North Montco Tech Career Center

CTC Plan

07/01/2020 - 06/30/2023

CTC Profile

Demographics

1265 Sumneytown Pike
Lansdale, PA 19446
(215)368-1177

AYP Status: Not Provided
Administrative Director: Gina Pardovich

Planning Process

The Planning Process of the North Montco Technical Career Center

Comprehensive Planning is a continuous process used to ensure that all students are achieving at high levels. All schools can create better environments so that more students are successful. Continuous Comprehensive Planning of all schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in schools that demonstrate continuous growth.

JoAnn Perotti, Director of Strategic Services with the Bucks County Intermediate Unit served as the External Facilitator of this process.

High performing schools with varied demographic conditions have shown they share common characteristics.

These Nine Characteristics are strongly correlated to consistently high performing schools. As school teams go through the process of Comprehensive planning, they will look for the presence of these characteristics. The characteristics are:

1.   Clear and Shared Focus
     Everybody knows where they are going and why. The vision is shared—everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.

2.   High Standards and Expectations
     Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

3.   Effective School Leadership

    Effective leadership is required to implement change processes within the school. This leadership takes many forms. The Director of the Career and Technical Center often plays this role, but so do teachers and other staff, including those in the school community. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

4.   High Levels of Collaboration and Communication

    There is constant collaboration and communication between and among teachers. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

5.   Curriculum, Instruction and Assessment Aligned with Standards

    Curriculum is aligned with local, state and national standards. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

6.   Frequent Monitoring of Teaching and Learning

    Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

7.   Focused Professional Development

    Professional development for all educators is aligned with the school's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

8. Supportive Learning Environment

    The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

9. High Levels of Community and Parent Involvement

    There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community all play a vital role in this effort.

XXXXXX- JoAnn to update

Timeline- North Montco Technical Career Center Comprehensive Plan

As a Phase 1 CTC, North Montco Technical Career Center will be submitting their Comprehensive Plan to PDE on November 30, 2019

September 2018- Announceent to staff/community about development of new/draft Comprehensive Plan. Reflection session with Administration/Staff.

September 2018 - June 2019 - Collect data, needs assessment as per comprehensive plan.

June 12, 2019 - Steering Committee Session to develop Goal/Strategy Areas.

August 7, 2019 Action Plans Developed.

September 2019 Plan finalized

September 17, - October 15, 2019 –Comprehensive Plan on display for 28 days for public review.

October 21, 2019 Comprehensive Plan Approved by North Montco Technical Career Center School Board.

By November 30, 2019 – Comprehensive Plan submitted electronically to PDE.

Mission Statement

The North Montco Technical Career Center (NMTCC) is dedicated to delivering technical and academic programs that meet the needs of our students and prospective employers. This will be accomplished through a perpetual improvement system that ensures stakeholders an educated, competent individual capable of contributing to the welfare of the community.

Vision Statement

To provide educational excellence that supports student achievement and success.

Shared Values

We believe that students can learn, and that learning is a lifelong process. Learning experiences will equip all students to become independent learners and critical thinkers with capability of solving complex problems. This will be accomplished through our Quality Management System. This system provides the framework that fosters continual improvement by continuously monitoring and measuring established outcomes.

Excellence: All NMTCC functions and services will strive for the highest level of excellence to successfully achieve our goals and objectives. Learning activities must be of the highest quality to help students achieve their goals.

Equity: We believe that everyone must have an equal opportunity to grow and achieve success through learning. We will provide the opportunity and support all who take part in our learning activities.

Learning Experiences: NMTCC will offer educational rigor, relevance and relationships that align with academic and industry standards, emphasizing real-world learning situations ensuring all NMTCC students are exposed to the skills necessary for college or career.

Ethical Practices: We will maintain the highest level of honesty, communication, cooperation, and credibility in all stakeholder relationships.

Accountability: As a publicly funded institution, we believe we are responsible for all our decisions and actions, and ensure that we are making the best use of our resources.

