

Reading Muhlenberg CTC

CTC Plan

07/01/2015 - 06/30/2018

CTC Profile

Demographics

2615 Warren Road
Reading, PA 19604
(610)921-7300

AYP Status: Not Provided
Executive Director: Gerald Witmer

Planning Process

A Strategic plan is critical to the success of any organization. The RMCTC community recognizes the importance of a planning process that has at its core the goal of improving the quality of the educational program offered to students.

A comprehensive planning committee was identified in November 2013 in accordance with the guidelines established by the Pennsylvania Department of Education. This committee began to meet in January of 2014. Early on, it was clear that the focus of the committee was to continue efforts in support of academic and technical achievement. In consideration, the new RMCTC comprehensive plan is designed to build upon the goals established in 2007. The five goals supported in the 2007 plan were targeted toward improving the opportunity for high school and adult students to grow in their technical and academic ability. This growth, as noted within the section titled "CTE Accomplishments" is significant, and the committee was proud of the effort undertaken by the staff at RMCTC to facilitate such improvement. In addition, the committee established separate goals to focus on increasing number of students earning industry certifications and to encourage more non-traditional enrollments, which is a focus of the federal Perkins legislation. Finally, after reviewing data relating to attendance, tardiness, and retention, the committee approved goals to improve attendance and establish a Response to Instruction and Intervention (RtII) program. These efforts are student-focused and are designed to establish positive relationships with students in effort to increase achievement.

The collective goals within this plan were established and approved by the committee in June 2014 and are outcomes of the concerns outlined within the section titled "CTC Concerns". During the summer of 2014, the administration met to begin addressing strategies and action plans to address the goals as promoted by the committee. The electronic plan was completed by administration in September 2014. In October 2014, the JSC will approve the final plan for public review, and in November 2014 the JSC will approve the final plan for submission to PDE.

Mission Statement

The Reading Muhlenberg Career & Technology Center, in partnership with our diverse community, sponsoring districts, and business and industry, is committed to providing quality career and technical education, resulting in opportunities for students to gain employment, pursue post-secondary education, and develop an appreciation for lifelong learning.

Vision Statement

To empower Reading Muhlenberg Career & Technology Center students with the technical knowledge and skills to confidently pursue a career.

Shared Values

We believe

- in valuing the diversity of each student
- education leads to opportunity
- quality education starts with quality leadership
- a career and technical education is a critical component of workforce development
- technology is vital to learning and will help students connect with a rapidly changing world
- technology must be embraced by teachers as a tool to help prepare students to meet current and future labor market demands
- in providing all students with a positive educational experience
- students should feel proud of what they have accomplished each day
- students will be provided every opportunity to achieve their highest potential
- the success of a student is enhanced by parents and/or other influential adults through their support and involvement
- students will be provided the opportunity to acquire and cultivate leadership skills
- in providing students with a safe school environment
- in encouraging students to maintain a lifelong affiliation with the school
- change is an ongoing process, not an event, and is fundamental for building quality programs of study

- instruction must accommodate individual student learning styles

Educational Community

OVERVIEW:

Reading Muhlenberg Career & Technology Center (RMCTC) provides outstanding career and technical education programming to secondary high school students living in the Muhlenberg and Reading School districts and adult students. In 2006, RMCTC completed a \$24 million dollar renovation and expansion project, increasing the size of the building by 33%. The facilities remain modern today, and the equipment is state-of-the-art. With this expansion, and a committed faculty and staff, students are now able to enroll in best-in-class, technical education programs. With the opportunity to learn up-to-date technical skills that are in demand in business and industry, our students may choose to attend one of thirty-one (31) programs in a modern facility where they will participate in hands-on learning activities using state-of-the-art tools and equipment. Our high school students spend one-half of their school day at RMCTC preparing for a rewarding career by learning the technical and academic skills which will lead to rewarding careers or entry into post-secondary education.

Many programs are industry accredited or endorsed, and most programs offer students the ability to obtain industry certifications. The staff focuses on opportunities to provide students with work based learning experiences to meet the ever changing demands of business and industry. We continue to establish articulation and dual enrollment agreements with post-secondary schools that facilitate our students' entry into post-secondary schools and provide students with the ability to earn college credits while attending RMCTC.

RMCTC students are eligible to participate in the extra-curricular opportunities provided by their high school and are also encouraged to participate in Career & Technical Student Organizations (CTSOs). Our CTSOs provide experiences and opportunities for students to develop leadership skills and to meet and compete with other career and technical students from across the country.

GOVERNANCE:

The Reading Muhlenberg Career & Technology Center is an educational partnership of the Reading and Muhlenberg School Districts to provide students residing within the geographical boundaries of these two districts with a quality program of career and technical education. The governing body of the School is composed of six (6) board members, three (3) from each school district, with two (2) alternate members, one (1) from each district.

Members are appointed to the Joint School Committee by the elected school directors of the representative school boards. Joint School Committee members serve a three-year term, and alternate

members, a one-year term. The Joint School Committee is responsible for appointing a chairperson, superintendent of record, and solicitor.

SOME FAST FACTS (2013-14):

Founded: 1968 as Reading Muhlenberg Area Vocational Technical School

Rededicated: 2007 as Reading Muhlenberg Career & Technology Center

Delivery Model: Half-day about for students in grades 10, 11 & 12

Secondary Enrollment: approx. 1,150

- Reading Senior High – 82%
- Muhlenberg Senior High – 18%
- Berks Catholic High School

Adult Enrollment (Day time): approximately 50 students

Programs: 31

Educational Partners

- Reading School District - www.readingsd.org
- Muhlenberg School District - www.muhsdk12.org
- Berks Catholic High School - www.berkscatholic.org

Annual Budget: \$8,800,000

OCCUPATIONAL ADVISORY COMMITTEES: Programs that Meet Industry Needs

Our programs are each guided by an occupational advisory committee (OAC) comprised of industry experts who meet at least two times per year. The main purpose of a program's OAC is to strengthen the career and technical education program by making recommendations for program improvement and providing technical assistance to assure the most up-to-date curriculum content, appropriate applications of technology, tools and equipment, and the implementation of new teaching strategies are provided to our students. Advisory Committee members also assist with State and National occupational testing, industry certifications, providing career training through cooperative and clinical job placements, offering students awards and scholarships, and hiring our graduates.

