



Career Technical Center (CTC)

Comprehensive Plan

07/01/2016 - 06/30/2019

CTC Profile

Demographics

821 Plymouth Road
Plymouth Meeting, PA 19462
(610)277-2301

AYP Status: None
Executive Director: R Walter Slauch

Planning Process

A Steering Committee for the Comprehensive Plan process was formed in April 2015. The Steering Committee consisted of the required representatives within the CMTHS community. Each member of the committee had viewership rights to all aspects of the Comprehensive Plan. Through the steering committee, additional comprehensive planning committee members were identified and representatives from all stakeholders were included.

The steering committee met monthly on the fourth Thursday of every month beginning in April 2015. During these meetings a draft of the strategic plan was designed. As the plan was drafted, it was displayed for public viewing on the school's website and made available for teachers and stakeholders in public areas of the building.

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.
- Designing strategies and action plans to achieve the goals recommended.

In October of 2015, the Joint Operating Committee, which serves as the official school board will approve the final draft of the Comprehensive Plan. In that same month the final draft will be available via the school's website for public view. Copies of the final draft will be sent to each sending school for review and public comment, and additional copies will be made available in the main office of CMTHS for public viewing as well.

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. Over 50% of

CMTHS student are economically disadvantaged and students with a special population status makeup over 40% of the enrollment.

Enrollment By Ethnicity

American Indian/Alaskan Native (not Hispanic)	0.71
Asian (not Hispanic)	1.25
Black or African American (not Hispanic)	31.19
Hispanic (any race)	18.18
Multi-Racial (not Hispanic)	1.25
White (not Hispanic)	47.42
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 28% and 17% (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 to offer programs and services such as the York Empowerment Program (YEP) 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) meeting 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 79.0% White non-Hispanic, 8.7% Black or African American, 0.1% Native American or Alaskan Native, 6.4% 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 4.3% 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
Kathy Bello	Community Representative : Professional Education
Bernadette Billetta	Business Representative : Professional Education
Steven Bross	High School Teacher - Regular Education : Professional Education
Mary Beth Byers	Community Representative : Professional Education
Thomas Davis	Community Representative : Professional Education
Joseph DiMino	Business Representative : Professional Education
John Everett	High School Teacher - Regular Education : Professional Education
Carol Hoy	Parent : Professional Education
David James	Ed Specialist - Instructional Technology : Professional Education
Angela Kern	Administrator : Professional Education
Vince Krout	Business Representative : Professional Education
Frank Lepore	Business Representative : Professional Education
Troy Madden	High School Teacher - Regular Education : Professional Education
Maranda Kapish	Ed Specialist - School Counselor : Professional Education
Sandy McCarraher	Business Representative : Professional Education
Fred McCarthy	High School Teacher - Regular Education : Professional Education
Shawn Murray	Community Representative : Professional Education
Gretchen Pendleton	Business Representative : Professional Education
Connie Price	High School Teacher - Regular Education : Professional Education
Jim Sayre Jr	Business Representative : Professional Education

Cindy Serratore	Business Representative : Professional Education
Walter Slauch	Administrator : Professional Education
Matt Tornetta	High School Teacher - Regular Education : Professional Education
William Weber	Parent : Professional Education
Melanie Wheeler	High School Teacher - Regular Education : Professional Education
James Williams	Business Representative : 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":

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

Adaptations

- 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

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 student's Career Technical Education (CTE) competency (task/skill) list will include coverage and assessment of all of the CEW competencies. The CMTHS guidance counselor provides instruction in CEW college preparedness standards through mini presentations and workshops. 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 in www.guides4learning.com. 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 achieved by all students are identified for each subject area.	Developin
Content, including materials and activities and estimated instructional time devoted to achieving the academic standards are identified.	Developin
The relationship between the objectives of a planned course, instructional interdisciplinary studies and academic standards are identified.	Developin
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developin

Processes used to ensure Accomplishment:

