

Central Montco Technical High School

CTC Plan

07/01/2020 - 06/30/2023

CTC Profile

Demographics

821 Plymouth Road
Plymouth Meeting, PA 19462-2575
610-277-2301

AYP Status: Not Provided
Administrative Director: Seth Schram

Planning Process

A Steering Committee for the Comprehensive Plan process was formed in September 2018. The steering committee met in the month of October 2018, and will meet again in March and on-line review in the end of April, 2019. The Steering Committee consisted of the required representatives within the CMTHS community. Through the steering committee, additional comprehensive planning subcommittee members were identified, reviewed the mission, identified areas of concerns and strengths, and identified goals. This subcommittee was charged with writing specific goals, action plans and implementation steps.

Comprehensive Planning activities included, but were not limited to the following:

- Review of the previous strategic plan.
- Review of previous year student surveys, student achievement data, student discipline data, student, staff and community perception data and community statistics data, as well as input from business and industry, which is obtained through our Occupational Advisory Committee meetings.
- Establishment of strategic plan goals, objectives and implementation steps.
- Designing strategies and action plans to achieve the goals recommended.

By April 26, 2019, the CMTHS Comprehensive Steering Committee will review and approve the final draft of the CMTHS Comprehensive Plan.

On May 1, 2019, the Joint Operating Committee (JOC), which serves as the official school board will be presented with a draft of the Comprehensive Plan.

Mission Statement

As a result of a consensus building process involving professional staff, Joint Operating Committee, community, parents, business and industry representatives, Central Montco Technical High School adopted the following mission statement:

Shaping Today's Students for Tomorrow's Careers

Vision Statement

It is the vision of CMTHS to continue to provide high-level competency-based career and technical education (CTE) programs, high-level academic integration within each CTE program and articulated career and post-secondary pathway options for all students.

Shared Values

- CMTHS seeks to maintain an open line of communication with all stakeholders. This is a reciprocal process that encourages dialogue and utilizes the most up-to-date modes of communication. Communication modes include, but are not limited to: school website, district cable channels, mailings, e-mail and printed information.
- CMTHS follows a competency-based curriculum, which is aligned to state academic and industry standards.
- CMTHS believes in educating the whole child. In addition to affecting psychomotor and cognitive abilities of our students, the school seeks to impact the emotional and physical needs of each student as well. In addition, through Project-Based learning CMTHS seeks to increase students' abilities in problem solving, team building and interpersonal relationships.
- CMTHS strongly encourages and fosters parental involvement in the educational process. CMTHS seeks to assist parents and families on issues related to training and assessing resources in advocating for all families including those whose voices are not heard, thus creating stronger communities.
- CMTHS will continue to provide meaningful professional development to support student achievement by promoting high expectations for every student. Professional development will include best practices and methods that are designed to meet the educational programs and services while maintaining fiscal responsibility.
- CMTHS seeks to foster self-reflection and ethical behavior in its students through a safe and healthy school environment.

- The staff of CMTHS is committed to creating and maintaining an orderly, trusting and caring environment where teaching and learning are exciting and students are assisted as they develop responsibility. All aspects of the school's organization and curricular activities are student centered and designed to accommodate individual learning styles so that all students experience success.

Educational Community

Central Montco Technical High School (CMTHS) is located in Plymouth Meeting and Montgomery County Pennsylvania. The CMTHS student population is both culturally and financially diverse. About 44% of CMTHS students are economically disadvantaged and students with a special population status makeup of 33% of the enrollment.

Enrollment By Ethnicity

American Indian/Alaskan Native (not Hispanic)	0.14
Asian (not Hispanic)	1.67
Black or African American (not Hispanic)	30.60
Hispanic (any race)	26.84
Multi-Racial (not Hispanic)	3.06
White (not Hispanic)	37.55
Native Hawaiian or other Pacific Islander (not Hispanic)	0

Students from Norristown Area High School make up more than 50% of the total student population at CMTHS. Colonial and Upper Merion school district students make up approximately 21% and 22% (respectively) of the CMTHS student population with another 5% of the CMTHS student population coming from Lower Merion and various private and parochial schools. CMTHS funding from its sending schools is calculated based on an average daily enrollment total with Norristown, Upper Merion and Colonial sharing the bulk of CMTHS fiscal responsibility. The CMTHS annual budget is approximately \$9.5 million.

CMTHS works closely with the Workforce Investment Board (WIB) and also with Montgomery County Intermediate Unit to offer programs and services to assist our students with overcoming barriers to academic and economic success.

CMTHS students are active in student leadership and service organizations such as SkillsUSA and HOSA (Health Occupation Student Association). CMTHS sends students to district, state and national competitions every year. In addition, CMTHS offers the community services performed by students (in training) at a reduced cost including: hair and nail salon services, automotive repair, automotive refinishing and detailing, computer repair and networking services; in addition to a bakery and restaurant which is open to the public on preannounced dates.