Advisory committees serve in an advisory capacity only. They do not have administrative or governing authority. Nevertheless, their work is important to the effective operation of a career and technical education program. Programs with a close association and function in cooperation with business, industry, labor, employers, employees and the general public are usually more successful than those which do not have such an association.

CAREER & TECHNICAL STUDENT ORGANIZATIONS: Skill Development, Leadership, Community Service, Teamwork:

All students enrolled in Reading Muhlenberg Career & Technology Center have the opportunity to participate in at least one Career & Technical Student Organization (CTSO) while enrolled at the CTC. Students who become members in these co-curricular organizations have the opportunity to participate in team building, leadership, community service and social events.

Students also have the opportunity to attend skill competitions where the skills they have learned are "put to the test" against other competitors. These competitions include testing of knowledge and hands-on skills in a variety of trade and leadership events. Students who are fortunate enough to win their events at a district or state competition are able to compete at the national level and travel to locations such as Louisville, KY, Kansas City, MO, San Diego, CA, Orlando, FL, and Cleveland, OH.

National CTSOs Chartered at RMCTC

Health Occupation Students of America (HOSA)

www.hosa.org

Family, Community and Career Leaders of America (FCCLA)

www.fcclainc.org

SkillsUSA - <http://skillsusa.org>

Home Builders Association (HBA) - <http://www.pabuilders.org/>

National Technical Honor Society (NTHS) - www.nths.org

The FFA - www.ffa.org

WORK BASED LEARNING

Work Based Learning (WBL) is a collaborative effort by the school, parent/guardian, business and industry, for the training of apprentices and student learners.

Through the Capstone program, senior students who meet the entry-level requirements of the trade/technical area, and have demonstrated good work ethics, are recommended for this unique plan of

education, which is designed to integrate classroom learning with supervised work experience. One objective of Capstone Work Based Learning is to place the student in a position which may lead to permanent employment upon graduation.

JOB SHADOWING - All students at RMCTC exhibiting good work ethics may take advantage of the job shadowing program, which enables the student to see the activities of a typical workday for a specific job. After expressing interest in a job related to his/her instructional program and completing an off-site training agreement form, the student may spend the day in the business or industry, learning the duties and requirements of the position.

After the shadowing experience, the student will have a realistic understanding of the job and will be able to make a more informed career choice.

CLINICS and INTERNSHIPS - Several instructional areas at RMCTC utilize clinical training as an integral part of the learning process. Clinical work gives the student the opportunity to use the skill learned in his/her instructional area in a "real life" setting such as a medical care facility. Clinical training for several instructional areas is also accomplished right at RMCTC by providing services to the public. The clinical advantage allows the student "live work" in a supervised setting.

ARTICULATION AGREEMENTS & SOAR: Earning College Credit while at RMCTC:

Students who demonstrate high levels of learning and mastery of skills at RMCTC often decide to pursue further education at a college, university, or technical school. Graduates may get a head start on post-secondary education by taking advantage of articulation agreements.

Articulation agreements are cooperative arrangements between secondary schools, such as RMCTC, and post-secondary schools concerning admission and the granting of college credits to students who are interested in continuing their education. Benefits of articulation agreements may include automatic or priority admission, advanced placement, and/or college credit for mastery of material learned in high school.

Reading Muhlenberg Career & Technology Center continues the process of establishing articulation agreements with a number of post-secondary schools. Presently we have attained articulation agreements with Penn College of Technology, Triangle Tech, Connecticut Culinary Institute, The Restaurant School at Walnut Hill College, Reading Area Community College, The Art Institute of Philadelphia, Baran Institute of Technology, Thaddeus Stevens College of Technology, Welder Training and Testing Institute, McCann's School of Business, Lincoln Technical School and Berks Technical Institute.

SOAR PROGRAM

Students **Occupationally & Academically Ready (SOAR)** is the Bureau of Career and Technical Education (BCTE) career and technical program of study educational plan that coordinates the secondary career and technical programs to the post-secondary certificate, diploma, or degree programs.

The SOAR Programs Transfer Center was developed to allow students, parents, guidance counselors, and school personnel access to a new innovation from AcademyOne, Inc. The SOAR Transfer Center is automatically updated daily by AcademyOne, Inc. with the most current information available in a live viewing environment.

Students who complete an approved program of study at Reading Muhlenberg CTC may be eligible to earn college credits. The approved programs available are listed on the SOAR website. Schools that accept SOAR credits can be found at www.collegetransfer.net.

INDUSTRY CERTIFICATIONS: Portable, Recognized, and Respected Credentials

Students graduating from high school today, in addition to adults who are seeking to jump-start a new career, need more than a high school diploma to be successful in today's competitive job market. The Reading Muhlenberg Career & Technology Center is teaching the skills, knowledge, and attitudes necessary to obtain employment in competitive fields.

Our programs prepare high school and adult students for industry certification opportunities. Students who desire this professional credential must pass an industry-developed, industry evaluated exam during or at the end of program. Earning an industry credential demonstrates the professional skill level the student has achieved and provides industry-recognized proof that the student is prepared for career-related responsibilities or post-secondary education/training.

We will continue to seek and adopt industry-recognized certifications to ensure our students will be prepared and noticed when applying for positions. Many of these certifications are recognized anywhere in the country.

Planning Committee

Name	Role
Teri Baller	Parent : Professional Education
Linda Bell	Community Representative : Professional Education
Bill Delgado	Business Representative : Professional Education
Mary Beth Feeg	Ed Specialist - School Nurse : Professional Education
Beth Ann Haas	Administrator : Professional Education
Donna Henderson	Ed Specialist - School Counselor : Professional Education

Mark Holtzman	Elementary School Teacher - Regular Education : Professional Education
Lisa Hughes	Instructional Coach/Mentor Librarian : Professional Education
Ken Krauss	Business Representative : Professional Education
Michelle Merkel	Parent : Professional Education
Paul Miller	High School Teacher - Regular Education : Professional Education
Kathie Murray	Middle School Teacher - Regular Education : Professional Education
Patricia Nies	Special Education Director/Specialist : Professional Education
Laurel Schaeffer	Administrator : Professional Education
Becky Seltzer	Administrator : Professional Education
Pam Shupp	Community Representative : Professional Education
Steve Simons	Middle School Teacher - Regular Education : Professional Education
Tracy Stettler	Instructional Coach/Mentor Librarian : Professional Education
Amanda Umberger	Elementary School Teacher - Regular Education : Professional Education
Mark Vrabic	High School Teacher - Regular Education : Professional Education
Gerald Witmer	Administrator : Professional Education

Core Foundations

Standards

Mapping and Alignment

Standards	Mapping	Alignment
Arts and Humanities	Non Applicable	Non Applicable
Career Education and Work	Accomplished	Accomplished
Civics and Government	Non Applicable	Non Applicable
PA Core Standards: English Language Arts	Non Applicable	Non Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Applicable	Non Applicable
PA Core Standards: Mathematics	Non Applicable	Non Applicable
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	Non Applicable	Non Applicable

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

RMCTC is a part time career center. Academics are delivered at the sending school districts. The career & work standards have been adopted, mapped and are aligned for all CTE programs at the school.