CMTHS is using www.guides4learning.com for lesson planning and standard alignment. 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 in service time reviewing Individual Education Plans (IEP) and documenting instructional strategies in both www.guides4learning.com and Classmate (Special Populations Module). 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. CMTHS plans professional development activities to support *Diverse Learners* including *Differentiated Instruction* and UDL (*Universal Design for Learning*)

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

Regular Lesson Plan Review

- Administrators
- Instructional Coaches

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

CMTHS Educator Effectiveness Program

Step #1 Self Evaluation (Oct – Nov)

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 on [//teacherdrive/ProfessionalDevelopment/Self-Evaluation](http://teacherdrive/ProfessionalDevelopment/Self-Evaluation)

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 (Dec – Feb)

March

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 learning guide in the guides4learning.com system. 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) (Feb – Mar)

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 Preparing for the Post-Conference (Feb, Mar, Apr) **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 #5 Post-Observation Collaborative Assessment (March & April) **Focused 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 #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.

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

- Peer evaluation/coaching -
- Instructional Coaching

The CMTHS professional staff and association have resisted efforts to establish peer evaluation and coaching programs. Administration and professional development committee will review and evaluate instructional coaching and peer evaluation programs at other schools in an effort to implement peer evaluation and coaching. Instructional coaching is offered to professional staff through a series of seminars at the Montgomery County Intermediate Unit (MCIU) and is planned for implementation in 2016-2017.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of classrooms
Flexible instructional time or other schedule-related practices used to meet student needs.	Implemented in 50% or more of classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of classrooms
A variety of practices that may include structured grouping, scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of 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 the www.guides4learning.com system. CMTHS is planning ongoing inservice activities to support integration of instructional strategies through technology for the 2015 through 2019 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 16/17	SY 17/18	SY 18/19
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Science Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

(Comprehensive CTC who graduate students only)

Standards	V	T	N	D	P	O
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/S						

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:

- 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.

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)

- External 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 timeframe, 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 proficient using sending school technology such as Study Island.

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)

- Instructional practices modified or adapted to increase student mastery.

Provide brief explanation of the process for incorporating selected strategies.

Instructors are in serviced 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

- 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.

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

- 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

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.

Identifying and Programming for Gifted Students

(Comprehensive CTC only)

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

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.

Developmental Services

- 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

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

- 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
- Student Assistance Program
- Coordination of Services with Sending School
- YEP - Youth Empowerment Program Coordinator for Montgomery County is located in CMTHS guidance suite

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

- 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

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

- 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

Communication of Student Health Needs

(Comprehensive CTC only)

- 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.

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 shops. 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 & 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

Central Montco participates in the Youth Empowerment Program (YEP) through the support and placement of a Montgomery County funded YEP counselor in the CMTHS guidance suite. CMTHS staff use a paper based form and process to refer students into this program. The YEP counselor helps CMTHS staff fully 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	Develop
A robust supply of high quality aligned instructional materials and resources a	Develop
Accessibility for students and teachers is effective and efficient	Develop
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Develop

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.

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 di classrooms
Career Education and Work	Full Implementation
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in 50% or more of di classrooms
PA Core Standards: Literacy in History/Social Studies, Scier Technical Subjects	Implemented in 50% or more of di classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of di 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 d 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

Which of the following describes your professional education program for classroom teachers, school counselors and education specialists? (Check all that apply)

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.
- 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.
- Empowers educators to work effectively with parents and community partners.

Which of the following describes your professional education program for administrators and other educators seeking leadership roles? (Check all that apply)

- 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.
- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

Professional Development activities through in-service hours (minimum 44 hrs per year) are established to directly address these points. CMTHS employs the Montgomery County Intermediate Unit (MCIU) to assist with 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 professional development training and activities.

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:
11/4/2014 3 hrs of training conducted by the Family Alliance
3/9/2015 Online training module provided for staff that missed 11/4/14 session
6/15/2015 Online training module provided for new staff.
The LEA plans to conduct the required training on approximately:
11/3/2015 Online training module provided for new staff
8/25/2015 Bridges Out of Poverty training by the Pottstown Alliance
6/12/2017 CMTHS will evaluate GCN (Global Compliance Network) Online training to manage a of different training requirements.