CMTHS employs a cooperative education coordinator to assist with the placement of students into paid internships with local business and industry. CMTHS hosts a monthly Local Advisory Committee (LAC) meetings with local business owners and employees to discuss employment trends, hiring and training needs. CMTHS instructors meet twice per year with program specific Occupational Advisory Committees (OAC) to ensure our programs meet industry training expectations and requirements.

Montgomery County Demographics Summary

Montgomery County is a suburb of Philadelphia and consequently, many of its residents work in the city. However, Montco is also a major employment center with large business parks in Blue Bell, Lansdale, Fort Washington, Horsham, and King of Prussia which attract thousands of workers from all over the region. The strong job base and taxes generated by those jobs have resulted in Montgomery County receiving the highest credit rating of 'AAA' from Standard & Poor's, one of fewer than 30 counties in the United States with such a rating.

Major employers include:

- Abington Memorial Hospital
- ABM Industries
- ACTS Retirement-Life Communities
- Aetna
- Arcadia University
- Giant
- GlaxoSmithKline
- Hatfield Quality Meats
- Holy Redeemer Health System
- Lockheed Martin
- Main Line Health
- McNeil Consumer Healthcare
- Merck
- Montgomery County Community College
- Motorola Mobility

- Pfizer
- Prudential
- Quest Diagnostics
- SEI Investments Company

As of the 2010 census, the county was 76.0% White non-Hispanic, 9.8% Black or African American, 0.1% Native American or Alaskan Native, 7.9% Asian (2.1% Indian, 1.7% Korean, 1.2% Chinese, 0.5% Vietnamese, 0.3% Filipino, 0.1% Japanese, 0.6% other Asian), and 0.0% native Hawaiian; 1.9% were two or more races, and 1.6% were some other race. About 5.2% of the population were Hispanic or Latino.

As of the census [1] of 2000, 750,097 people, 286,098 households, and 197,693 families resided in the county. The population density was 1,553 people per square mile (599/km²). The 297,434 housing units averaged 238 units/km² (616 units/sq mi). The racial makeup of the county was 86.46% White, 7.46% Black or African American, 0.11% Native American, 4.02% Asian, 0.03% Pacific Islander, 0.75% from other races, and 1.16% from two or more races. About 2.04% of the population were Hispanic or Latino of any race, 17.5% were of German, 16.7% Irish, 14.3% Italian, 6.5% English, and 5.0% Polish ancestry according to 2000 United States Census. Around 90.5% spoke English, 2.0% Spanish, 1.1% Korean, and 1.0% Italian as their first language. Historically, much of western Montgomery County is part of the Pennsylvania Dutch Country, with a great many descendants of German-speaking settlers from the 18th century.

Montgomery County is home to large and growing African American, Korean American, Puerto-Rican American, Mexican American, and Indian American populations. The county has the second-largest foreign-born population in the region.

Of the 286,098 households, 32.00% had children under the age of 18 living with them, 57.20% were married couples living together, 8.80% had a female householder with no husband present, and 30.90% were not families. About 25.60% of all households were made up of individuals, and 9.90% had someone living alone who was 65 years of age or older. The average household size was 2.54 and the average family size was 3.09.

In the county, the population was distributed as 24.10% under the age of 18, 7.10% from 18 to 24, 30.50% from 25 to 44, 23.40% from 45 to 64, and 14.90% who were 65 years of age or older. The median age was 38 years. For every 100 females, there were 93.60 males. For every 100 females age 18 and over, there were 90.00 males.

The median income for a household in the county was \$60,829, and for a family was \$72,183 (these figures had risen to \$73,701 and \$89,219, respectively, as of a 2007 estimate). Males had a median income of \$48,698 versus \$35,089 for females. The per capita income for the county was \$30,898. About 2.80% of families and 4.40% of the population were below the poverty line, including 4.60% of those under age 18 and 5.10% of those age 65 or over.

Source: United States Census Bureau

Planning Committee

Name	Role
Angela King	Administrator : Professional Education
Heather King	Administrator : Professional Education
Shannon Newhard	Administrator : Professional Education
Seth Schram	Administrator : Professional Education
Bernadette Billetta	Business Representative : Professional Education
Joseph DiMino	Business Representative : Professional Education
Frank Lepore	Business Representative : Professional Education
Jim Sayre Jr	Business Representative : Professional Education
Jimmy Sergalski	Business Representative : Professional Education
Al Zone	Business Representative : Professional Education
Kathy Bello	Community Representative : Professional Education
Tony Capone	Community Representative : Professional Education
Shawn Murray	Community Representative : Professional Education
Kate Viggiano	Community Representative : Professional Education
Susan Brown	Ed Specialist - Instructional Technology : Professional Education
Jane Goodrich	Ed Specialist - School Counselor : Professional Education
Not applicable CMTHS is a Part-time Career Technical High School	Elementary School Teacher - Regular Education : Professional Education
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Steven Bross	High School Teacher - Regular Education :

