

Reading Muhlenberg CTC

CTC Plan

07/01/2019 - 06/30/2022

CTC Profile

Demographics

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

AYP Status: Not Provided
Administrative Director: Gerald P. 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 2017 in accordance with the guidelines established by the Pennsylvania Department of Education. This committee began to meet in January of 2018. 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 reflect and build upon goals established in 2014. The seven goals supported in the 2014 plan were targeted toward improving the opportunity for high school and adult students to grow their technical and academic ability. The growth, as noted within the section titled "CTE Accomplishments", is mixed. The Center did not meet all of its goals, but the committee was proud of the effort undertaken by the staff at RMCTC to still move the organization forward as evidenced by the improvement that did occur. The committee reflected on these seven goals and decided to focus on five goals. These goals are student-focused, designed to establish positive relationships with students, and ensure student achievement and success.

The collective goals within this plan were established and approved by the committee in June 2018 and are outcomes of the concerns outlined within the section titled "CTC Concerns". During the summer of 2018, 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 August 2018. In September 2018, the Joint School Committee (JSC) will review the plan for public input, and in October 2018 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

The Reading Muhlenberg Career & Technology Center will engage students to master the 21st century technical, academic, and leadership skills required to grow their potential.

Shared Values

We believe

- in valuing the diversity of each student.
- education leads to opportunity.
- 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 develop a sense of awareness and responsibility for their actions and decisions.
- students should have the opportunity to obtain relevant and meaningful business and industry certifications.
- the success of a student is enhanced by parents and/or other influential adults through their support and mentoring.
- students will be provided the opportunity to acquire and cultivate leadership skills.
- in providing students with a clean, structured, and safe school environment.
- change is an ongoing process, not an event, and is fundamental for building quality programs of study.
- instruction will 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 in 2018, and the equipment is state-of-the-art. With this expansion, and a committed faculty and staff, students attending Muhlenberg High School, Reading High School and Berks Catholic High School are 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 (30) 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, and promote the SOAR program for the purpose of facilitating 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 four (4) alternate members, two (2) from each district.

Members are appointed to the Joint School Committee (JSC) by the elected school directors of the representative school boards. The JSC members serve a three-year term and alternate members, a one-year term. The JSC is responsible for appointing a chairperson, treasurer, secretary, superintendent of record, and solicitor.

SOME FAST FACTS (2017-2018):

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 – 75%
- Muhlenberg Senior High – 25%
- Berks Catholic High School

Adult Enrollment (Day time): approximately 5 students

Programs: 30

Educational Partners

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

Annual Budget: \$9,800,000

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 who demonstrated good work ethics are recommended for this unique plan of education. This program 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 **O**ccupationally & **A**cademically **R**eady (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
Beth Ann Haas	Administrator : Professional Education
Laurel Schaeffer	Administrator : Professional Education
Gerald Witmer	Administrator : Professional Education
Bill Delgado	Business Representative : Professional Education
Ken Krauss	Business Representative : Professional Education
Linda Bell	Community Representative : Professional Education
Pam Shupp	Community Representative : Professional Education
Donna Henderson	Ed Specialist - School Counselor : Professional Education
Mary Beth Feeg	Ed Specialist - School Nurse : Professional Education
Mark Holtzman	Elementary School Teacher - Regular Education :

	Professional Education
Amanda Umberger	Elementary School Teacher - Regular Education : Professional Education
Paul Miller	High School Teacher - Regular Education : Professional Education
Mark Vrabic	High School Teacher - Regular Education : Professional Education
Lisa Hughes	Instructional Coach/Mentor Librarian : Professional Education
Tracy Stettler	Instructional Coach/Mentor Librarian : Professional Education
Kathie Murray	Middle School Teacher - Regular Education : Professional Education
Steve Simons	Middle School Teacher - Regular Education : Professional Education
Teri Baller	Parent : Professional Education
Michelle Merkel	Parent : Professional Education
Holly Lorchak	Special Education Director/Specialist : 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

Checked answers

None.

Unchecked answers

- 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

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 for a 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 prospective students (including adult learners), parents, and sending school personnel. They are used as a guide, and they provide an overview of the program requirements, objectives, and expectations for success. 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

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Not Reviewed

Unchecked Answers

- Administrators
- Career Cluster Chairs
- Instructional Coaches

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

RMCTC regular 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 every day to all levels of students, (2) actively engaging the learning style of each student, (3) incorporating literacy activities every day, (4) incorporating writing every day, (5) focusing on numeracy every day, (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 and educational technology 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.