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
3/20/2013 Strategies for dealing with Children
6/12/2017 CMTHS will evaluate GCN (Global Compliance Network) Online training to manage a of different training requirements.
The LEA plans to conduct the training on approximately:
11/3/2015 Minding your Mind (suicide awareness / training)
8/25/2015 Bridges Out of Poverty
6/12/2017 CMTHS will evaluate GCN (Global Compliance Network) Online training to manage a of different training requirements.

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 of different training requirements.
The LEA plans to conduct the training on approximately:
11/3/2015 Mindfulness Training session
8/25/2015 Bridges Out of Poverty
6/12/2017 CMTHS will evaluate GCN (Global Compliance Network) Online training to manage a of different training requirements.

Strategies Ensuring Fidelity

- 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.

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

CMTHS is developing a web-based "Instruction Guide Book", which 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

- 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.

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

New staff members are provided with a Employee Induction manual which outlines the organizations policies and procedures. New staff meet biweekly with the Assistant Director to cover the material in this manual. The Assistant Director and administrative intern are currently working on establishing an online "teacher handbook" to address the policies and procedures of the organization. All new teachers without vocational certifications are required to participate in the New Teacher series of courses offered at the Montgomery County Intermediate Unit (MCIU).

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

All strategies are selected.

Needs of Inductees

- 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.
- Student PSSA data.
- 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).
- MCIU New Teacher seminars are utilized for CMTHS staff new to the teaching profession.

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

Administration works closely with the Montgomery County IU training manager to effectively implement 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 Montgomery County Intermediate Unit (MCIU) new teacher workshops.

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

All strategies are selected.

Mentor Characteristics

- 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 attend training with inductees

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

Mentors are selected from the same CTC career clusters to ensure that background and experiences are similar. Mentors must attend training with inductees. Assistant Director supervises new inductees and meets twice per month with inductees and 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. Professional development sessions are conducted on the 3rd Wednesday of each month for one hour after school. Twice monthly professional development sessions are held on Thursdays from 10:30 - 11 AM. CMTHS partners with the Montgomery County IU to offer new teacher training.

Monitoring Evaluating and 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)

- 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.

Assurances

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

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

- Parent Portal (attendance, grades, discipline)
- 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
- Staff – highly educated – Masters – 15 teachers; Bachelor’s – 5 teachers; Vocational Certification – 3 teachers and Associate’s Degree – 1 teacher
- Focused Professional Development
- CMTHS is 100% compliant with state Programs of Study
- Technology – support multiple platforms. Laptop carts, new computer lab and smartboards in every classroom.
- Successful Distinguished Alumni Program
- Scholarship opportunities for student
- High quality programs in spite of financial uncertainty
- Keystone support opportunities
- Good relationship with home schools
- High quality programs in spite of high percentage of special needs students

CTC Concerns

Concern #1:

High number of special population students enrolled in career technical high schools

Concern #2:

Number of educators nearing retirement age

Concern #3:

Access to PVAAS data for part-time career technical centers (CTC)

Concern #4:

Educational funding formulas and budgeting process

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

Concern #7:

Cooperative Education - Background checks

Concern #8:

Technology Integration and time / training to implement

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:

- High number of special population students enrolled in career technical high schools
- Number of educators nearing retirement age
- Access to PVAAS data for part-time career technical centers (CTC)
- 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
- Cooperative Education - Background checks
- Technology Integration and time / training to implement

Systemic Challenge #2 (*Guiding Question #12*) Establish a system within the school that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Aligned Concerns:

- High number of special population students enrolled in career technical high schools
- Number of educators nearing retirement age
- Technology Integration and time / training to implement

Systemic Challenge #3 (*Guiding Question #14*) Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

- High number of special population students enrolled in career technical high schools
- Number of educators nearing retirement age

- Educational funding formulas and budgeting process
- Technology Integration and time / training to implement

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.