Diversity: To achieve our vision we will respect the unique and diverse perspectives of all individuals as the means for developing the strongest learning community possible. We promote individual growth by encouraging a positive sense of self-worth for all members of our educational community.

Community: We are an active and involved part of our community. Therefore, we must play an integral role in determining community needs, then develop and implement the strategies that will advise and serve local stakeholders.

Educational Community

The North Montco Technical Career Center was formed as one of the four area Vocational-Technical School in Montgomery County in 1964 to serve the northern portion of the county. The building was constructed on a 15-acre parcel of land along Sumneytown Pike in Towamencin Township. The school opened in 1967 and is jointly owned by the North Penn, Souderton Area, Wissahickon, Methacton, and Perkiomen Valley School Districts.

The operation of the Center is authorized by the North Montco Joint Operating Committee (JOC) comprised of two school board members from each of the sending school districts, with the exception of North Penn School District, which is represented by three board members.

A Superintendent of Record is the Chief School Administrator and the Administrative Director is responsible for the school operation. The school serves approximately 1150 students in 21 technical programs (including 150 full-time students in our Pennsylvania Youth Apprenticeship-PYAP-program), from the 5 surrounding school districts. NMTCC operates a three-session day. Operating three sessions accommodates students who otherwise may not have the ability to attend the CTC. In addition to secondary technical training, North Montco Technical Career Center offers numerous continuing education programs, such as Drivers Education, PA Safety and Emission Certifications, Welding, Mechatronics/Robotics, Precision Machining, and ServSafe Certification.

Our school's administration/management team consists of the Administrative Director, Assistant Director, Principal, School Police Officer, Dean of Students, Technology Coordinator, Public Relations and Media Coordinator, Facilities Operations Manager, and Continuing Education Capacity Coordinator.

In addition to NMTCC's technical and academic instructional staff, the CTC employers 8 Instructional Assistants, 4 Special Education Case Managers, 3 Guidance/Career Counselors, and a School Nurse.

Located in Lansdale, a borough in Northern Montgomery County, Pennsylvania, northwest of Philadelphia. It is a town was depicted as a rural area consisting primarily of corn fields, but has since grown into a densely populated suburban town.

NMTCC offers several Continuing Education, CDL, driver's education and other post-PM courses and training options that helps the community and local business and industry stay current with the most up-to-date technologies. This is critical because Montgomery County has the more large and small manufacturing than any other county in PA, including big Pharma, and other specialty manufacturing operations.

As a component of NMTCC's Quality Management System, NMTCC utilizes the data driven decision and instructional models. Applying these designs has resulted in NMTCC meeting 7 of 8 Perkins performance indicators, including, over the past four years an 80% of students achieving advanced or proficient on the NOCTI or NIMS PDE approved exit exams. For this and other accomplishments, NMTCC has been cited by the PA Bureau of Career and Technical Education as one of the top performing CTC's in the Commonwealth.

The QMS decision making process is collaborative, whenever possible, applying data from standing committees for the purpose of reviewing and formalizing modifications or enhancements to the systems that support student achievement, safe and supportive schools, and fiscal and human resources.

Curriculum and Assessment Committee: Reviews and recommends curricular revisions to ensure the improvement of student achievement and compliance with Chapter 339 regulations.

Management Team: Monitors and measures the Quality Management System and analyzes data and, when necessary, develops corrective actions when established outcomes are not achieved.

Safety Committee: Brings staff and administration together in a cooperative effort to promote safety and healthy workplace environment through a collaborate effort of all departments and to meet Act 44 requirements. The safety committee helps ID potential areas of need and provides direction and guidance for administration.

Occupational Advisory Committee: The main purpose of an occupational advisory committee 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 and

appropriate applications of technology. Advisory committees are a vital link between the career and technical education program and business and industry. In addition to state requirements to establish advisory committees, career and technical administrators, teachers and citizens recognize the value of community participation in the discussion of career and technical education issues. Advisory committees assist in assuring the relevance of the career and technical education program to the community and increase public awareness of the program. Committee members representing business, industry, labor and the general public bring a unique perspective to education and training programs. They provide a viewpoint which is invaluable to the career and technical education program.