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. RMCTC launched Canvas Online Learning Management System with faculty four years ago. Today over 80% of our faculty has implemented Canvas with their students, which contains student learning guides and curriculum materials within this online educational platform. The goal is for 100% of teachers using Canvas starting the 2019-20 school year.

In delivering the "Foundations of Success", teachers are required to teach every day, to all levels of students. This requires the teacher to prep for three unique lessons, delivered over four periods of theory per day. Planned and unplanned observations establish accountability for these activities occurring on a daily basis, establishing evidence of lesson planning and preparation.

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 19/20	SY 20/21	SY 21/22
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

(Comprehensive CTC who graduate students only)

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						

PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

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

None.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

- II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

- National Occupational Competency Testing Institute (NOCTI)
- National Institute for Metalworking Skills (NIMS)

Benchmark Assessments

- National Occupational Competency Testing Institute (NOCTI) Pretest

Formative Assessments

- Program specific quizzes and tests both written and performance-based, daily work ethic grades, and industry-based certification tests

Diagnostic Assessments

- VAK assessment for each student during first year in program and reading assessments to assist individual students as required

Validation of Implemented Assessments

(Comprehensive CTC only)

Checked answers

None.

Unchecked answers

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

Provide brief explanation of your process for reviewing assessments.

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, including both the NOCTI pre-test and NOCTI post-test data. The school, as a whole, reviews data using a process developed by NOCTI and Mr. Todd Luke, consultant from MAX Teaching. This process includes review of the data by the duty level, class level, and student level. Longitudinal pre- and post-test data is mapped to determine curricular strengths and areas of concern. Based on results, administration and instructors develop plans for improvements for

instructional delivery and curriculum enhancements. Furthermore, instructors use this data to assist students with goal setting and planning for their own remediation.

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)

Checked answers

None.

Unchecked answers

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

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

Checked answers

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

Unchecked answers

- Press Releases

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, perspective students, sending school personnel, and the Joint School Committee (JSC) are informed about the NOCTI both in writing and via meetings. Community members can find information about NOCTI through the school's website (www.rmctc.org), FaceBook, Twitter, 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 directs, 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

Checked answers

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

Unchecked answers

- Placement of School Resource Officers
- Student Assistance Program Teams and Training

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 Programs, Dean of Students, and with the help the school safety committee 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.

Screening, Evaluating and Programming for Gifted Students

(Comprehensive CTC only)

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

This narrative is empty.

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

This narrative is empty.

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

This narrative is empty.

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

This narrative is empty.

Developmental Services

Checked answers

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

Unchecked answers

- Health and Wellness Curriculum
- Nutrition

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Checked answers

- 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

Unchecked answers

- Casework
- Special Education Evaluation

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Checked answers

- 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

Unchecked answers

- Alternative Education
- Case and Care Management
- Coordinate Plans
- Coordination with Families (Learning or Behavioral)
- Managing Chronic Health Problems
- System Support

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Checked answers

- 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

Unchecked answers

- Directing Public to the PDE & Test-related Websites

Communication of Student Health Needs

(Comprehensive CTC only)

Checked answers

None.

Unchecked answers

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

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 teachers. One-on-one assistants work in program areas with students when provided by the districts. Teachers communicate with our Supervisor of Special Education and guidance staff 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 guiding curriculum decisions, providing input into decisions regarding facilities, equipment and safety, serving as guest speakers, CTSO judges, NOCTI judges, and providing employment opportunities to students. 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 may request assistance for specific technical skill knowledge and development for one or more students. RMCTC also has literacy and numeracy/instructional technology coaches to help teachers integrate math and literacy concepts into their program curriculum.