Related Challenges:

- Establish a system within the school that fully ensures teachers and administrators receive timely, effective support and intervention as needed.
- Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Cooperative Education Placements data

Specific Targets: Cooperative Education Placements are increasing

Strategies:

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

Description: 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/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Increase participation in Cooperative Education assignments

Description:**Introduction**

Individuals with disabilities face a variety of barriers to education, employment, and other life experiences. Gradual changes in society's attitudes, advancements in medical fields, and passage of civil rights legislation have served to reduce some of these barriers, particularly in the area of education. Further efforts are required before individuals with disabilities will obtain equal access to employment in our society. Cooperative education programs can play an important part in this effort because of their critical role in helping students transition from school to employment.

Including Disabled Students in Cooperative Education Programs

The transition from high school to employment is particularly difficult for students with disabilities because of attitudinal barriers and accommodation issues. Cooperative education programs are in a unique position to provide opportunities for students with disabilities to gain job skills, test their skills in an employment situation, and make important employer contacts. Cooperative education placements can also help change the attitudes of employers about the potential of individuals with disabilities. However, few schools make special efforts to include students with disabilities in their cooperative education opportunities. Project DO-IT (Disabilities, Opportunities, Internetworking and Technology) at the University of Washington is an example of a program that is addressing this area. DO-IT recruits high school students with disabilities into science, engineering, mathematics, and technology academic programs and careers. Primarily funded by the National Science Foundation, DO-IT makes extensive use of computers, adaptive technology and the Internet network to help students with disabilities become more independent in their academic and career activities. DO-IT helps them adjust to college academic life, participate in cooperative education experiences, and, eventually, transition to permanent employment. Anecdotal information from DO-IT and other programs support the theory that cooperative education experiences help students with disabilities set and reach career goals.

Some of the issues that must be faced by high school cooperative education programs that wish to increase the participation of students with disabilities include recruiting participants with disabilities, helping them develop job-related skills, assuring that appropriate accommodations are provided on job sites, and providing key staff with training and resources. Three key groups of people are involved - students with disabilities, cooperative education staff, and employers. Efforts to increase the participation of individuals with disabilities may, particularly initially, require additional funding for staff and accommodation requirements. Sources of internal and external funds should be explored.

Students with Disabilities

Students with disabilities need to be aware of the opportunities and benefits of a cooperative education experience and of what accommodations can be provided in a work assignment. Cooperative education staff should work with counselors and disabled student services staff to locate and recruit students with disabilities into cooperative education experiences. Cooperative education staff should work with career services, disabled student services and other school departments to assure that special assistance in developing interview, application, and on-the-job skills is provided.

Employers

Employers should be encouraged to employ students with disabilities in appropriate work assignments. Since job assignments and commitments are relatively short and employers are often unaware of how to accommodate people with disabilities, cooperative education staff, in conjunction with disabled student services, computing, and other appropriate campus units, should assist in providing accommodations on the work site. For example, adaptive computer technologies needed by the student could be loaned to the employer during the cooperative education experience.

Cooperative Education Staff

Administrators, employer liaisons, counselors and other cooperative education staff should be informed of appropriate accommodations for students with a variety of disabilities so that they can relay this information to employers and work with various units to provide the accommodations that students with disabilities require in a job setting. Staff of the disabled student services office, state agencies that work with individuals with disabilities, and other on-and off-campus organizations may be able to help prepare and deliver the training.

Conclusion

Cooperative education programs at career technical education high schools are in a unique position to help 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 cooperative education experiences, and obtain reasonable accommodations at work sites. Research should be conducted to determine the impact of various practices on increasing the participation of individuals with disabilities in cooperative education programs and to determine the correlation between successful cooperative education experiences and future job success. Efforts should be made to disseminate information about successful practices to other campuses.

Start Date: 8/24/2015 **End Date:** 6/13/2016

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

Supported Strategies:

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

Implement instructional strategies for the improvement of language and literacy acquisition within the career technical education (CTE) program.