Adaptations

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished

Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

All students receive a program specific task grid when beginning their CTC program of study. This task grid is used to both guide the instruction and provide feedback and evaluation for student performance and progress throughout the program. Tasks on each of the program task grids are crosswalked to various job titles within the occupational program area. Mastery of a job title, through successful completion of assigned tasks, results in a certificate awarded to the student. Additionally, each task identifies the estimated instructional time typically needed by student to achieve the task. This task grid identifies units of instruction (Duty Areas) along with defined tasks for these units of instruction. Each year, all program task lists are reviewed, modified if necessary, and approved by our program occupational advisory committees to ensure meeting industry needs and alignment with industry-specific credentials and certifications.

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

This narrative is empty.

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.

RMCTC has developed Skill Alignment Charts for each of its programs. These charts are shared with perspective students (including adult learners), parents, and sending school personnel. They are used to review the objectives of our programs and provide insight into program rigor. IEP teams meet prior to enrollment into a program to review the student's present education levels and the Skill Alignment Charts related to their program of interest.

Instruction

Instructional Strategies

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

- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

- Not Reviewed

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

RMCTC regularly conducts formal and informal observations of classroom instruction and documents informal observations in eWalk software. A template for informal classroom observations has been developed and used when conducting informal observations, focusing on seven foundations. These foundations include: (1) teaching everyday to all levels of students, (2) actively engaging the learning style of each student, (3) incorporating literacy activities everyday, (4) incorporating writing everyday, (5) focusing on numeracy everyday, (6) incorporating instructional strategies for special education students, and (7) showing evidence of teacher/student activities in support of SREB's *Six Habits of Success*.

RMCTC also employs two instructional coaches (CTE Integration Specialists), one focused on literacy and communications skill development, the second focused on math/numeracy skill development. Our two coaches work with faculty to strengthen lessons to include literacy and numeracy related to the program curriculum/industry focus. These coaches push into classrooms and model teaching strategies, review and improve lesson planning and delivery, and identify materials that further engage students in numeracy and literacy.

Faculty also have opportunity to observe and provide feedback to their peers. In addition to professional learning communities with a focus on conducting learning walks, during 2013-14, the school launched an initiative where each instructor used the RMCTC eWalk template, observed, and provided feedback with a minimum of two colleagues.

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

RMCTC faculty have developed Learning Guides, not lesson plans, to deliver instructional content and materials. Specifically, RMCTC Learning Guides outline task objectives, purpose, exit outcomes, knowledge and skill activities and objectives, resources, safety considerations, learning activities, evaluation activities, and linkages to the PA academic common core. The use of learning guides enables all instructors to differentiate instruction and allow students to work at their own pace. Learning Guides have been developed for each program and are reviewed and updated annually for each program. Our Learning Guides are in place for each task statement on a program task list, which is aligned with the statewide program of study and industry certifications and credentials. Learning Guides are stored electronically and made available to students in hard copy.

Responsiveness to Student Needs

Instructional Practices	Status
-------------------------	--------

Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

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.

This narrative is empty.

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

This narrative is empty.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			

Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

(Comprehensive CTC who graduate students only)

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

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *No graduation requirement specifics have been identified.*

Methods and Measures

Summative Assessments

- National Occupational Competency Testing Institute (NOCTI)

Benchmark Assessments

- NOCTI Pretest

Formative Assessments

- NOCTI pretest, tests both written and performance, daily work ethic grading, progress reports, marking period reports

Diagnostic Assessments

- Visual, Auditory, Kinesthetic assessments at beginning of program, various literacy strategies

Validation of Implemented Assessments

(Comprehensive CTC only)

No validation methods have been identified for this content area.

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

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.

n/a

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 data is reviewed by administration and faculty several times during the school year, which includes both NOCTI pre-test and end of program assessment data. The school, as a whole, reviews data using a process developed by NOCTI and Mr. Todd Luke, a consultant from MAX Teaching. This process includes review of the data by the duty level, class level, and student level where data is mapped over time to determine strengths and areas of concern. Based on results, administration and instructors develop plans for improvements in instructional delivery and curriculum enhancements. Furthermore, instructors use this data to assist students in planning their own remediations.

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.

n/a

Assessment Data Uses

(Comprehensive CTC only)

No assessment data uses have been identified for this content area.

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

- Course Planning Guides
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and School Board
- Mass Phone Calls/Emails/Letters
- Newsletters
- School Calendar
- Student Handbook
- Annual Occupational Advisory Committee (OAC) members, Local Advisory Committee (LAC) members, Program Syllabi, Marketing & Recruitment Materials, Cooperative Education (Work based Learning) Informational Materials, Certificate & Awards Program

Provide brief explanation of the process for incorporating selected strategies.

The summative assessment for CTE in Pennsylvania is the National Occupational Competency Testing Institute (NOCTI). All school stakeholders including advisory committees, parents, students, prespective students, sending school personnel, and the Joint School Committee (JSC) are informed about the NOCTI both in writting and via meetings. Community members can find information about NOCTI through the school's website (www.rmctc.org), FaceBook page, calendar, bi-annual newsletter, and sending district printed materials/course

catalogs. Information about the NOCTI is communicated regularly and often relative to testing protocols, involvement of subject matter experts who assist with testing, and communicating NOCTI results. Each year, NOCTI information is updated.

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

RMCTC will begin to direct, via our website, interested individuals to visit the PA Department of Education website for information regarding school performance and the NOCTI website for testing information. In lieu of press releases, the school develops, distributes, and posts on its website a bi-annual newsletter which provides information about NOCTI.

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
- 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:

We currently do not have a school resource officer but would like to fill this position when budgetary circumstances allow. Presently the CTE Director of Instructional Outcomes with the help of an educational assistant maintain and monitor school safety related concerns. RMCTC works closely with the Muhlenberg Township Police department in matters concerning school safety.