Professional Advisory Committee (sending district superintendents): This committee meets a minimum of once a month. Discussions include programmic topics (enrollment, PSSA/Keystone exams, NOCTI, academic integration, JOC meeting agenda, budgets and ensuring the curriculum drives the budget and not vice-versa, school calendars, new offerings, student activities and the like).

General Advisory Committee (Local Advisory Committee): This committee meets twice a year and is comprised of local industry leaders and employers. The focus of the meetings is to review last year's goals to measure if they were met, determine how industry can support NMTCC's mission. Topics discussed include establishing schoolwide priorities based on administration's yearly measurable goals to address specific areas of program improvement, addressing requirements for entry-level employment, new technologies, openings to non-traditional employment (by gender), and setting benchmarks to measure progress of planned initiatives, and the extent which the committee is accomplishing the scope of work.

Participatory Planning Committee (Perkins): These meetings are held yearly. The Perkins Planning Meeting members represent all community stakeholders. Discussion and feedback from NMTCC's data driven instructional model, Programs of Study and statewide articulation, and dual enrollment. Committee members offer suggestions as to different non-paying School-to-Work options, such as internships, job shadowing, and mentoring.

Wellness Committee: This committee meets regularly and is comprised of members representing all community stakeholders. The goals of this committee promote student wellness through nutrition education, physical activity and other school-based activities. Discussion focuses on assuring school meals are consistent with state and national nutrition standards, reviewing food permitted for classroom parties, celebrations, fundraisers, rewards, and school events, overseeing our "healthy" snack fundraisers. Additionally, the Wellness Committee is charged with developing goals and objectives that address other school-based activities to promote wellness, such as alternatives to food as a reward, and to monitor the results ensuring that NMTCC meets the goals established by the committee.

Monthly Counselor Meetings with sending district counselors: This committee meets a minimum of once a month. Discussions and feedback include: highlighting a different technical program including career Pathways and career ladders. Other items discussed include any new forms or processes, support

services, recruiting at NMTCC and instructors visiting our sending district schools, our full-time and co-op programs, senior projects.

In addition to committees, NMTCC invites our community to our Senior Project Expo, Open House, invites members to serve on our Occupational Advisory Committees, proctor SkillsUSA/NOCTI and other technical competitions, as well as speak to our students about career opportunities.

Planning Committee

Name	Role
Frank Gallagher	Administrator : Professional Education
Robert Lacivita	Administrator : Professional Education
Gina Pardovich	Administrator : Professional Education
Elizabeth Drummond	Board Member : Professional Education
Jenna Ott	Board Member : Professional Education
Andrea Rees	Board Member : Professional Education
Matt Beatty	Business Representative : Professional Education
Steve Nelson	Business Representative : Professional Education
Chip Ostroski	Business Representative : Professional Education
Gary Volpe	Business Representative : Professional Education
Jen Butler	Community Representative : Professional Education
Steve Hunsberger	Community Representative : Professional Education
Tiffany Trego	Ed Specialist - Other : Professional Education
Kathy Kloss	Ed Specialist - School Counselor : Professional Education
Not Applicable to CTC	Elementary School Teacher - Regular Education : Professional Education
Not Applicable to CTC	Elementary School Teacher - Special Education : Professional Education
Alan Delong	High School Teacher - Regular Education : Professional Education
Richard Matthias	High School Teacher - Regular Education : Professional Education
Steve Norman	High School Teacher - Regular Education : Professional Education
Marcy Ann Raybold	High School Teacher - Regular Education :

	Professional Education
Malcolm Roach	High School Teacher - Regular Education : Professional Education
JoAnn Perotti - External Facilitator/Bucks County Intermediate Unit #22	Intermediate Unit Staff Member : Professional Education
Not Applicable to CTC	Middle School Teacher - Regular Education : Professional Education
Not Applicable to CTC	Middle School Teacher - Regular Education : Professional Education
Alicia Mahoney	Parent : Professional Education
Philip Sacks	Parent : Professional Education
Kristy Sacks	Parent : Professional Education
Alicia Pender	Student : Professional Education
Brett Sacks	Student : 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	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Accomplished
PA Core Standards: Mathematics	Developing	Accomplished
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	Accomplished	Accomplished
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":