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 student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Each of the center's 30 programs facilitate two (2) occupational advisory committee (OAC) meetings per school year during which materials and resources are discussed in detail. These committees make recommendations relative to safety, facilities, equipment, and curriculum to the administration. The administration reviews these recommendations and provides the Joint

School Committee (JSC) with a report outlining how the administration plans to address the recommendations. The JSC approves this report bi-annually. Equipment requests are placed on a three-year, long range equipment plan. Each program receives an annual instructional supply budget and 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

Ctc Avts's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				X

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

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

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

The Professional Development program at RMCTC encourages teachers to review and reflect upon their current practice and identify areas of growth and improvement through our plan for differentiated supervision via an Educator Effectiveness model. The Educator Effectiveness model includes the Observation and Practice piece on supervision created by Charlotte Danielson, as well as three ancillary components: Building data, teacher specific Data, and elective data. For part-time career and technology centers, Danielson's work on the four domains in the Observation and Practice category and Elective Data apply. The Elective Data will be measured through the use of *Student Learning Objectives*. Building Data, Teacher Specific Data, and Elective Data are not components of teacher supervision. As such, they are not included as elements in this Differentiated Supervision Plan. These elements are, however, required for evaluation of educators. Each teacher must submit a *Student Learning Objective* in collaboration with the Administrative Director's designee(s) to satisfy the evaluation requirement for elective data. Additionally, RMCTC employs two instructional coaches, one focused on literacy and one focused on numeracy and instructional technology. These coaches work with instructors and provide instructional strategies, resources, and coaching/modeling in support of 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.

Questions
The LEA has conducted the required training on:
8/22/2018 The Center utilizes an on-line training platform called "Safe Schools Training" and training timelines are unique for each employee.

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

Questions
The LEA has conducted the training on:
8/22/2018 The Center utilizes an on-line training platform called "Safe Schools Training" and training timelines are unique for each employee.

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

Questions
The LEA has conducted the training on:
8/22/2018 The Center utilizes an on-line training platform called "Safe Schools Training" and training timelines are unique for each employee.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

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

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Effective Occupational Advisory Committees, Classmate Student Management System (grading, attendance, discipline)

Unchecked answers

None.

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 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.

RMCTC's induction program for new teachers include monthly 1/2 day meeting & workshops over the 1st two years of service at the Center. The SAS, along with a variety of topics, is reviewed during this induction program.

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

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of 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).

Unchecked answers

- Student PSSA data.
- Review of inductee lesson plans.
- Submission of inductee portfolio.

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 CTE Director of Curriculum, Professional Development, & Student Services is responsible for the implementation of this plan.

Provide a brief explanation for strategies not selected and your 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

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.

- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

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 and Evaluating the 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 Programs 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 occur and are facilitated by the Center's Instructional Coaches.

Recording Process

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

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

Unchecked answers

- LEA administrator receives, tallies, and archives all LEA mentor records.

Assurances

Safe and Supportive Schools

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

The following program enhancement has occurred during the previous four school years (Fall 2014-Spring 2018) of the current plan:

1. RMCTC offered a new or expanded programs. Health – Dental Occupations opened at the start of the 2015-16 school year. Engineering and Automation Technology expended to a 2-teacher program in order to enroll additional students.
2. RMCTC closed one program. Electronics & Communications Technology closed in May 2017. This closing enabled the school to offer the expansion of Engineering and Automation Technology.
3. Program name changes. Based on OAC recommendations, two programs received name changes. Health-Medical Office is now Health-Medical Careers and Machine Shop Technology is now 3D Manufacturing Technology.
4. Program in development. During the 2017-18 school year a new program was developed, Health – Sports Medicine & Rehabilitation. The new program will be marketed during the 2018-19 school year for enrollment starting Fall 2019.

These program changes, additions, and deletions occurred as a result of responding to the needs of the school's business and industry community.

Accomplishment #2:

During the past four years, curriculum has been reviewed and updated for each of the thirty career programs. The school maintains and regularly updates this curriculum to ensure it is aligned with Pennsylvania Department of Education's 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. Tasks aligned to the Program of Study and job titles

5. Learning Guides 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)

6. In addition to Classmate (student management system), the Supervisor of Information Technology have been working with instructors to implement Canvas, a learning management system, to support instruction through learning activities and assessments of student learning.

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 learning walks 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, numeracy, and instructional technology. 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:

- PIIC meetings and workshops
- MAX Teaching workshops
- Penn Literacy Network
- Integration Conference
- PACTE Conference
- PAVESNP Conference
- Technical Assistance Programs (TAP) offered by the Bureau of CTE
- Technical Centers That Work workshops

Accomplishment #4:

The establishment of a 2-year in-house Induction Program facilitated by the school's integration specialist for new faculty. New faculty meet monthly to discuss topics, such as effective OACs, the IEP and special education, teaching and learning strategies, assessing student learning, purchasing, NOCTI assessment, curriculum design, etc.