	Professional Education
Larry Byron	High School Teacher - Regular Education : Professional Education
Kelly Cross	High School Teacher - Regular Education : Professional Education
Robert Porter	High School Teacher - Regular Education : Professional Education
Matt Tornetta	High School Teacher - Regular Education : Professional Education
Jackie Gilkey	Instructional Coach/Mentor Librarian : Professional Education
Not applicable CMTHS is a Part-time Career Technical High School	Middle School Teacher - Regular Education : Professional Education
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Not applicable CMTHS is a Part-time Career Technical High School	Middle School Teacher - Regular Education : Professional Education
Not applicable CMTHS is a Part-time Career Technical High School	Middle School Teacher - Regular Education : Professional Education
Rachel Kamieniecki	Parent : Professional Education
Mitch Kijak	Parent : Professional Education
Natalie Kamieniecki	Student : Professional Education

Core Foundations

Standards

Mapping and Alignment

Standards	Mapping	Alignment
Arts and Humanities	Non Applicable	Non Applicable
Career Education and Work	Developing	Developing
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Non Applicable	Non Applicable
Environment and Ecology	Non Applicable	Non Applicable
Family and Consumer Sciences	Non Applicable	Non Applicable
Geography	Non Applicable	Non Applicable
Health, Safety and Physical Education	Non Applicable	Non Applicable
History	Non Applicable	Non Applicable
Science and Technology and Engineering Education	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

CMTS is a part-time Career Technical Center (CTC) and does not teach academic subjects. All core subjects are taught at the home schools.

Adaptations

Checked answers

- Career Education and Work
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Unchecked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- Economics
- Environment and Ecology
- Family and Consumer Sciences

- Geography
- Health, Safety and Physical Education
- History

Explanation for any standards checked:

Career Education and Work (CEW) standards have been integrated into every one of Central Montco Technical High School (CMTHS) career technical programs through a program named "Senior Seminar". Senior level students learn, study and complete assignments for each of the CEW standards. A students Career Technical Education (CTE) competency (task/skill) list will include coverage and assessment all of the CEW competencies. The CMTHS school counselor provides instruction in CEW college preparedness standards though mini presentations, workshops, and individual career counseling. CMTHS instructors are required to teach the entrepreneurial CEW lessons and competencies.

PA mathematics and literacy core standards are integrated into the lesson plans of every CTE program at Central Montco Technical High School. Instructors are trained to make connections and teach/reteach the Literacy, STEM (Science Technology Engineering and Mathematics) standards; and then note these connections in their lesson plans. A math and reading specialist is employed through the Perkins grant to supplement our sending schools with additional literacy and mathematics (Keystone Prep) support and test taking strategies for students.

Curriculum

Planned Instruction

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

CMTHS is currently using www.guides4learning.com for lesson planning and standard alignment, but are working on transferring and updating their curriculum onto a program specific website. Through this lesson planning tool teachers document the objectives for instructional units. Teachers are required to document the lesson goals, objectives, instructional time estimates, standards alignment for both academic and BCTE Program of Study tasks, formative and summative assessment strategies, safety and special population adaptations.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

None checked.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

CMTHS instructors spend inservice time reviewing Individual Education Plans (IEP) and documenting instructional strategies currently in both www.guides4learning.com and Classmate (Special Populations Module). CMTHS will soon move to program-specific curriculum websites and to PowerSchool. These tools provide a forum for instructors to plan instructional strategies and document specific accommodations (and results) for students with exceptionalities. Two special education specialists are employed by CMTHS to assist instructors with developing instructional strategies for IEPs, attend IEP meetings and work one-on-one with students to support learning objectives and standards.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Instructional Coaches

Unchecked Answers

- Career Cluster Chairs
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

CMTHS Educator Effectiveness Program

Step #1 Self Evaluation (Aug – Sept)

The first step in focusing your energy on new professional methods and techniques is to

determine your needs. This requires honest self-assessment and planning. First, take time to reflect on your practice and ask yourself, Where am I now?

Review the performance descriptors for the components of each domain, underlining or highlighting keywords that best describe your teaching practice. Note that the words don't have to all be under one level. For example you may highlight words in both the basic and proficient columns. Finally, mark the level that best matches your teaching performance for each domain. Refer to copy of the self-evaluation form.

As a result of this self-assessment which domain do you feel you should focus on first?

Domain 1: Planning and Preparation

Domain 2: The Classroom environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Step #2 Pre-Observation Conference (Oct – Nov)

Your Pre-Observation Conference has been scheduled for _____

Please send the evaluator your lesson plans two (2) days prior to the Pre-Observation Conference. Your lesson plan or learning guide should include on all components found on the curriculum website. A critique of the lesson will be conducted at the pre-observation conference. The evaluator will schedule the observation for the date and time you intend to deliver the lesson.

Please be prepared to answer these questions at the pre-observation conference.

- 1a. What is the content being taught? What prerequisite for learning is required?
- 1b. Tell me about the composition of your class. How will you modify this lesson for groups or individual students?
- 1c. What do you want students to learn during this lesson?
- 1d. What resources were considered for this lesson and rejected? Why? What resources will be used? Why?
- 1e. List briefly the steps of the lesson.
- 1f. How will you measure the goals articulated in 1c? What does success look like?