North Montco Technical Career Center is a part time CTC and has aligned all career and technical education programs' curriculum Units of Study (Learning Guides) to the Pennsylvania Common Core Standards, including Work Readiness Standards to meet current Chapter 4, Chapter 339 Vocational Education standards showing the full integration of academic concepts found naturally in technical competencies that directly interconnect conceptual/abstract content to real-world (concrete) workplace experiences. This alignment establishes academic rigor, relevance and relationships through differentiated instruction that accommodates diverse levels of students, increase student achievement on all Perkins Performance Indicators and prepare students for career and post-secondary education.

Adaptations

Checked answers

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

- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Unchecked answers

- Arts and Humanities
- Civics and Government
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- History

Explanation for any standards checked:

As noted above, as required in Chapter 4, Chapter 339, CTCs are mandated to incorporate the PA Common Core Standards for English Language Arts, Math, Science and Career Education and Work Standards (Work Readiness). Although curriculum audits and outlines have been accomplished, due to ever changing technology advances and high-stakes testing, it is also an on-going process. North Montco Technical Career Center uses our Annual Perkins Performance Indicators, NOCTI data and multiple survey results to establish yearly goals and objectives. Integration activities include the development and employment of cross-curricular Reading, Writing, Speaking and Listening strategies utilizing The Pennsylvania Department of Education/Bureau of Career and Technical Education Math and English Language Arts T-Chart outlines that provides a direction connection to technical instruction. This model helps bridge the achievement gap between contextual math (math used in technical learning applications) and conceptual math (math seen on Keystone exams). To integrate the Work Readiness Standards, NMTCC utilizes "Job Ready Career Skills" an online work training application where students learn the soft-skills employers want entry-level employees to know and understand to be considered employable. The Assistant director, Dean of Students, and mentors engage instructional staff in incorporating academic integration and other learning strategies, including the personalized learning model, which ensure consistent and pervasive standards aligned instruction. All local assessments are aligned with NOCTI and State Standards as prescribed by Chapter 339 standards and the mandated BCTE Programs of Study core competency lists, and Students Occupationally and Academically Ready (SOAR) initiatives. Although STEM in not checked, in reality, because of our academic integrating curriculum delivery model, CTE is the purest form of STEM there is.

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:

Career and technical education curriculum, teaching and learning, and terminal objectives are written to meet Pennsylvania Department of Education standards, but more importantly must meet and exceed established industry recognized standards outcomes. NMTCC uses the data driven instruction model that focuses on teaching for understanding. Data is not only used as a measurement to determine what students are learning, but also how to apply previously learned concepts and skills to master new, unlike tasks. Assessments are used to measure both teaching and learning; thereby allowing instructors to modify curriculum delivery/instruction to ensure all students have gained full understanding of a technical or academic concept before moving forward in the curriculum. This design promotes a deeper, fuller understanding of what is expected of both the student and instructor. The data driven instruction model not only identifies areas needing improvement, but also identifies areas of strength. Data helps instructors recognize areas where students are performing well, and to apply these same teaching strategist and techniques in areas of the course where students are underperforming.

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

N/A

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.