Accomplishment #5:

Establishing a partnership with the Reading Area Community College called the "Technical Academy" which provides students the opportunity to earn up to 29 college credits, prior to graduation, 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)

Accomplishment #6:

Increase the Center's enrollment through a process of career counseling and RMCTC awareness at the sending schools. In Fall 2016 the Center hired a Career Awareness Counselor and implemented a plan targeting every 8th and 9th grade student at the Districts. Working with District personnel, the Career Awareness Counselor provides focused lessons and learning activities for students. In Fall 2018 incoming students enrollment exceeded 525 students.

The plan includes:

- Grade 8 included a 3-prong approach: (1) lesson at the sending school conducted by the Career Awareness Counselor and RMCTC instructors or staff members. The lesson focus is to identify students' interests and connects these interests to both careers and CTC programs, (2) a CTC career fair occurring at the sending schools where 8th graders meet CTC instructors, learn more about the program, and interact with CTC students, and (3) a visit to the Center and tour the programs.
- Grade 9 includes a 3-prong approach: (1) lesson at the sending school conducted by the Career Awareness Counselor and RMCTC Student Ambassadors. The lesson focuses on teamwork, the benefits of attending RMCTC, and RMCTC programs, (2) RMCTC Open House where every 8th and 9th grade student and their parents/family are invited to the event, (3) select 3-program visit where students select 3 programs in which to spend concentrated time seeing the program, working with other students in the program, and interacting with the instructor.

Accomplishment #7:

Improve special education services. RMCTC hired a Supervisor of Special Education in Fall 2017. This individual works closely with the sending schools, prospective students and their parents, RMCTC faculty and staff, and current RMCTC students to ensure student success in the CTE program of study and subsequent transient from CTC to work, military, and/or postsecondary education. Additionally, a special education paraprofessional was employed during the 2017-18 and another during the 2018-19 school year. These individuals work directly with students supporting their learning objectives.

CTC Concerns

Concern #1:

Improve the number of non-traditional student enrollments at the RMCTC, i.e. males in health programs and females in construction programs.

Concern #2:

Increase the percentage of students earning competent and/or advanced on the end of program assessment (NOCTI or NIMS).

Concern #3:

Focusing on low enrolled programs (programs under 25 total students), including:

- 3D Manufacturing Technology (3DT)
- Information Technology - Applications (ITA)
- Plumbing (PLH)
- Electrical (ELT)
- Carpentry (CAR)
- Computerized Drafting Technology (CDT)

Concern #4:

Increasing the percentage of students earn an industry certification prior completing the program.

Concern #5:

Maintaining a focus on school safety.

Concern #6:

Focusing on increasing the number of students enrolled in the Technical Academy. Enrollments are still low for students in Information Technology – Application (ITA) and Information Technology – Web Design (ITW).

New incoming students enrolled 2016-17:

ITA – 5

ITW – 5

New incoming students enrolled 2017-18:

ITA – 2

ITW - 6

Concern #7:

RMCTC needs to focus on revamping and reinstating its adult education program including enrollments of adults in intergenerational programs and adult evening courses.

Prioritized Systemic Challenges

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

Aligned Concerns:

Improve the number of non-traditional student enrollments at the RMCTC, i.e. males in health programs and females in construction programs.

Increase the percentage of students earning competent and/or advanced on the end of program assessment (NOCTI or NIMS).

Focusing on low enrolled programs (programs under 25 total students), including:

- 3D Manufacturing Technology (3DT)
 - Information Technology - Applications (ITA)
 - Plumbing (PLH)
 - Electrical (ELT)
 - Carpentry (CAR)
 - Computerized Drafting Technology (CDT)
-

Increasing the percentage of students earn an industry certification prior completing the program.

Maintaining a focus on school safety.

Focusing on increasing the number of students enrolled in the Technical Academy. Enrollments are still low for students in Information Technology – Application (ITA) and Information Technology – Web Design (ITW).

New incoming students enrolled 2016-17:

ITA – 5

ITW – 5

New incoming students enrolled 2017-18:

ITA – 2

ITW - 6

RMCTC needs to focus on revamping and reinstating its adult education program including enrollments of adults in intergenerational programs and adult evening courses.