The Educator is expected to modify the lesson plan to incorporate evidence that emerges from the pre-observation conference.

Step#3 Observation (focused on domains 1, 2 & 3) (Nov– Dec)

Evaluator arrives 5 minutes prior to beginning of lesson to “walk the walls”

Evaluator will collect evidence:

- Scripting of teacher and student comments
- Description of teacher and student behaviors
- Numeric information- number of students, on task, engaged
- Environmental information – condition of lab, classroom

An electronic record of the evidence collected at the observation will be returned to the educator on the day of the observation.

The educator should begin immediately begin preparing for the post-conference.

Step #4 Post-Observation Collaborative Assessment (March & April)

Focus on Domains 1,2,3,4

Your post-observation collaborative assessment is scheduled for _____.

Evaluator will review components of agreement and then invite educator to take the lead in discussing the other components.

Components are collaboratively rated. Evaluator is the “rater of record” in the event of non-agreement. Evidence is the basis.

Questions the evaluator may ask:

- Comment on the evidence for...
- Let’s look at the rubric for ...
- Tell me more about ...
- What’s the backstory for ...
- Let’s look at the language that was highlighted here ...talk about the evidence for that in this lesson.

Step#5 Preparing for the Mid-Year Evaluation (Jan/Feb)

Focused on domains 1,2,3,4

The educator may engage in step #3 independently or with the support of a coach.

Educator may add evidence to the observation form and then return to the evaluator

Educator is then asked to re-examine the self-assessment done earlier in the year. The Educator should be prepared to provide evidence to support the level of each component selected.

The Evaluator will highlight or check ONLY the areas on the self-assessment with which he/she agrees.

Step #7 Repeat Steps 1-4 (Mar/April)

Step #8 Preparing for the End-of-Year Evaluation (May/June) Focused on domains 1,2,3,4

Step #6 Walk-Through (Ongoing - As need to focus on specific areas of planning and instruction)

Educator and supervisor will focus on agreed upon area of concentration.

During the post observation conference – an area of focus is determined.

Plan of action (goals) are determined

Walkthroughs are conducted to monitor and provide feedback on the actions being taken to reach goals.

Teacher is provided with a copy of walkthrough by the end of the day.

Peer Evaluation/Coaching

CMTS instructors can apply for a supplemental instructional peer coaching position (2 paid positions) to coach/mentor new instructors or instructors in need.

Instructional Coaching

Instructional coaching in literacy occurs through the Technical Assistance Program (TAP) through the PA Department of Education.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in

	50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

CMTHS has provided professional development differentiated instruction and other instructional strategies to support student achievement and mastery of core standards. Instructors are required to document how they support diverse learners in their lesson plans. CMTHS is planning ongoing inservice activities to support integration of instructional strategies through technology for the 2020 through 2023 terms. The focus of the activities are to provide instructors with technology skills necessary to integrate and support technology integration of instructional strategies.

Recruitment

(Comprehensive CTC only)

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

CMTHS is a part time CTC and does not offer academic courses.

Describe the process the CTC implements to recruit and assign the most effective and qualified teachers based on their industry experience.

Per PDE guidelines, CMTHS recruits instructors with at least three years of relevant work experience. Potential instructors must pass a screening interview before a panel of peers (arranged by Temple University) or pass a NOCTI (National Occupational Competency Testing Institute) industry test.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 23/24	SY 24/25	SY 25/26
Total Courses			
English			
Mathematics			
Social Studies			

Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

(Comprehensive CTC who graduate students only)

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Not Applicable. Our LEA does not offer High School courses.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone

Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Methods and Measures

Summative Assessments

- NOCTI (National Occupational Competency Testing Institute) tests are used for both formative and summative assessment in the senior or final year of every CMTHS CTE program.
- Performance rubrics that outline the required mastery steps of PDE (Pennsylvania Department of Education) POS (Program of Study) tasks are required part of lesson planning for all CMTHS instructors.
- Industry assessments and certifications are used by CMTHS instructors to assess workforce readiness.

Benchmark Assessments

- CMTHS instructors use industry assessments whenever possible to establish employability skills and abilities.

Formative Assessments

- CMTHS instructors use NOCTI assessments, industry certification tests and instructor defined rubrics to provide feedback to students (formative assessment).

Diagnostic Assessments

- All CMTHS students are tested for reading comprehension levels in addition to mathematical abilities with regards to basic skills required in each of the CMTHS CTE programs.
- Some CMTHS program instructors have developed an initial course assessment test to secure a baseline knowledge score so that they may effectively evaluate the student's growth in the course.
- CMTHS will continue to develop baseline knowledge and skill assessments in order to evaluate student growth.
- NOCTI may be used as an initial assessment but the cost of the test has prohibited the use of the test as a diagnostic tool for entry level students.