Description:

CTE classes prepare adolescent students for careers ranging from auto repair and nursing to graphic design and culinary science. But many students are not prepared for the highly demanding technical content in CTE texts. What's more, CTE instructors often have no formal training in building students' literacy and comprehension skills. To address this issue, CMTHS partners with the Montgomery County Intermediate Unit (MCIU) to develop a coaching initiative to strengthen literacy support in CTE classes. Through summer institutes, webinars, videos, and on-site visits, teams from CTE centers learn how to integrate research-based literacy strategies aligned with the Common Core State Standards into their content areas. To promote sustainability, teams share the strategies at their centers, and select participants are recruited as mentor trainers in the program.

Start Date: 1/1/2016 **End Date:** 1/31/2019

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

Supported Strategies:

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

Integrate technology to support Diverse Learners

Description: Focus on implementation of effective pedagogically and sound approaches to effectively integrate technology in today's diverse career technical education classrooms.

The educator will demonstrate his/her developing ability to:

1. Apply learner-centered knowledge to actively involve students in the learning process.

Specific objectives:

- Develop plans to encourage learner involvement and appropriate learner behavior
- Identify and model research-based effective teaching practices in various classroom settings
- Model effective motivational and instructional strategies to engage students

2. Plan and deliver learner-centered instruction

Specific objectives:

- Create a learning climate that promotes involvement, success, equity, and safety
- Design instruction that reflects a variety of learning and teaching styles, including modifications to accommodate learner variability
- Design effective objective-based instruction at different levels of the learning domains, with emphasis on enhancing higher order thinking skills
- Integrate technology into instructional delivery according to instructional objectives

3. Assure equity in excellence for all learners by selecting and implementing procedures and strategies, which contribute to equitable and effective learning.

Specific objectives:

- Identify specific characteristics of exceptional learners and design instruction to meet their needs
- Identify appropriate technological tools/strategies necessary for culturally responsive instructional design.

4. Engage in learner-centered communication

Specific objectives:

- Model effective written, verbal, and non-verbal communication skills with a variety of audiences in a variety of settings to facilitate learning

5. Participate in learner-centered professional development activities and work collaboratively for continuous professional growth.

Specific objectives:

- Demonstrate skills of self-appraisal and reflection
- Function effectively as a member of a collaborative instructional team
- Display appropriate skills and attitudes related to professional development
- 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: 10/12/2015 **End Date:** 6/10/2019

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

Supported Strategies:

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

Goal #2: Establish a system within the school that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Related Challenges:

- Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.

Indicators of Effectiveness:

Type: Interim

Data Source: staff feedback, educator effectiveness domain data

Specific Targets: positive staff climate, positive feedback, Consistent proficiency in educator effectiveness domain data

Strategies:

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

Description: 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/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Update and revise Teacher Induction Program

Description: Establish a new and more effective teacher induction program that specifically addressed diversity and literacy.

Partner with MCIU to offer New Teacher classes on various relevant topics.

Establish online teacher portal with policies and procedures

Update Staff induction manual and schedule.

Start Date: 8/24/2015 **End Date:** 6/13/2016

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

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

Goal #3: Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Establish Organization Wide Budgeting Process

Specific Targets: Staff participation in budget process.

Positive feedback from staff with regards to participation in budget process.

Staff is fully aware of budget guidelines and goals.

Strategies:

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

Description: 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/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Establish a participatory budgeting process involving all staff

Description: CMTHS will create a process by which all staff participates in the budgeting process so that student diversity and literacy are properly addressed.

Start Date: 8/24/2015 **End Date:** 6/13/2016

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Technology Infrastructure Enhancement/Technology Access and Training Increase