In order to serve 504, ESL and those students identified with special needs or disabilities, the instructor and the special education/special population's staff (case managers) will consider student strengths/weaknesses as per individual 504 plans and IEP's, then, along with the instructors' input, identify appropriate learning goals, and make the appropriate and necessary curriculum delivery adaptations and modifications to ensure student success. In addition, instructional and or / technical assistants will the assist special needs students individually as the need arises during class/theory lessons or lab sessions to help ensure success.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

Checked Answers
- Administrators
- Instructional Coaches

Unchecked Answers
- Career Cluster Chairs
- Not Reviewed

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

NMTCC has adopted the eWalk observation/evaluation model. This system allows instructional delivery to assess curricular alignment and consistency among classrooms grade-levels and subjects. eWalk utilizes the Danielson Framework and provides the basis to ensure that instruction schoolwide is aligned to academic and technical standards, and teaching is based on the learning needs of each student. eWalk also allows for differentiated supervision of instructors teaching less than 5 years, 6-10 years and 10+ years. Our supervision plan includes formal classroom observations, periodic classroom walkthroughs and annual and semi-annual evaluations. This system offers supervisors the ability to offer immediate feedback. In addition, peer mentors work with all instructors to incorporate educational strategies to increase student achievement on our Perkins Performance Indicators, and other PDE required mandates, such as Programs of Study, NOCTI, SOAR, Chapter 339 and independent 3rd party program and student industry certifications and SkillsUSA.

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

At NMTCC, Cluster Chairs are full-time instructors, equal to their cluster counterparts. They rotate annually and, therefore, are not permitted to evaluate or supervise other instructors. However, if a Cluster Chair is a master teacher, they will be given release time to observe and mentor a new or struggling instructor—but only as a mentor.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in

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

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

NMTCC utilizes the competency based learning curriculum delivery model. Competency based education allows students to learn at their own best pace. The most important characteristic of competency-based education is that it measures learning rather than time. Students' progress by demonstrating their competence, which means they demonstrate mastery of both the knowledge (theory) and skills (competencies) required for a particular set of tasks, regardless of how long it takes to accomplish mastery of that skill. Whereas traditional teaching/learning models rely on measuring completion of a competency, they are time-based (everyone in the class is on Chapter 1, page 1). In the traditional model, students advance even if they have not shown mastery of a concept or skill—or do not move forward even if they have completed (mastered) the task or skill at hand. Furthermore, NMTCC is adopting the "Personalized Learning" design. This model promotes a schoolhouse without walls/a schoolhouse without a clock using an electronic cloud based learning management system—Canvas. The competency based curriculum delivery model allows students to complete coursework (Programs of Study) and pass the prescribed Bureau of Career and Technical Education assessment (NOCTI/NIMS) or other high-stakes exams even if they mastered a concept or skill in half the time as other students.

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.

NMTCC is not a comprehensive CTC.

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

NMTCC is not a comprehensive CTC.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 20/21	SY 21/22	SY 22/23
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
- Task Rubrics

- Keystone Exams

- NOCTI

- Student Learning Objectives - Instructor & publisher made assessments/rubrics

- Industry certifications, credentials and licenses

- Senior Projects

- In-House Surveys

- Co-op Employer Feedback (Capstone Learning)

- Written Assignments, i.e. Task Reflection and Lesson Summary Worksheets

- Portfolio Assessment

- Canvas

Benchmark Assessments
- Standards Aligned System

- Instructor and Publisher made assessments: Quizzes, chapter assignments/tests, homework
- PDE Math and English Language Arts T-Charts
- Academic Intergation Worksheets

Formative Assessments

- Teacher made daily "exit" slips

- Textbook assignments

- Homework

- Progress monitoring

- Teacher developed quizzes

- Critical/effective questioning techniques

- The "Big" Idea and essential questions

- Canvas

Diagnostic Assessments

- Classroom Diagnostics (CDT)
- Effective questioning techniques
- Teacher/publisher made textbook assignments

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.

As part of NMTCC's curriculum revision/renewal process, assessments are reviewed by the Curriculum Specialist, instructors, and administrators to assure assessments align with the Pennsylvania Department of Education/Bureau of Career and Technical Education Programs of Study core competency lists, Occupational Advisory Committee Value-Added tasks, and academic standards that aligned to the PA Common Core Standard/eligible content. The revision process includes the development of Learning Guides, Student Learning Objectives, and lesson plans that include summative, benchmark, formative and diagnostic assessments.