CTC Level Plan

Action Plans

Goal #1: The percent of students receiving the Pennsylvania Skills Certificate (PSC) or the Pennsylvania Certificate of Competency 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: National Occupational Competency Testing Institute (NOCTI) and National Institute for Metalworking Skills (NIMS) assessment outcome data.

Specific Targets: An annual performance increase of 3% per year starting from a baseline of 81% as recorded in 2017-2018.

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/dddm_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.) Resource:

<http://effectivestrategies.wiki.caiu.org/Assessment>

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: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

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 ; 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: 9/1/2018 **End Date:** 10/1/2022

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: 9/1/2018 **End Date:** 6/1/2022

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: The Principles of Partnership
- 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: 9/1/2018 **End Date:** 6/1/2022

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: The Principles of Partnership

- 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: 9/1/2018 **End Date:** 6/1/2022

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: 9/1/2018 **End Date:** 6/1/2022

Program Area(s): Student Services

Supported Strategies:

- Dual Enrollment Opportunities

Goal #2: The percent of seniors earning an industry credential 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: 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 3% from the existing baseline of 72% as recorded in 2017-2018.

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: 9/1/2018 **End Date:** 6/1/2022

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: 9/1/2018 **End Date:** 6/1/2022

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: 9/1/2018 **End Date:** 6/1/2022

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

Supported Strategies:

- Career Pathways
- Industry Licensing and Certifications

Goal #3: The percent of students who enroll as a non-traditional student 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: Data from ClassMate will be used to calculate the number of all non-traditional students attending RMCTC as a percent of the total population.

Specific Targets: An annual performance increase of 5% from a baseline of 12.5% as calculated in 2017-2018.

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: 9/1/2018 **End Date:** 6/1/2022

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: 9/1/2018 **End Date:** 6/1/2022

Program Area(s): Student Services

Supported Strategies:

- Career Pathways

Goal #4: The percent of CTC students graduating from their sponsoring district 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: This data will be collected locally and through the sponsoring district high schools.

Specific Targets: An annual performance increase of 1% per year from a baseline of 96%

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 ; 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. 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". (Sources: [Effective Strategies](#) , [15 Effective Strategies for Dropout Prevention](#) , [Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database](#) , [Dropout Prevention](#) , [Career Academies](#))

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: 9/1/2018 **End Date:** 6/1/2022

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: 9/1/2018 **End Date:** 6/1/2022

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 #5: The percent of seniors recognized as "Honors Graduates" 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 number of students earning "advanced" on the NOCTI, a job title, and graduating on schedule will be reported through ClassMate.

Specific Targets: An increase in performance of 5% per year from a baseline of 54% as reported in 2017-2018.

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

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source:

<http://instructionalcoach.org/about/about-coaching> Resource:
<http://effectivestrategies.wiki.caiu.org/Professional+Development>)

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 ; 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

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

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. 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". (Sources: [Effective Strategies](#) , [15 Effective Strategies for Dropout Prevention](#) , [Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database](#) , [Dropout Prevention](#) , [Career Academies](#))

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 Behavioral Interventions and Supports

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)The Technical Assistance

Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

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: 9/1/2018 **End Date:** 6/1/2022

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dropout Prevention Expansion
- Positive Behavioral Interventions and Supports

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, Handshake Wednesdays, 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: 9/1/2018 **End Date:** 6/1/2022

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 Behavioral Interventions and Supports

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: 9/1/2018 **End Date:** 6/1/2022

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: The Principles of Partnership
- Instructional Conversations

- 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: 9/1/2018 **End Date:** 6/1/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Dual Enrollment Opportunities
- Instructional Coaching: The Principles of Partnership
- Instructional Conversations

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: 9/1/2018 **End Date:** 6/1/2022

Program Area(s): Student Services

Supported Strategies:

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

Adopt, Update, and Renew Industry Certifications & Licenses

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: 9/1/2018 **End Date:** 6/1/2022

Program Area(s): Professional Education

Supported Strategies:

- Increased Quality Instructional Time
- Industry Licensing and Certifications

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: 9/1/2018 **End Date:** 6/1/2022

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

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Instructional Conversations
- Differentiating Instruction
- Increased Quality Instructional Time