Students are referred to SAP teams at sending high schools. The guidance staff at RMCTC work closely with the counselors at the home schools to provide assistance to all students in need. The RtII team meets regularly to identify and provide support for students with attendance concerns or who may be struggling academically.

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.

This narrative is empty.

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 Screenings
- Individual Student Planning
- Orientation/Transition
- RTII/MTSS
- Wellness/Health Appraisal
- Coordination of Services with Sending School

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- 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
- Student Assistance Program
- Coordination of Services with Sending School

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

- Community Liaison
- Community Services Coordination (Internal or External)
- Home/Family Communication
- Managing IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- Truancy Coordination
- Coordination of Services with Sending School

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

- Course Planning Guides
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and Board of Directors
- Mass Phone Calls/Emails/Letters
- Newsletters
- Press Releases
- School Calendar
- Student Handbook
- Coordination of Services with Sending School

Communication of Student Health Needs

(Comprehensive CTC only)

No means of communication have been identified for this content area.

Frequency of Communication

Frequency of communication: **Yearly**

Collaboration for Interventions

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

Classroom teachers work with and communicate regularly with sending school IEP tracking teachers. One-on-one assistants work in program areas with students when provided by the

districts. Teachers communicate with our guidance staff and Special Needs Facilitator to address individual student needs. Program teachers have access to student records at their sending schools involving all academic areas, attendance and discipline. Teachers refer students to the RtII team. The RMCTC attendance secretary communicates regularly with sending school truancy officers and home school visitors.

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

1. Students identified as needing help with child care are referred to sending districts and community agencies through the guidance office.
2. Students learn about after school programs through sending school announcements.
3. Our work based learning coordinator provides students with employment skills training, such as interviewing and resume preparation, internships, job shadowing and job openings. Every program has an employment skills training unit. Teachers network with their OAC members and encourage their participation in curriculum guidance, guest speakers, skill judges and employment opportunities. Our guidance staff networks with community-based business and industry training and actively seek opportunities for our students.
4. RMCTC has a Learning Resource Center with two staff members available for tutoring students in all subjects. Teachers can request assistance for specific skill development for one or more students and students can request assistance in any academic subject for which they would like help. RMCTC also has literacy and numeracy coaches to help teachers integrate math and literacy concepts into their program curriculum. They also work with small groups of students to improve literacy and numeracy skills.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of	Accomplished

student motivation, performance and educational needs	
---	--

Provide explanation for processes used to ensure Accomplishment.

Each program conducts two occupational advisory committee meetings per school year during which materials and resources are discussed in detail. These committees make recommendations to the administration, they are reviewed and responded to by the administration, and the Joint School Committee approves the administrative response. This ensures committee concerns are reviewed by the governing committee of the school, and that they are aware of how administration is responding to them. Equipment requests are placed on a three-year, long range equipment plan. Each program receives an annual instructional supply budget. Program materials are purchased from that account.

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

This narrative is empty.

SAS Incorporation

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
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	Not Applicable

Further explanation for columns selected "

This narrative is empty.

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.

The Professional Development program at RMCTC encourages teachers to review and reflect upon their current practice and identify areas of growth and improvement. Our system is called the Performance PAM process. Annually, instructors review a detailed rubric of areas within

their scope of employment. Based on that rubric, instructors identify areas of strength and areas for improvement, meet with their supervisor, and as a team determine professional development goals for the school year. Based on that reflection, instructors are encouraged and supported to earn and maintain industry certifications and licenses, receive training and support for struggling students, provided support and training related to classroom-based assessment skills, and provided resources to work effectively with parents and community members. Additionally, RMCTC employs two instructional coaches, one focused on literacy and one focused on numeracy. These coaches work with instructors and provide instructional strategies, resources, and coaching/modeling to support professional development goals.

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

N/A

Educator Discipline Act 126, 71

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

This section was not answered.

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.

This section was not answered.

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.

This section was not answered.

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.
- 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.

A number of variables are used to determine professional development activities at the school. Some of these variables include NOCTI data, instructor reflection of school goals listed on our Professional Development Rubric, teacher observation, and our participation in the statewide Technical Assistance Program (TAP).

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

Technical Assistance Program (TAP) professional development activities are evaluated and validation of the effectiveness of the professional development is determined by the Department of Education, Bureau of CTE, not the RMCTC. While the Bureau seeks input for professional development from the Commonwealth's CTCs, the Bureau determines the effectiveness of its professional development activities, not the LEA.

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 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.
- Effective Occupational Advisory Committees, Classmate Student Management System (grading, attendance, discipline)

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

Prior to the start of the school year, new teachers attend a one-day, intensive workshop at the school to meet staff and gain an overview of the school. Additionally, teachers that are hired prior to August attend a one-week workshop conducted by Temple University for new CTE teachers. This week-long workshop addresses curriculum and instructional planning, instructional delivery, classroom management, academic/common core integration, IEP and ELL supports, and many other topics. To further ensure these characteristics are met, each new instructor is assigned a mentor who meets with them formally and informally throughout their first year of employment at the school. Administration also provides one-on-one supports as identified by the new teacher and small group meetings to review pertinent topics.

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

While the SAS website is reviewed by novice teachers throughout the certification classes teachers are required to take through Temple University, RMCTC will plan to add to its induction plan the resources available via SAS and instructions relative to the navigation of the SAS website.

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.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).

- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The school has an induction plan which outlines the above practices and strategies for all new faculty. The Supervisor of Curriculum and Professional Development is responsible for the implementation of this plan.

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

RMCTC does not use lesson plans, but uses learning guides to guide instruction. New instructors are provided these learning guides, and if needed, instructors are provided professional development time to revise and improve the learning guides. The school uses an induction plan check list of activities and a mid-point inductee survey, not a inductee portfolio, which are used to assess inductee needs and understanding of topics, plan, and procedures. As a CTC, NOCTI data is reviewed by each new and incumbent instructor to determine areas of student strengths and areas for improvement, PSSA data is not reviewed by instructors.

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.

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

Ideally, the individuals who are selected as mentors for new teachers would have the following characteristics:

1. They must be permanently certified.
2. They are respected by their peers.
3. A majority of their instructional practices are considered to be best practices.