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#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.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
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Start	End	Title	Description
8/24/2015	6/13/2019	Increase participation in Cooperative Education assignments	<p><u>Introduction</u></p> <p>Individuals with disabilities face a variety of barriers to education, employment, and other life experiences. Gradual changes in society's attitudes, advancements in medical fields, and passage of civil rights legislation have served to reduce some of these barriers, particularly in the area of education. Further efforts are required before individuals with disabilities will obtain equal access to employment in our society. Cooperative education programs can play an important part in this effort because of their critical role in helping students transition from school to employment.</p> <p><u>Including Disabled Students in Cooperative Education Programs</u></p> <p>The transition from high school to employment is particularly difficult for students with disabilities because of attitudinal barriers and accommodation issues. Cooperative education programs are in a unique position to provide opportunities for students with disabilities to gain job skills, test their skills in an employment situation, and make important employer contacts. Cooperative education placements can also help change the attitudes of employers about the potential of individuals with disabilities. However, few schools make special efforts to include students with disabilities in their cooperative education opportunities. Project DO-IT (Disabilities, Opportunities, Internetworking and Technology) at the University of Washington is an example of a program that is addressing this area. DO-IT recruits high school students with disabilities into science, engineering, mathematics, and technology academic programs and careers. Primarily funded by the National Science Foundation, DO-IT makes extensive use of computers, adaptive technology and the Internet network to help students with disabilities become more independent in their academic and career activities. DO-IT helps them adjust to college academic life, participate in cooperative education experiences, and, eventually, transition to permanent employment. Anecdotal</p>

information from DO-IT and other programs support the theory that cooperative education experiences help students with disabilities set and reach career goals.

Some of the issues that must be faced by high school cooperative education programs that wish to increase the participation of students with disabilities include recruiting participants with disabilities, helping them develop job-related skills, assuring that appropriate accommodations are provided on job sites, and providing key staff with training and resources. Three key groups of people are involved - students with disabilities, cooperative education staff, and employers. Efforts to increase the participation of individuals with disabilities may, particularly initially, require additional funding for staff and accommodation requirements. Sources of internal and external funds should be explored.

Students with Disabilities

Students with disabilities need to be aware of the opportunities and benefits of a cooperative education experience and of what accommodations can be provided in a work assignment. Cooperative education staff should work with counselors and disabled student services staff to locate and recruit students with disabilities into cooperative education experiences. Cooperative education staff should work with career services, disabled student services and other school departments to assure that special assistance in developing interview, application, and on-the-job skills is provided.

Employers

Employers should be encouraged to employ students with disabilities in appropriate work assignments. Since job assignments and commitments are relatively short and employers are often unaware of how to accommodate people with disabilities, cooperative education staff, in conjunction with disabled student services, computing, and other appropriate campus units, should assist in providing accommodations on the work site. For example, adaptive computer technologies needed by the student could be loaned to the employer during the cooperative education experience.

Cooperative Education Staff

Administrators, employer liaisons, counselors and other cooperative education staff should be informed of appropriate accommodations for students with a variety of disabilities so that they can relay this information to employers and work with various units to provide the accommodations that students with disabilities require in a job setting. Staff of the disabled student services office, state agencies that work with individuals with disabilities, and other on-

and off-campus organizations may be able to help prepare and deliver the training.

Conclusion

Cooperative education programs at career technical education high schools are in a unique position to help 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 cooperative education experiences, and obtain reasonable accommodations at work sites. Research should be conducted to determine the impact of various practices on increasing the participation of individuals with disabilities in cooperative education programs and to determine the correlation between successful cooperative education experiences and future job success. Efforts should be made to disseminate information about successful practices to other campuses.

Person Responsible	SH	S	EP	Provider	Type	App.
Amy DeLellis, Angel Kern, Walt Slauch	1.0	4	20	MCIU	IU	Yes

Knowledge

- Cooperative Education laws and rules.
- Process to secure background checks and ensure student safety in the workplace.
- Support Diverse Learners.

Supportive Research

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Houser, R., & Chase, A. (1993). Job satisfaction of people with disabilities placed through a project with industry. Journal of Rehabilitation, 59(1), 45-48.

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Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format

- LEA Whole Group Presentation
 - Series of Workshops
 - Department Focused Presentation
 - Online-Asynchronous
 - Professional Learning Communities
-

	<ul style="list-style-type: none"> • Offsite Conferences 		
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • New Staff • Parents 	Grade Levels	<ul style="list-style-type: none"> • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting 	Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional a • Portfolio

LEA Goals Addressed: #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.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description
1/1/2016	1/31/2019	Implement instructional strategies for the improvement of language and literacy acquisition within the career	CTE classes prepare adolescent students for careers ranging from auto repair and nursing to graphic design and culinary science. But many students are not prepared for the highly demanding technical content in CTE texts. What’s more, CTE instructors often have no

technical education (CTE) program.

formal training in building students' literacy and comprehension skills. To address this issue, CMTHS partners with the Montgomery County Intermediate Unit (MCIU) to develop a coaching initiative to strengthen literacy support in CTE classes. Through summer institutes, webinars, videos, and on-site visits, teams from CTE centers learn how to integrate research-based literacy strategies aligned with the Common Core State Standards into their content areas. To promote sustainability, teams share the strategies at their centers, and select participants are recruited as mentor trainers in the program.