Validation of Implemented Assessments

(Comprehensive CTC only)

Checked answers

- External Review

Unchecked answers

- Intermediate Unit Review
- LEA Administration Review
- Career Cluster Chair Review
- Professional Learning Community Review
- Instructional Coach Review
- Teacher Peer Review

Provide brief explanation of your process for reviewing assessments.

External Review of NOCTI assessments is conducted by industry experts and a panel of instructors with relevant industry experience. PDE evaluates and updates program specific task/competency lists every three years at which time NOCTI updates the program specific assessment.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

External Review of NOCTI assessments is conducted by industry experts and a panel of instructors with relevant industry experience. PDE evaluates and updates program specific task/competency lists every three years at which time NOCTI updates the program specific assessment.

CMTHS Occupational Advisory Committee (OAC) members review and approve (annually) individual program specific task/competency lists and curriculum plans.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

NOCTI Pre and Post Assessment Data is analyzed by both Administration and Instructional Staff at scheduled in-service sessions. NOCTI duties and tasks are analyzed for the preceding 3-5 year time frame, specifically for consistently low scoring duty/tasks. Instructors provide remediation and invention for students with for low scoring duty/tasks identifying new instructional strategies to increase student achievement. Students are also directed through a self-evaluation of their NOCTI scores with the purpose of helping the student identify goals for improving achievement and performance.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

CMTHS sending schools identify students that are not achieving that are not proficient on Keystone tests. A reading and math support instructor provides additional instructional and support to those students who are not profiicent using sending school technologies. CMTHS identifies students that are not proficient on program specific NOCTI assessments. Instructors will write SLO (Student Learning Objectives) to increase student achievement in historically low scoring task / competencies.

Assessment Data Uses

(Comprehensive CTC only)

Checked answers

- Instructional practices modified or adapted to increase student mastery.

Unchecked answers

- Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.
- Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.
- Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.

Provide brief explanation of the process for incorporating selected strategies.

Instructors are inserviced to provide sufficient time to analyze NOCTI scores and write SLOs (Student Learning Objectives) with the objective of stimulating student growth and mastery of critical program competencies and skills.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

CMTHS is a part time CTC. Sending schools are responsible for teaching core academic courses. CMTHS will assist with remediation and intervention once a student is identified by the sending school as below proficient on a Keystone exams.

Distribution of Summative Assessment Results

Checked answers

- Course Planning Guides
- Directing Public to the PDE & other Test-related Websites

- Individual Meetings
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and School Board
- Press Releases
- School Calendar
- Student Handbook
- CMTHS instructors are developing curriculum websites to support instruction and 24x7x365 access.
- CMTHS uses NOCTI (National Occupational Competency Testing Institute) assessments to assess student achievement in career technical education (CTE) programs.

Unchecked answers

- Local Media Reports
- Mass Phone Calls/Emails/Letters
- Newsletters

Provide brief explanation of the process for incorporating selected strategies.

Various assessment scores and results are disseminated to the public through, Occupational Advisory Committee (OAC), Local Advisory Committees (LAC) and Joint Operating Committee (JOC) meetings; and back to sending school districts.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Because we are a small part time career technical center (CTC), dissemination of assessment data are made available to those entities with authority to view such data. Overall scores and results are reported to the public rather than individual student score in effort to support confidentiality of student data. The www.cmths.org website is used to communicate with the public.

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- School-wide Positive Behavioral Programs
- Conflict Resolution or Dispute Management
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Placement of School Resource Officers
- Student Assistance Program Teams and Training
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

Unchecked answers

None.

Explanation of strategies not selected and how the LEA plans to address their incorporation:

CMTHS is a part time Career Technical Center (CTC) that works with the sending school with coordination of services such as Student Assistance Program (SAP), and Student Codes of Conduct.

Screening, Evaluating and Programming for Gifted Students

(Comprehensive CTC only)

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

CMTHS is a part-time Career Technical Center (CTC) and relies on sending school to identify gifted children. CMTHS will use differentiated instruction strategies to provide curriculum and instruction that challenges gifted students. CMTHS has established a lesson planning goal of defining instructional strategies that provide learning opportunities for intellectually disabled to average to gifted students.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

This narrative is empty.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

This narrative is empty.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

This narrative is empty.

Developmental Services

Checked answers

- Academic Counseling
- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Health and Wellness Curriculum
- Health Screenings
- Individual Student Planning
- Nutrition
- Orientation/Transition
- RTII/MTSS
- Wellness/Health Appraisal
- Coordination of Services with Sending School
- Cooperative Education and Internship Placements with local business and industry

Unchecked answers

None.

Explanation of developmental services:

CMTHS is a part time Career Technical Center (CTC) and supports the delivery of services through sending school programs.

Diagnostic, Intervention and Referral Services

Checked answers

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Casework
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems

- Placement into Appropriate Programs
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Special Education Evaluation
- Coordination of Services with Sending School

Unchecked answers

- Student Assistance Program

Explanation of diagnostic, intervention and referral services:

CMTHS is a part time Career Technical Center (CTC) and supports the delivery of services through sending school programs.