4. They willingly and enthusiastically participate in professional development activities when asked.
5. They demonstrate the ability to relate well with students and likewise build strong relationships with them.
6. They often volunteer for activities which help to promote the organization's goals without having to be asked.
7. They teach within a common cluster and are geographically close to the new teacher.
8. They agree to participate as a mentor since our mentors are not provided compensation for their time.

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

This narrative is empty.

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		X	
Assessments	X	X		X		
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X		X		X	
Standards	X		X			
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X		X		X
Data informed decision making		X		X	X	
Materials and Resources for Instruction	X	X		X		

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

1. The RMCTC Induction Plan has been developed by the CTE Director of Curriculum, Professional Development and Student Services. The Plan includes:
 - o A check off list of key information and orientation activities that the mentor and administration review with new teachers.

- o An end of first year questionnaire to be completed by the new teacher asking them to evaluate their experience in the induction program with an opportunity to make suggestions for plan improvement.
- o Mid-year survey to identify areas of concern in order for additional induction topics as needed by new staff.
- 2. New Teachers are assigned a mentor during the Summer Administrative Retreat and this individual works with them throughout the year.
- 3. A two-day induction workshop is scheduled prior to the beginning of the school year for new teachers and their mentors.
- 4. The CTE Director of Curriculum, Professional Development & Student Services and the CTE Director of Instructional Outcomes monitor the new teacher and induction activities throughout the year.
- 5. The CTE Director of Curriculum, Professional Development & Student Services schedules curriculum days for new teachers to work one-on-one with student services staff that facilitate the development and learning guides and data for the Classmate student accounting system.
- 6. Monthly meetings with new teachers to review RMCTC procedures, pedagogy, and classroom management strategies are held with the CTE Director of Curriculum, Professional Development and Student Services facilitating.

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.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Assurances

Safe and Supportive Schools

No policies or procedures have been identified.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

The following program enhancement has occurred during the previous seven years of the current plan:

1. Four (4) Health Occupation programs have been diversified to now include Health-Nursing Careers, Health-Medical Professions, Health-Medical Office, and Health-Dental Occupations which is scheduled to open at the start of the 2015-2016 school year.
2. Two (2) Computer Systems Technology programs have been diversified to now include Information Technology - Applications and Information Technology - Web Design.
3. A Public Safety & Security and Early Childhood Education program were opened.
4. A Retail Marketing & Distribution program was closed and a Service Occupation Education program was opened in its place to provide greater opportunity for employment to life skill and/or severely disabled populations.
5. An Upholstery program was closed and a Engineering & Automation Technology program opened at the start of the 2014-2015 school year.

These program changes occurred as a result of responding to the needs of the school's business community and social service agencies.

Accomplishment #2:

During the past seven years, curriculum was developed in support of thirty-one programs. The school now maintains and regularly updates this curriculum in alignment with the Pennsylvania Department of Education's requirements for developing programs of study. A curriculum template for each program requires the following:

1. Major areas of study referred to as Duty Areas
2. Tasks identified within each Duty Area
3. Hours to complete each task identified and collectively required to add up to 1,080 hours
4. A Learning Guide developed in support of each task which includes the following content for the student to utilize:

- Purpose
- Exit Outcomes
- Support Objectives (Knowledge and Guided Practice)
- Required Resources
- Safety Factors
- Learning Activities
- Evaluation Criteria
- Assessment Anchors (required academic skills)

5. The school now employs a CTE Director of Curriculum, Professional Development & Student Services and a Curriculum Support Specialist to ensure the curriculum our students are exposed to enables them to obtain the knowledge and skills required to successfully transition into the workforce or post-secondary education.

Accomplishment #3:

The school has adopted the following initiatives in support of instructional pedagogy:

1. Adoption of the school's "Foundations for Improvement" which include:

- Teaching every day to all students.
- Teaching to the learning styles of all students (auditory/verbal/kinesthetic).
- Using a literacy strategy during each lesson.
- Requiring students to write every day.
- Requiring students to complete a math activity every day.
- Incorporate strategies to address the needs of special needs students during each lesson.
- Support SREB's *Skills for a Lifetime*.

2. Administrative and Peer-to-Peer "EWalks" designed to hold teachers accountable to the Foundations for Improvement and to help teachers improve their instructional delivery.

3. The addition of two CTE Integration Specialists in support of literacy and numeracy. These individuals assist teachers with developing instructional skills to support academic achievement.

4. Numerous opportunities for training designed to enhance the capacity of teachers to integrate technical and academic concepts which include:

- MAX Teaching workshops
- Governor's Schools
- Integration Conference
- PACTEC Conference
- PAVESNP Conference
- Technical Assistance Programs (TAP) offered by the Bureau of CTE
- Technical Centers That Work workshops

Accomplishment #4:

The establishment of the following Small Learning Communities to leverage the expertise of our entire educational community and encourage collaboration:

1. Act 82
2. RtII
3. Learning Walks
4. Keystone - Algebra I
5. Marketing & Recruitment

Accomplishment #5:

The establishment of an Adult Education program to include:

1. The Hiring of an Adult Education Coordinator
2. Programs in support of:
 - TRA/TAA qualified students
 - Office of Vocational Rehabilitation qualified students
 - Veterans Administration qualified students
 - English Second Language

- Adult Basic Education/GED Certificate
- Self Pay students

3. Day School / Night School / Customized Training programs

Accomplishment #6:

Increase in prior Strategic Plan indicators (goals) as follows:

1. Students achieving "advanced" on the **National Occupational Competency Testing Institute's (NOCTI)** assessment: 33.6% to 61%
2. Student performing at "proficient" or "advanced" on the **Reading PSSA**: 31.2% to 33.7%
3. Students performing at "proficient" or "advanced" on the **Math PSSA**: 14.3% to 28.7%
4. Students **completing** (earning "advanced" on NOCTI, earning job title, graduating): 25% to 52%
5. Students becoming involved in **Career & Technical Student Organizations** as measured by membership: 51% to 73%
6. Students transitioning to **Post-Secondary education** programs: 32% to 48%

Accomplishment #7:

Establishing a partnership with the Reading Area Community College called the "Technical Academy" which provides students the opportunity to earn up to 27 college credits, prior to graduation, an at no cost to the student in the following programs:

1. Information Technology - Applications (Associate's in Business)
2. Information Technology - Web Design (Associates in Computer Technology)
3. Engineering & Automation Technology (Associates in Mechatronics)
4. Health-Medical Office (Associates in Medical Records Technology)

Accomplishment #8:

Recognized by the Southern Region Education Board (SREB) as an Outstanding Technology Center That Works (TCTW) site in 2011 and 2013.