Appendix: Professional Development Implementation Step Details

RMCTC Goals Addressed:	<p>The percent of students receiving the Pennsylvania Skills Certificate (PSC) or the Pennsylvania Certificate of Competency will increase annually.</p> <p>The percent of seniors recognized as "Honors Graduates" will increase annually.</p>	<p>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing</p> <p>Strategy #2: Instructional Coaching: The Principles of Partnership</p> <p>Strategy #3: Increased Quality Instructional Time</p>
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Start	End	Title			Description			
9/1/2018	6/1/2022	NOCTI Benchmarking and Data Mining			<p>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.</p> <p>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.</p>			
		Person Responsible	SH	S	EP	Provider	Type	App.
		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	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>					
		For classroom teachers, school counselors and education specialists:						

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.		
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional New Staff Other educational specialists	Grade Levels	High (grades 10-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	Evaluation Methods	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:	The percent of students receiving the Pennsylvania Skills Certificate (PSC) or the Pennsylvania Certificate of Competency will increase annually.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Instructional Coaching: The Principles of Partnership Strategy #3: Differentiating Instruction Strategy #4: Increased Quality Instructional Time
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Start	End	Title	Description
9/1/2018	6/1/2022	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

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	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional New Staff Other educational specialists Related Service Personnel	Grade Levels	High (grades 10-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	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 Review of written reports summarizing

Joint planning period activities
Journaling and reflecting

instructional activity

LEA Goals Addressed:	<p>The percent of students receiving the Pennsylvania Skills Certificate (PSC) or the Pennsylvania Certificate of Competency will increase annually.</p> <p>The percent of seniors recognized as "Honors Graduates" will increase annually.</p>	<p>Strategy #1: Common Assessment within Grade/Subject</p> <p>Strategy #2: Increased Quality Instructional Time</p>
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Start	End	Title	Description				
9/1/2018	6/1/2022	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 10-12)
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:	The percent of seniors recognized as "Honors Graduates" will increase annually.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Dropout Prevention Expansion Strategy #3: Positive Behavioral Interventions and Supports
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Start	End	Title			Description			
9/1/2018	6/1/2022	Response to Instruction and Intervention (RtII)			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.			
Person Responsible		SH	S	EP	Provider	Type		App.

Dean of Students and Guidance Counselor	2.0	3	65	RMCTC Dean of Students and Guidance Counselor	RMCTC RTii Staff	Yes
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Knowledge	The Rtii program will be reviewed annually at opening in service to update the staff on the activities and efforts of the Rtii team. Information such as when and how to refer a student will be reviewed. Teacher testimonials will be solicited to build support for the program and share "success stories."				
Supportive Research	RTii resources				
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.			
	For school and district administrators, and other educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making.			
Training Format	School	Whole Group Presentation			
Participant Roles	Classroom teachers	Grade Levels	High (grades 10-12)		
	Principals / Asst. Principals				
	Supt / Ast Supts / CEO / Ex Dir				
	School counselors				
	Paraprofessional				
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom student assessment data		

LEA Goals Addressed:	The percent of students receiving the Pennsylvania Skills Certificate (PSC) or the Pennsylvania Certificate of Competency will increase annually.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Instructional Coaching: The Principles of
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The percent of seniors recognized as "Honors Graduates" will increase annually.

Partnership

Strategy #3: Instructional Conversations

Strategy #4: Differentiating Instruction

Strategy #5: Increased Quality Instructional Time

Start	End	Title			Description		
9/1/2018	6/1/2022	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.		
	Person Responsible	SH	S	EP	Provider	Type	App.
	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

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.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.

	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.		
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional New Staff Other educational specialists	Grade Levels	High (grades 10-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	Evaluation Methods	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:	<p>The percent of students receiving the Pennsylvania Skills Certificate (PSC) or the Pennsylvania Certificate of Competency will increase annually.</p> <p>The percent of seniors recognized as "Honors Graduates" will increase annually.</p>	<p>Strategy #1: Dual Enrollment Opportunities</p> <p>Strategy #2: Instructional Coaching: The Principles of Partnership</p> <p>Strategy #3: Instructional Conversations</p>
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Start	End	Title			Description			
9/1/2018	6/1/2022	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 10-12)
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

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.

Affirmed by Gerald Witmer on 8/27/2018

Board President

Affirmed by Gerald Witmer on 8/27/2018

Executive Director
