by instructional leaders to assess their learning.	Administration	09/30/2022	05/30/2025

Learning Formats			
Type of Activities	**Frequency**	**Choose Observation and Practice Framework**	**This Step Meets the Requirements of State Required Trainings**
Other	Yearly	• 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction	

Continuous Improvement						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
Adoption of an explicit teaching concept to promote continuous improvement in the educational process, focusing on improving student achievement.	FRCTC Instructors & Faculty	•Redesigning as a best practice •Developing comprehensive performance tasks that align with the curriculum Designing rubrics that assess understanding	As educators engage in professional development sessions throughout the school year, they will complete performances of understanding that will be used by instructional leaders to assess their learning.	Administration	09/23/2022	05/30/2025

Learning Formats			
Type of Activities	**Frequency**	**Choose Observation and Practice Framework**	**This Step Meets the Requirements of State Required Trainings**
Independent study	Yearly	• 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy • 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction	

Work Based Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Portfolio Assessment	FRCTC Instructors & Faculty	Increase self-awareness Expand knowledge of careers Improve career exploration and planning skills Develop motivation and self-confidence Research skills Assessment tool	As educators engage in professional development sessions throughout the school year, they will complete performances of understanding that will be used by instructional leaders to assess their learning.	Administration	09/23/2022	05/30/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Yearly	• 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3a: Communicating with Students	

Development and Outreach						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
Continue to grow the development/outreach and engagement programs , along with the occupational advisory committees with focus on improved workplace advancement for students	FRCTC Instructors & Faculty	School outreach Community outreach Job shadowing Community service	As educators engage in professional development sessions throughout the school year, they will complete performances of understanding that will be used by instructional leaders to assess their learning.	Administration	09/23/2022	05/30/2025

Learning Formats			
Type of Activities	**Frequency**	**Choose Observation and Practice Framework**	**This Step Meets the Requirements of State Required Trainings**
Independent study	Yearly	• 2b: Establishing a Culture for Learning • 4c: Communicating with Families • 4d: Participating in a Professional Community	

CTC mission						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
Communicate shared and developed class missions, visions and norms that align with industry expectations	FRCTC Instructors & Faculty	Committee advancement Supervision plan Teacher induction Trauma informed care	As educators engage in professional development sessions throughout the school year, they will complete performances of understanding that will be used by instructional leaders to assess their learning.	Administration	09/23/2022	05/30/2025

Learning Formats			
Type of Activities	**Frequency**	**Choose Observation and Practice Framework**	**This Step Meets the Requirements of State Required Trainings**
Independent study	Yearly	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students 4a: Reflecting on Teaching 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Trauma Informed Training (Act 18)

Communications Action Steps

Evidence-based Strategy	Action Steps
Community Engagement	• Continue to grow the development/outreach and engagement programs, along with the occupational advisory committees with focus on improved workplace advancement for students

Communications Activities

Outreach					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	School Districts Joint Operating Committee	Development/Outreach Committee and Student Engagement Committee Activities Business & Industry Connections and Partnerships	Administration	09/23/2022	05/30/2025

Communications	
Type of Communication	**Frequency**
Presentation	Bi-Monthly Joint School Meetings Monthly Joint Operating Committee Meetings