Person Responsible	SH	S	EP	Provider	Type	App.
Angel Kern	1.0	10	25	MCIU	IU	Yes

Knowledge

Language and literacy skills

Rapid Response: Response to Intervention (RtI) Policy

Authors: [Dale Lewis](#), [Erin McCann](#)

Price: Available free online

• Published: 2009 • 15 pages

Supportive Research

Available online: [PDF](#)

In 2007, a state department of education served by the Southeast Comprehensive Center (SECC) requested information regarding state policies on RtI. SECC staff consulted the scholarly literature on education policy in the United States in order to provide a backdrop for discussion of state policies focused on RtI. Staff also reviewed the resources identified in the previous rapid response on this issue and conducted searches of state Web sites for revised or additional information regarding formal RtI policy. Refer to another updated rapid response, [RtI Implementation and Monitoring](#), for state guidelines and guidance documents constituting nonregulatory guidance for school and districts.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
 - Empowers educators to work effectively with parents and community partners.
- For school and district administrators, and other educators seeking leadership roles:
- 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.
 - Provides leaders with the ability to access and use appropriate data to inform decision-making.
 - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 - Instructs the leader in managing resources for effective results.

- Training Format**
- LEA Whole Group Presentation
 - Series of Workshops
 - School Whole Group Presentation
 - Live Webinar
 - Department Focused Presentation
 - Professional Learning Communities
 - Offsite Conferences

-
- Participant Roles**
- Classroom teachers
 - Principals / Asst. Principals
 - Supt / Ast Supts / CEO / Ex Dir
 - School counselors
 - Paraprofessional
 - New Staff
 - Other educational specialists
- Grade Levels**
- High (grades 9-12)

- Follow-up Activities**
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 - Analysis of student work, with
- Evaluation Methods**
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 - Standardized student assessment data other than

- administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion

- the PSSA
- Classroom student assessment data
- Review of participant lesson plans
- www.guides4learning.com; EWalk data

LEA Goals Addressed: #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.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	Enc	Title	Description
10/12/2015	6/10/2019	Integrate technology to support Diverse Learners	<p>Focus on implementation of effective pedagogically and sound approaches to effectively integrate technology in today’s diverse career technical education classrooms.</p> <p>The educator will demonstrate his/her developing ability to:</p> <ol style="list-style-type: none"> 1. Apply learner-centered knowledge to actively involve students in the learning process. <ul style="list-style-type: none"> Specific objectives: <ul style="list-style-type: none"> • Develop plans to encourage learner involvement and appropriate learner behavior • Identify and model research-based effective teaching practices in various classroom settings • Model effective motivational and instructional strategies to engage students 2. Plan and deliver learner-centered instruction <ul style="list-style-type: none"> Specific objectives: <ul style="list-style-type: none"> • Create a learning climate that promotes involvement, success, equity, and safety • Design instruction that reflects a variety of learning and teaching styles, including modifications to accommodate learner variability • Design effective objective-based instruction at different levels of the learning domains, with emphasis on enhancing higher order thinking skills • Integrate technology into instructional delivery according to instructional objectives 3. Assure equity in excellence for all learners by selecting and implementing procedures and strategies, which contribute to equitable and effective learning. <ul style="list-style-type: none"> Specific objectives:

- Identify specific characteristics of exceptional learners and design instruction to meet their needs
 - Identify appropriate technological tools/strategies necessary for culturally responsive instructional design.
4. Engage in learner-centered communication
Specific objectives:
- Model effective written, verbal, and non-verbal communication skills with a variety of audiences in a variety of settings to facilitate learning
5. Participate in learner-centered professional development activities and work collaboratively for continuous professional growth.
Specific objectives:
- Demonstrate skills of self-appraisal and reflection
 - Function effectively as a member of a collaborative instructional team
 - Display appropriate skills and attitudes related to professional development
 - 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.