Consultation and Coordination Services

Checked answers

- Alternative Education
- Case and Care Management
- Community Liaison
- Community Services Coordination (Internal or External)
- Coordinate Plans
- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Managing Chronic Health Problems
- Managing IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- System Support
- Truancy Coordination
- Coordination of Services with Sending School
- Cooperative Education and Internship Placements with local business and industry

Unchecked answers

None.

Explanation of consultation and coordination services:

CMTHS is a part time Career Technical Center (CTC) and supports the delivery of services through sending school programs.

Communication of Educational Opportunities

Checked answers

- Course Planning Guides

- Directing Public to the PDE & Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and Board of Directors
- Mass Phone Calls/Emails/Letters
- Press Releases
- School Calendar
- Student Handbook
- Coordination of Services with Sending School
- Social Media including instagram & Facebook

Unchecked answers

- Newsletters

Communication of Student Health Needs

(Comprehensive CTC only)

Checked answers

- Individual Meetings
- Coordination of Services with Sending School
- CMTHS requires parents / guardians to complete a Health Information Card so that the CMTHS Nurse is aware of student health issues and concerns.
- The CMTHS nurse works with sending school health staff to support the health needs of all CMTHS students.
- The CMTHS nurse schedules individual meetings with parents / guardians and home schools to properly assist with the health needs of children.

Unchecked answers

- Individual Screening Results
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and Board of Directors
- Newsletters
- School Calendar

- Student Handbook

Frequency of Communication

Frequency of communication: **Quarterly**

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The Special Education Coordinator (Career Tech Ed Rep) supports the instructor when working with identified special education students. Every instructor is made aware of students requiring services in their classrooms.

The teacher receives a copy of the student's program modifications and specially designed instruction from the coordinator prior to the student's enrollment. This procedure is important to the student's success beginning with their first day of attending Central Montco Technical High School.

Additionally, the Special Education Coordinator works with each instructor to implement these modifications. We provide alternate testing. Students receive tutoring as needed, counseling and guidance with their program.

The Special Education Coordinator will often meet with teachers to discuss strategies, and modify curriculum to meet the needs of the students enrolled in their programs. Teachers receive updates on laws governing students with disabilities. They are given on-going information as it applies to their particular student when a change takes place or a life event affects their student.

Teachers receive assistance with adaptive grading. They also are supported in behavior intervention regarding discipline with their students who are demonstrating difficulty following the rules.

The Special Education Coordinator assists all instructors in providing feedback to parents, sending school personnel, collaborating with partners in planning appropriate transitions, identifying resources, networks, organizations and services for learners with disabilities. Every program instructor participates in the IEP Process. Initially instructors review the task (competency) list for the student and make a recommendation about which tasks he/she believes the student will be able to complete based on IEP recommendations and personal observations. The Special Education Coordinator attends IEP Meetings with the task list and instructor recommendations. Instructors provide updates to the Special Education Coordinator throughout the year. Questions are answered and programming needs are addressed as a team at the IEP meeting.

Sometimes instructors will attend IEP meetings. They also attend parent meetings held at CMTHS and discipline meetings. Teachers are provided with an electronic copy and have access

to the IEP through the Special Education Office. The IEP is monitored with the collaboration of teacher and Special Education Coordinator to promote success with these students.

Community Coordination

Describe how you accomplish coordination with community operated before or after school programs and services for all grade levels through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Beginning in the summer of 2019, the YMCA will begin a pre-school, before and after school programs, and summer camps for pre-school age children. The Central Montco school counselors refer high school students to utilize the programs and services of Montgomery County.

Materials and Resources

Description of Materials and Resources

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Professional Development activities are structured around Educator Effectiveness domains which have been identified as weak areas of professional practice. Professional development activities ensure a supply of high quality instructional materials and resources. To that extent educators are also working on creating curriculum websites to provide the same instructional materials and resources to students. Teachers are continually developing differentiated instructional materials to address CMTHS high special population, diversity and literacy. The ELL and Hispanic student population at CMTHS has doubled; therefore, we have hired a bi-lingual instructional assistant and we have collaborated with the sending school districts for ELL instructional professional development and support.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

None

SAS Incorporation

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Full Implementation
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

CMTHS is a part time Career Technical Center (CTC) and is not responsible for teaching core academic subjects. It should be noted that core subjects may be referenced in Career Technical Education (CTE) programs and connections to Mathematics, Science and Literacy are made whenever appropriate.

Professional Education

Characteristics

Ctc Avts's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.				X
Empowers educators to work effectively with parents and community partners.				X

Ctc Avts's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				X
Provides leaders with the ability to access and use appropriate data to inform decision making.				X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				X
Instructs the leader in managing resources for effective results.				X

Provide brief explanation of your process for ensuring these selected characteristics.