Collection and Dissemination

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

NMTCC utilizes the data driven decision making instructional model. Data (Keystone, NOCTI and internal assessment data) are reviewed to determine areas of strength and areas needing improvement. We employ a hybrid NOCTI Root Cause Analysis, and NMTCC in-house survey data to determine these areas.

For NOCTI, this means we "drill down" data to pinpoint, by student, and specific task "standards" where a student is underperforming. Students are then tasked to develop their own improvement plan for the specific areas they need to improve. This can include working with other students, their instructor, using the textbook, YouTube or whatever resources they fell will help them master a particular concept. Moreover, data is analyzed to identify areas of strength - asking the question, why is this portion of the curriculum so strong, while others are weak? Other data collected includes: individual and whole class task level results by major technical division; granulated to show, by student, percentage/number of tasks completed, percentage/number of tasks mastered, comparing posttest-pretest-posttest data, time spent on test, number and percent of industry recognized certifications, credentials and licenses earned, number of years in the program, number of days absent and number of discipline referrals. Armed with diagnostic information, instructional staff gain greater insight into what to teach by addressing known skill gaps or by skipping material previously mastered. Working with administration and mentors, this design has expanded to identify:
- What variables affected the outcomes?
- What was done differently?
- What portion of the curriculum delivery can be modified, enhanced, restructured, or reinforced to ensure the concept is taught for full understanding and not just being "covered"? Employing this "root cause analysis" model the past 8 years has resulted in a schoolwide 50%

increase on the NOCTI exams (65% of students scoring Advanced and Proficient to 80% of students scoring Advanced and Proficient) and over 330 unique students earning over 800 industry recognized credentials.

For academic standards, NMTCC utilizes the PDE Student Learning Objectives, Performance Measures. This data is compiled by instructors and reviewed by administration to determine teacher effectiveness as well as a measure of curriculum delivery and student learning.

Parents receive quarterly progress reports, students receive quarterly report cards, and daily work ethic grades are available to view on our Classmate Parent Portal. Instructors share student grades with them on an ongoing basis to assist students who have not demonstrated accepted achievement levels or higher.

In addition, all Perkins Performance Indicators data is shared with the Perkins and General Advisory Committees; all NOCTI data (student and district wide) is shared with our Joint Operating Committee and superintendents as soon as it becomes available.

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.

Again, NMTCC utilizes the data driven decision making instructional model. Data (Keystone, NOCTI and internal assessment data) are reviewed to determine areas of strength and areas needing improvement. We employ a hybrid NOCTI Root Cause Analysis, and NMTCC in-house survey data to determine these areas. For NOCTI, this means we "drill down" data to pinpoint, by student, and specific task "standards" where a student is underperforming. Students are then tasked to develop their own improvement plan for the specific areas they need to improve. NMTCC in-house survey data, NMTCC drills down the NOCTI task level data/scores to categorize specific areas needing improvement. The data is broken down first by whole class: For example, if a class scores less than 50% particular task area on average, this data helps our instructors identify curriculum delivery for that task area. However, if a class, on average, scored 80% or better, then the instructors are asked to reflect on how they are delivering the curriculum in that skill area that has produced high scores.

The data is further analyzed by individual student. For example, if an exceptional student scores well in a specific area, and IEP students scored at an unexpected low level—and vice-versa—instructors will review and monitor assessments and progress to determine the needs of individual students based on these data. Interventions by the instructor, special education case managers, paraprofessionals, and guidance counselors will be utilized to assist students to increase their achievement levels. Using eWalk data, NMTCC utilizes a differential instructional evaluation process to assess curricular alignment and consistency among classrooms, grade levels/session and technical subjects. The Danielson Framework is incorporated into eWalk and is the structure we use at NMTCC that ensures instruction is aligned to established industry and academic standards, and teaching is based on the learning needs of each student.

In other words, data is a powerful tool when used properly and effectively—what does one student need relative to the entire class—and vice-versa. It is a dangerous tool when used haphazardly. How do we know what data to look at, how do we look at the data, and how do we fully understand what the data is telling us is critical to improving student achievement. NMTCC has invested considerable time and efforts to ensuring instructors and students abundantly understand what the data is saying.