Person Responsible	SH	S	EP	Provider	Type	App.
Angel Kern	1.0	10	25	MCIU	IU	Yes

- Knowledge**
- Research / performance based activities and readings
 - Best practices and teaching strategies incorporated
 - Pedagogically sound strategies for integrating technology tools and instructional delivery are introduced

Supportive Research

Maloy, R., Verock-O’Loughlin, R., Edwards, S., & Woolf, B. (2014). Transforming learning with new technologies. Boston, MA: Pearson Education, Inc.

Designed to Accomplish

For classroom teachers, school

- Enhances the educator’s content knowledge in the area of the educator’s certification or

counselors and education specialists:

assignment.

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Live Webinar
- Professional Learning Communities
- Offsite Conferences

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- School counselors
- Paraprofessional
- New Staff
- Other educational specialists

Grade Levels

- High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

- involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

- instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

LEA Goals Addressed: #1 Establish a system within the school that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description			Person Responsible	SH	S	EP	Provider	Type	App.
8/24/2015	6/13/2016	Update and revise Teacher Induction Program	<ul style="list-style-type: none"> • Establish a new and more effective teacher induction program that specifically addressed diversity and literacy. • Partner with MCIU to offer New Teacher classes on various relevant topics. • Establish online teacher portal with policies and procedures • Update Staff induction manual and schedule. 			Angel Kern, Fred McCarthy, Walt Slauch	1.0	10	4	MCIU	IU	Yes

Knowledge Develop highly qualified CTE teachers

Supportive Research Educator effectiveness domain training
Evidence collection

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
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- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
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- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format

- Series of Workshops
- Online-Asynchronous
- Professional Learning Communities
- Offsite Conferences

Participant Roles

- Classroom teachers
- Paraprofessional
- New Staff
- Other educational specialists

Grade Levels

- High (grades 9-12)

Follow-up Activities

- Team development and sharing of area lesson implementation outcor involvement of administrator and/or
- Analysis of student work, with adm and/or peers
- Creating lessons to meet varied stu learning styles

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- Joint planning period activities

- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

LEA Goals Addressed: #1 Establish a system within the school that fully ensures the school’s resources effectively address instructional priorities that are aligned with the school’s vision and mission and that fully ensures the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Strategy #2: Technology Infrastructure Enhancement/Technology Access and Training Increase

Start	End	Title	Description				Type	App.
8/24/2015	6/13/2016	Establish a participatory budgeting process involving all staff	CMTHS will create a process by which all staff participates in the budgeting process so that student diversity and literacy are properly addressed.					
		Person Responsible Chuck Braun, Walt Slauch, Matt Tornetta	SH 1.0	S 5	EP 5	Provider MCIU	Type IU	App. Yes

Knowledge Budget process alignment with organization goals

Supportive Research Goal alignment with budget

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
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 - Provides leaders with the ability to access and use appropriate data to inform decision-making.
 - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 - Instructs the leader in managing resources for effective results

- Training Format**
- Department Focused Presentation
 - Professional Learning Communities
 - Offsite Conferences

-
- Participant Roles**
- Classroom teachers
 - Principals / Asst. Principals
 - Supt / Ast Supts / CEO / Ex Dir
 - School counselors
 - Classified Personnel
 - New Staff
 - Other educational specialists
 - Related Service Personnel
 - Parent
- Grade Levels**
- High (grades 9-12)

- Follow-up Activities**
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 - Joint planning period activities
 - Journaling and reflecting
- Evaluation Methods**
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 - Student PSSA data
 - Standardized student assessment data other than the PSSA
 - Classroom student assessment data
 - Participant survey

- Review of participant lesson plans
- Review of written reports summarizing instructional activity

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 in the CTC offices and on the CTC website until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

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