Professional Development activities through in-service hours are established to directly address these points. CMTHS employs the Montgomery County Intermediate Unit (MCIU) to assist with some of the professional development training and activities.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies are selected. CMTHS administration will continue to analyze educator effectiveness domain data to address deficiencies and establish in-service activities to specifically

address these points. CMTHS employs the Montgomery County Intermediate Unit (MCIU) to assist with some of the professional development training and activities.

Professional Development

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
10/9/2018 3 hrs of online training during inservice
11/5/2018 Online training module provided for staff that missed 10/9/2018 session
The LEA plans to conduct the required training on approximately:
6/12/2019 Online training module provided for new staff
8/28/2019 Online training module provided for new staff

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
11/4/2014 Suicide Awareness / Mandated Report Training - Family Alliance
6/12/2017 CMTHS will evaluate GCN (Global Compliance Network) Online training to manage a myriad of different training requirements.
The LEA plans to conduct the training on approximately:
8/29/2019 Suicide Awareness Training
11/5/2019 Suicide Awareness Training that missed 8/29/2019

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
11/4/2014 Mandated Reporter / Suicide Prevention / Child Exploitation Awareness
6/12/2017 CMTHS will evaluate GCN (Global Compliance Network) Online training to manage a myriad of different training requirements.
The LEA plans to conduct the training on approximately:
8/29/2019 Child Exploitation Awareness Education program
11/5/2019 Child Exploitation Awareness Education training that missed 8/29/2019

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

CMTHS is developing a web-based "Instruction Guide Book", that sets goals and objectives for the overall education of the students and provides a forum for professional development and collaboration.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies selected.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will understand the new Educator Effectiveness program and be able to cite evidence for each of the four domains.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

New staff members are provided with access to the online induction plan which outlines the organizations policies and procedures. New staff meet weekly with the Assistant Director and/or Director to cover the materials in the induction plan. The Assistant Director and teacher leader are currently establishing an online "teacher handbook" to address the policies and procedures of the organization.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies are selected.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- New teacher PLCs and an web-based instructional induction guide are utilized for CMTHS staff new to the teaching profession. Completion of the on-line inductee portfolio.

Unchecked answers

- Student PSSA data.

Provide brief explanation of your process for ensuring these selected characteristics.

Administration effectively implements professional development sessions for the purpose of improving literacy and addressing diversity at CMTHS. Training sessions are selected and scheduled to address specific needs of the organization. The goal is to provide at least 40 hours of professional development each school year with new teachers receiving an additional 40 hours of training and development via the new teacher PLC workshops.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

All strategies are selected.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.
- Mentors can apply for a paid mentor position (2 available).

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Teachers can apply for the teacher leaders/mentor position (2 positions) to mentor the new teachers. Assistant Director and Director supervises new inductees and meet once per week with inductees and monthly with their mentors to set goals and monitor progress.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

All Selected.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X				X	
Assessments	X			X	X	
Best Instructional Practices	X					
Safe and Supportive Schools	X	X				X
Standards	X	X				
Curriculum	X	X				
Instruction	X	X				
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X			X	
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

Professional development is scheduled for in-service days throughout the year with the bulk of training conducted during August inservice, and Nov election day inservice. Planned professional development sessions are conducted weekly from 2:30-3:00.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Feedback is collected through online surveys for both mentors, mentees and administrative staff participating in the program. Strengths and needs are assessed throughout program.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Assurances

Safe and Supportive Schools

No policies or procedures have been identified.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

The Steering Committee divided into groups and documented the following accomplishments:

- Experiential Career Experiences for 4th, 7th, and 9th grade students.
- Increased enrollment
- Services for community – silk screening, salon, restaurant, childcare, disaster/emergency co-location center for community and Red Cross (model for other schools)
- Student success in SkillsUSA/HOSA
- Constant improvement in NOCTI
- Relationships with business and industry – solid OAC committees, volunteers for NOCTI, skills and intern and co-op opportunities
- Focused Professional Development
- CMTHS is 100% compliant with state Programs of Study
- Technology – Updated SMART technology, new laptop carts, new multi-media technology in the hallways and entrance ways, updated technology in board room and culinary amphitheatre room
- Successful Distinguished Alumni Program
- Scholarship opportunities for students
- Improved program curriculum and equipment (new greenhouse for Landscaping, additional teacher in Culinary and Health Care Sciences)
- Keystone support opportunities
- Good relationships with sending schools

CTC Concerns

Concern #1:

Work-based study programs - Need more students participating in cooperative education, internship and job shadowing opportunities.

Concern #2:

Meeting the Future PA Ready Index career indicators for all students.

Concern #3:

School Counseling services for all students including career & college readiness, personal/social, and academic.

Concern #4:

Student Information System and Grading System aligned with sending schools and update to meet CTE needs.

Concern #5:

Transportation time loss from sending school to Career Technical Center (CTC)

Concern #6:

CTE students pulled out of Career Technical Center (CTC) due to Keystone graduation requirements

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #6*) Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Aligned Concerns:

Work-based study programs - Need more students participating in cooperative education, internship and job shadowing opportunities.