CTC Concerns

Concern #1:

Average daily attendance rate needs to increase.

Concern #2:

The CTC needs to improve upon the retention rate of students who enter the school in 10th grade and ultimately graduate from their sponsoring district.

Concern #3:

The completion rate of students (as defined below) needs to increase.

- Earning "competent" or "advanced" on the NOCTI
- Earning a job title
- Earning a diploma

Concern #4:

Low enrollments in the programs included within the school's construction cluster.

Concern #5:

The academic preparedness of incoming students does not align with the recommended sequence as outlined within the Program of Study (POS). This is resulting in students having to take remedial courses once they transition into post secondary education.

Concern #6:

More students should be benefiting from the opportunity to earn an industry certification prior to completing a program of study.

Concern #7:

More students should be academically prepared to pass the Keystone Exams prior to graduation.

Concern #8:

The CTC must maintain a focus on school safety.

Concern #9:

The school must focus on maximizing the resource of the CTC by increasing and maintaining an enrollment of at least 1,250 students.

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.

Systemic Challenge #2 (*Guiding Question #5*) Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

CTC Level Plan

Action Plans

Goal #1: The percent of students receiving the Pennsylvania Skills Certificate (PSC) will increase annually.

Related Challenges:

- Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Interim

Data Source: National Occupational Competency Testing Institute (NOCTI) outcome data

Specific Targets: An annual performance increase of 5% per year starting from a baseline of 59.3% of students earning a Pennsylvania Skills Certificate

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_pg_092909.pdf)

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

SAS Alignment: Assessment, Instruction

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

Dual Enrollment Opportunities

Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ;

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
 Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;
 Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

NOCTI Pre-Testing

Description:

Conduct NOCTI pretest with program seniors and adults annually in the Fall. This pretest will reduce test anxiety and provide data and feedback used by instructor to improve instruction.

Start Date: 10/1/2015 **End Date:** 10/30/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Increased Quality Instructional Time

NOCTI Benchmarking and Data Mining

Description:

Conduct ongoing professional development with instructors to review and evaluate NOCTI pre and post-test student data. Identify areas of strength and areas for improvement. Develop and implement plans to improve on areas of weakness. Attend internal and external workshops, adopt research-based initiatives, and share best practices with colleagues.

Start Date: 9/1/2015 **End Date:** 5/6/2019

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Increased Quality Instructional Time

Academic Integration

Description:

Reinforce the academic common core by ensuring each lesson includes literacy and numeracy. Each CTC instructor will ensure the use of various literacy and numeracy activities during direct instruction every day.

Workshops will be leveraged to provide professional development and the School's CTE Integration Specialists will work with individual instructors to adopt strategies and improve instruction, pedagogy, academic and technical skill attainment, and student engagement. Administration will conduct walk-throughs, and formal and informal observations will be conducted by administration to ensure compliance.

Start Date: 9/1/2015 **End Date:** 6/5/2019

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Differentiating Instruction
- Increased Quality Instructional Time

Curriculum Alignment to Programs of Study (POS)

Description:

Program instructors will participate in program of study (POS) workshops, adopt changes and updates to the POS, and update program curriculum to align with the POS.

Start Date: 9/1/2015 **End Date:** 5/6/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Common Assessment within Grade/Subject
- Increased Quality Instructional Time

Earning Advanced College Credit through SOAR, Dual Enrollment, and Articulation

Description:

Students will receive information through career counseling regarding the opportunity to obtain high academic and technical skill attainment status. This would include opportunity to participate in and take advantage of SOAR, dual enrollment, and college articulation agreements. The school will continue to seek postsecondary placement opportunities for students and will collaborate with college partners, including RACC, Penn College of Technology, Thaddeus Stevens College of Technology, and other postsecondary schools.

Start Date: 9/1/2015 **End Date:** 5/6/2019

Program Area(s): Student Services

Supported Strategies:

- Dual Enrollment Opportunities

Goal #2: The percent of students completing a program of study and transitioning from the school with an industry credential will increase annually.

Related Challenges:

- Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: This data is reported by program teachers into the student information management system (ClassMate) and is then exported into PIMS.

Specific Targets: An annual performance increase of 6% from the existing baseline of 21.7%

Strategies:*Career Pathways*

Description: One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways.

(Source:

http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) Career Pathways: education with a purpose provides strong support

for Career Pathways but the support is inferential and not empirical. (Source: <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf>)

SAS Alignment: Standards

Industry Licensing and Certifications

Description:

The workplace of today requires a highly skilled and competent workforce. In order to ensure quality, many industries have developed nationally recognized standards of performance. These standards are measured by licensing examinations or certification testing programs that can lead to nationally recognized credentials. Most of the career and technical programs at RMCTC have undergone a rigorous accreditation review process and now offer industry recognized certifications for students. These certifications/credentials are portable and recognized nationally by industry. They provide a competitive edge when applying for employment and are recognized by many colleges for awarding advanced credit.

The Pennsylvania Department of Education, Bureau of Career and Technical Education has compiled a resource guide which lists industry-recognized certifications for career and technical programs in Pennsylvania's career clusters.

The goal of the resource guide is to assist schools with the sometimes difficult process of identifying organizations that provide industry-recognized certification.

Click to view the entire Industry-Recognized Certifications for Career and Technical Education Programs.

http://www.portal.state.pa.us/portal/server.pt/community/instructional_resources/7392/industryrecognized_certifications_for_career_and_technical_education_programs/507887

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:***Adopt, Update, and Renew Industry Certifications & Licences*****Description:**

Collaborate with industry certification providers, occupational advisory committees, and instructors to adopt, wherever possible, opportunities for students to obtain industry-based certifications and licenses. Instructors will review current and possible PDE-endorsed certifications and licenses, complete self-study and application materials, and update and modify curriculum. Current certifications and licenses will be updated for re-certification as required. RMCTC will petition the State for certifications not currently recognized and/or identified by PDE.

Start Date: 9/1/2015 **End Date:** 5/6/2019

Program Area(s): Professional Education

Supported Strategies:

- Industry Licensing and Certifications

Equip Programs with Supplies and Equipment Needed to Support the Attainment of Industry Certifications/Licenses

Description:

Purchase tools, equipment, and curriculum resources/supplies to provide students with a state-of-the-art training experience. Purchases will be recommended, reviewed and approved by the occupational advisory committee and will help to support industry certification and license training requirements. Purchases will facilitate the instruction of high school and adult learners.