Meeting the Future PA Ready Index career indicators for all students.

School Counseling services for all students including career & college readiness, personal/social, and academic.

Transportation time loss from sending school to Career Technical Center (CTC)

CTE students pulled out of Career Technical Center (CTC) due to Keystone graduation requirements

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Indicators of Effectiveness:

Type: Interim

Data Source: Work Based Studies Placement data

Specific Targets: Work Based Studies Placements are increasing

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data.

(Source: <http://ies.ed.gov/ncee/wwc/>)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Increase participation in work-based study assignments.

Description:

Introduction

Work-based study programs such as cooperative education, internships, and job shadowing can play an important part in this effort because of their critical role in helping students transition from school to employment.

Including Underrepresentative Students in Work-Based Study Programs

The transition from high school to employment is particularly difficult for underrepresented students, specifically for Black and Hispanic students who are at risk for dropping out of school (Kemple & Snipes, 2000). This also includes financial disadvantages which hinder the students' abilities to provide their own transportation and/or acquire a driver's license. Work based studies programs are in a unique position to provide opportunities for students to gain job skills, test their skills in an employment situation, and make important employer contacts. Career Academies substantially improve the labor market prospects of young men, a group that has experienced a severe decline in real earning in recent years (Kemple & Snipes, 2000). Career and technical education programs are similar to career academies in that students specialize in career-related programs, and then acquire work experience through cooperative education and internships with local employers.

All career and technical education students should have the opportunity to acquire work experience through partnerships with local employers in the form of cooperative education, internships, and job shadowing. Career Academies had no significant impacts positive or negative on the labor market outcomes for young women (Kemple & Snipes, 2000).

Preparing Students

Narrow down the students' interests and skills from a pre-assessment such as the ASVAB and/or research-based career assessments. This will give students several careers that meet their aptitude and skills to better prepare them for the best fit work-based studies program.

Employers

Employers should have regular industry partner meetings with career professionals to explore cooperative education, internship, and job shadowing opportunities. Employers should be encouraged to employ students all students in appropriate work assignments.

Work Based Studies Education Staff

Administrators, employer liaisons, counselors and other work-based study education staff should be informed of appropriate work experiences. The cooperative education coordinator will take the lead on a schoolwide

internship/jobshadowing initiative for all students each year they are enrolled in a career and technical education program.

- Prepare students on ways to find an appropriate work-based study assignment.
- Prepare students how to act, dress, and what the expectations should be on a work-based study assignment.
- Create a web-based work-based industry resource for students to research participating businesses.
- Create and make available the appropriate paperwork and protocol for each work-based study assignment.
- Meet with program teachers on a regular basis to assist student in setting up work-based study assignments.
- Manage transportation concerns by researching various avenues: van, public transportation, parents, Uber/Lift etc. and the costs.

Conclusion

Work based study programs at career technical education high schools are in a unique position to help all students including underrepresented groups make successful transitions into the work force. In the spirit of the Americans with Disabilities Act, cooperative education administrators should ensure that students with disabilities are welcomed into their programs, have equal access to work based study experiences, and obtain reasonable accommodations at work sites.

Kemple, J. J., & Snipes, J. C. (2000). New York: MDRC. Retrieved from: <https://eric.ed.gov/?id=ED441075>

Start Date: 8/28/2020 **End Date:** 6/24/2022

Program Area(s): Special Education, Student Services, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Increase career guidance and academic counseling in planning to individual student's occupational and academic future.

Description:

All students in career and technical education will receive information related to career options, financial aid and postsecondary options. The challenges

include: the sending schools general lack of knowledge in regards to opportunities available to students, therefore, not all students are being placed in programs based on career goals, and lack of career focused task being taught within individual programs.

The educator will demonstrate his/her developing ability to:

1. Apply career-centered knowledge to actively involve students in their CTE program selection.

Specific objectives:

- Prepare CMTS current students to give presentations to school counselors, teachers, and potential students to discuss their experiences.
- Meet with all current and new guidance staff of the sending schools monthly to set expectations and goals of each CTE program.

2. Plan and deliver learner-centered instruction on career focus.

Specific objectives:

- Senior Seminar instructor and/or additional staff to assist students in implementing a LinkedIn account for each students to provide a network of career exploration opportunities.
- Participate in professional development to staff to initiate career focus tasks within individual programs.
- School counselors will provide direct links with students and individual career and post-secondary goals.

3. Work collaboratively for continuous professional growth.

- Demonstrate skills of self-appraisal and reflection.
- Function effectively as a member of a collaborative instructional team.
- Identify and analyzed various team approaches to provide effective instruction to learners.
- Evidence will be collected as a part of the Educator Effectiveness domain evidence to support the completion of these objectives.

Start Date: 8/24/2020 **End Date:** 6/25/2021

Program Area(s): Teacher Induction, Special Education, Educational Technology

Supported Strategies: None selected

CTC Level Affirmations

We affirm that this CTC Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members to meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Executive Director