Start Date: 9/1/2015 **End Date:** 5/6/2019

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

Supported Strategies:

- Career Pathways
- Industry Licensing and Certifications

Facilitate Industry Certification and Licensing Exams

Description:

All students will be expected to earn a minimum of one industry certification/license during their enrollment at RMCTC. To encourage and support students, the school will pay for one certification. Instructors will collaborate with industry certification providers to determine testing dates and facilitate exams. Students will be recognized for earning certifications and licenses during Awards Night. Certifications earned will be listed in the Awards Night program and copies of certificates will be placed in their Awards Night RMCTC Portfolio.

Start Date: 9/1/2015 **End Date:** 5/6/2019

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

Supported Strategies:

- Career Pathways
- Industry Licensing and Certifications

Goal #3: The percent of students who complete a program of study and pass the Keystone Language Arts, Algebra 1, and Biology assessments will increase annually.

Related Challenges:

- Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: PDE-reported data on the Keystone Language Arts Assessment

Specific Targets: An annual performance increase of 5% per year

Strategies:

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>.) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf.)

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ;

Differentiated Instruction: Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ;

Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ;

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades,

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;

Investigating the Impact of Differentiated Instruction in Mixed Ability

Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources:

<http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and

<http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum->

[mapping-research](#) ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Provide Instructional Coaching

Description:

Support the Keystone Exams through professional development activities and teaching and learning strategies provided by the school's Integration Specialists (Literacy & Math Coaches). Integration specialists will work one-on-one with instructors to align integration activities, whenever possible, to the standards assessed on the keystones. Coaches will demonstrate, model, team teach, and assist with instructors with curriculum delivery and materials specific to the CTE program of study.

Start Date: 9/1/2014 **End Date:** 5/6/2020

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

Supported Strategies:

- Instructional Coaching
- Increased Quality Instructional Time

Daily Integration of Academics in CTE Programs

Description:

Every day, CTE instructors will be expected to support academic content inherent in the program of study by integrating academic standards into their lesson delivery. Math, literacy, and writing will occur as a daily requirement of the program of study for each CTE program at the school.

Start Date: 9/1/2014 **End Date:** 5/6/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education

Supported Strategies:

- Differentiating Instruction
- Increased Quality Instructional Time

Adoption and Alignment of Academic Common Core Standards

Description:

Each program of study at the school will adopt where possible, identify, and map the academic common core standards. Academic common core standards will be identified in all RMCTC learning guides which will be provided to students enrolled in the program. All program curriculum elements will be monitored and updated on a four-year curriculum cycle to review program components including support of the Keystone Exams and Academic Common Core Standards.

Start Date: 9/1/2014 **End Date:** 5/6/2020

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Curriculum Mapping
- Differentiating Instruction

Goal #4: The percent of students who enter the school as a non-traditional enrollment will increase annually.

Indicators of Effectiveness:

Type: Annual

Data Source: The data is collected locally and reported into ClassMate in addition to being reported through the Perkins Plan

Specific Targets: An annual performance increase of 5%

Strategies:

Career Pathways

Description: One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways.

(Source:

http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) Career Pathways: education with a purpose provides strong support

for Career Pathways but the support is inferential and not empirical. (Source: <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf>)

SAS Alignment: Standards

Implementation Steps:

Marketing and Promotion Efforts

Description:

Develop and implement marketing and public relations plan and marketing materials focused on non-traditional occupations and CTC program offerings. Targeted activities will be developed and implemented. Marketing materials will be developed. Current and past non-traditional student successes will be highlighted on school website, Tech Talk publications, and marketing materials. Career pathways and labor market information will be presented for nontraditional students for CTC programs.

Start Date: 9/1/2014 **End Date:** 5/6/2020

Program Area(s): Student Services

Supported Strategies:

- Career Pathways

Career Counseling

Description:

One-on-one and group career counseling and CTC recruitment sessions will inform all students about RMCTC programs, labor market information, SOAR, college and military opportunities, non-traditional and other college financial aid and scholarships, work-based learning, and career and CTC success strategies.

Start Date: 9/1/2014 **End Date:** 5/6/2020

Program Area(s): Student Services

Supported Strategies:

- Career Pathways

Goal #5: The percent of students completing a program of study will increase annually.

Indicators of Effectiveness:

Type: Annual

Data Source: This data will be collected locally and will include the following requirements: 1) graduation, 2) earning a job title, and 3) earning the PSC.

Specific Targets: An annual performance increase of 5% per year from a baseline of 51%

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

Dual Enrollment Opportunities

Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf) The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be “effective” and “have the most positive impact on the dropout rate.,” the Mid-Atlantic REL provides additional support for Dropout Prevention. (Sources: <http://www.dropoutprevention.org/effective-strategies> and http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf)

SAS Alignment: Safe and Supportive Schools

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Implementation Steps:

Response to Instruction and Intervention (RtII)

Description:

Expand RtII to include ongoing monitoring of student data, including grades, attendance, task completion, work ethic, and discipline records. Communications, follow-up, and targeted activities will be developed to ensure all students complete the CTE program of study and support the NOCTI assessment. Ongoing communication and feedback will occur with students, parents, instructors, and district personnel to ensure maximum student completion status.

Start Date: 9/1/2014 **End Date:** 5/6/2020

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dropout Prevention Expansion

Student Engagement and Supports

Description:

Implement classroom and CTC activities to engage students and support program completion, such as the Six Habits for Success, goal setting and goal planning activities, differentiated instruction, work based learning opportunities, All Stars, Student-of-the-Quarter, earning job titles, SOAR, dual enrollment, and other motivators for completing the Program of Study.

Start Date: 9/1/2014 **End Date:** 5/6/2020

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

Supported Strategies:

- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Instructional Conversations
- Differentiating Instruction

Goal #6: The percent of students attending on a daily basis will increase annually.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: The average daily attendance percentage collected by the school's student information management system (ClassMate), which is exported to PIMS.

Specific Targets: An increase in performance of 1% per year from a baseline of 90%

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

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf)

) The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be “effective” and “have the most positive impact on the dropout rate.,” the Mid-Atlantic REL provides additional support for Dropout Prevention. (Sources: <http://www.dropoutprevention.org/effective-strategies> and http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf)

SAS Alignment: Safe and Supportive Schools

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Positive Behavior Support

Description: “Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior...It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring...Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.” (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school

level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Response to Instruction and Intervention (RtII)

Description:

Expand RtII to include ongoing monitoring of student data, including grades, attendance, task completion, work ethic, and discipline records. Communications, follow-up, and targeted activities will be developed to ensure all students attend and complete the CTE program of study. Ongoing communication and feedback will occur with students, parents, instructors, and district personnel to ensure maximum student attendance.

Start Date: 9/1/2014 **End Date:** 5/6/2020

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dropout Prevention Expansion
- Positive Behavior Support

Student Engagement and Supports

Description:

Implement classroom and CTC activities to engage students and support program attendance, such as the Six Habits for Success, goal setting and goal planning activities, differentiated instruction, work based learning opportunities, All Stars, Student-of-the-Quarter, Perfect Attendance Awards, Highest Program Attendance of the Month Awards, earning job titles, SOAR, dual enrollment, and other motivators for increasing daily attendance.

Start Date: 9/1/2014 **End Date:** 5/6/2020

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dropout Prevention Expansion
- Instructional Conversations
- Positive Behavior Support

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 The percent of students receiving the Pennsylvania Skills Certificate (PSC) will increase annually.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Instructional Coaching Strategy #3: Increased Quality Instructional Time
-----------------------------	---	--

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/1/2015	5/6/2019	NOCTI Benchmarking and Data Mining	Conduct ongoing professional development with instructors to review and evaluate NOCTI pre and post-test student data. Identify areas of strength and areas for improvement. Develop and implement plans to improve on areas of weakness. Attend internal and external workshops, adopt research-based initiatives, and share best practices with colleagues.	CTE Director of Curriculum, Professional Development & Student Services	6.0	3	25	RMCTC, PDE, Southern Region Education Board, MAX Teaching, Temple University, PA Association of Career & Technical Administrators, PACTE Conference	various internal and external service providers	Yes

Knowledge

Based on NOCTI pre and post-assessment data, instructors will attend professional development activities to improve student assessment outcomes.

Supportive Research

NOCTI data mining, test preparation strategies, teaching and learning strategies.

Designed to Accomplish

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.

For classroom teachers, school counselors and education specialists:

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.

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

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
 Paraprofessional

Grade Levels

High (grades 9-12)

New Staff
 Other educational
 specialists

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

Follow-up Activities

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 the PSSA

Classroom student assessment data

LEA Goals Addressed:

**#1 The percent of students
 receiving the Pennsylvania Skills Certificate
 (PSC) will increase annually.**

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

Strategy #2: Instructional Coaching

Strategy #3: Differentiating Instruction

**Strategy #4: Increased Quality Instructional
 Time**

Start	End	Title	Description					
9/1/2015	6/5/2019	Academic Integration	Reinforce the academic common core by ensuring each lesson includes literacy and numeracy. Each CTC instructor will ensure the use of various literacy and numeracy activities during direct instruction every day. Workshops will be leveraged to provide professional development and the School's CTE Integration Specialists will work with individual instructors to adopt strategies and improve instruction, pedagogy, academic and technical skill attainment, and student engagement. Administration will conduct walk-throughs, and formal and informal observations will be conducted by administration to ensure compliance.					
		Person Responsible	SH	S	EP	Provider	Type	App.
		CTE Director of Curriculum, Professional Development & Student Services	3.0	3	3	Various Providers, such as PDE, MAX teaching, school sponsored, TAP, SREB, Temple University and others.	PDE, MAX teaching, school sponsored, TAP, SREB, and other providers	Yes

Knowledge

Reading, writing, speaking, math, literacy strategies, teaching and learning strategies.

Supportive Research

Workshops and RMCTC instructional coaches (integration specialists) will provide research-based strategies and utilize MAX teaching strategies to improve academic integration.

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
- Online-Synchronous
- Online-Asynchronous
- Professional Learning Communities
- Offsite Conferences

Participant Roles

Dir

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex

- Paraprofessional
- New Staff
- Other educational specialists

Grade Levels

High (grades 9-12)

Related Service Personnel

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of written reports summarizing instructional activity</p>
-----------------------------	---	---------------------------	---

LEA Goals Addressed: #1 The percent of students students receiving the Pennsylvania Skills Certificate (PSC) will increase annually.

Strategy #1: Common Assessment within Grade/Subject
Strategy #2: Increased Quality Instructional Time

Start	End	Title	Description
9/1/2015	5/6/2019	Curriculum Alignment to Programs of Study (POS)	Program instructors will participate in program of study (POS) workshops, adopt changes and updates to the POS, and update program curriculum to align with the POS.

Person Responsible	SH	S	EP	Provider	Type	App.
CTE Director of Curriculum, Professional Development & Student Services	6.0	3	1	PDE, Temple University, RMCTC	PDE, Temple University, RMCTC	Yes

Knowledge

Instructors will adopt, update, and renew program content as changes occur within the POS.

Supportive Research

The POS is developed, updated, and renewed in collaboration with business and industry. This is a critical activity since Pennsylvania has developed PA-only NOCTI assessments which aligns directly with the content of the POS.

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.

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	Series of Workshops Live Webinar Online-Synchronous Online-Asynchronous Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers	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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion		Evaluation Methods Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	#1 The percent of students who complete a program of study and pass the Keystone Language Arts, Algebra 1, and Biology assessments will increase annually.	Strategy #1: Instructional Coaching Strategy #2: Increased Quality Instructional Time
-----------------------------	---	--

Start	End	Title	Description
-------	-----	-------	-------------

9/1/2014	5/6/2020	Provide Instructional Coaching	Support the Keystone Exams through professional development activities and teaching and learning strategies provided by the school's Integration Specialists (Literacy & Math Coaches). Integration specialists will work one-on-one with instructors to align integration activities, whenever possible, to the standards assessed on the keystones. Coaches will demonstrate, model, team teach, and assist with instructors with curriculum delivery and materials specific to the CTE program of study.						
		Person Responsible CTE Director of Curriculum, PD, & Student Services	SH 2.0	S 5	EP 1	Provider RMCTC	Type School Entity	App. No	

Knowledge

Instructors will learn and use academic integration strategies, wherever possible, to the standards assessed on the PA Keystone Tests.

Supportive Research

One-on-one Instructional Coaching will be provided to all faculty at the CTC.

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.

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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers 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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	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

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