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

- Press Releases

- School Calendar

- Student Handbook

- Industry organizations/partners

Unchecked answers
- Newsletters

Provide brief explanation of the process for incorporating selected strategies.

NMTCC utilizes all of the above strategies to share assessment data on an on-going basis (social media, CTC web site) and letters, parent conferences, student handbook and course guides are used as needed.

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

With the expansion of social media (facebook, twitter, instagram) the information contained in a newsletter is distributed more efficiently and effectively.

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers
- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- School-wide Positive Behavioral Programs
- Conflict Resolution or Dispute Management
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans

- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Placement of School Resource Officers
- Student Assistance Program Teams and Training
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

Unchecked answers

None.

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

NMTCC utilizes all of the above listed strategies to provide a safe and supportive school environment for all students, faculty, staff and community visitors.
NMTCC counselors handle student assistant concerns individually and coordinate with sending school Student Assistance Program Teams as needed.
NMTCC participates in the State mandated "Safe to Say Program"
NMTCC Administration has authorized a Crisis Response Team comprised of members of the NMTCC security team, faculty and staff. This team meets monthly to coordinate training, plan crisis response activities, review and update emergency procedures.

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.)

NMTCC is not a comprenehsive CTC.

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
- Health and Wellness Curriculum
- Health Screenings
- Individual Student Planning
- Nutrition
- Orientation/Transition
- Wellness/Health Appraisal
- Coordination of Services with Sending School
- Career Pathway Development
- Industry Certifications, Credentials, and Licenses

Unchecked answers

- Guidance Curriculum
- RTII/MTSS

Explanation of developmental services:

NMTCC has a guidance plan and is developing a K-12 Carreer Guidance Plan/Curriculum

Diagnostic, Intervention and Referral Services

Checked answers

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Casework
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Special Education Evaluation
- Student Assistance Program
- Coordination of Services with Sending School
- N/A

Unchecked answers

- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development

Explanation of diagnostic, intervention and referral services:

NMTCC provdes students with individualized counseling to cope with life situations, educational planning, and personal and social development in a one-on-one environment.
NMTCC Guidance counselors individually coordinate with sending school Students Assistance Program Teams and their resourses.

Consultation and Coordination Services

Checked answers

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

Unchecked answers

- Alternative Education
- Case and Care Management
- Managing Chronic Health Problems

Explanation of consultation and coordination services:

NMTCC consults and coordinates services with sending school districts, local law enforcement, and community agencies and services to enhance the educational experience for all students.

Communication of Educational Opportunities

Checked answers

- Course Planning Guides

- Directing Public to the PDE & Test-related Websites

- Individual Meetings

- Letters to Parents/Guardians

- Local Media Reports

- Website

- Meetings with Community, Families and Board of Directors

- Mass Phone Calls/Emails/Letters

- Press Releases

- School Calendar

- Coordination of Services with Sending School

- XXXX Gina & Suzette to update

- Social media - facebook, twitter, instagram

Unchecked answers
- Newsletters
- Student Handbook

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.

The SAP Team coordinates with a group of professionals providing student assistance services to all students in the school system. Each month the SAP Team meets with the assistant director/principal to communicate various schoolwide activities and initiatives.
The SAP Team coordinates and implements preventative and intervention programs and services for students experiencing education or behavioral difficulties.
At the beginning of each school year, instructors develop annual goals and objectives, which are reviewed by the assistant director and assistant director/principal.
These goals and objectives are the basis for the work conducted by each instructor. Data /artifacts are submitted quarterly via the eWalk system and are reviewed by administration. Specifically, the SAP Team is responsible for the following:

- Consulting with school personnel in planning, implementing, and evaluating school programs to meet educational, behavioral, or emotional needs of students.

- Analyzing, integrating, and reporting data/ information regarding student performance.

- Analyzing assessment data to facilitate improved student performance.

- Ensuring the appropriate application of laws, regulations, and local policies related to

- students.

- Fostering awareness, understanding, and cooperation among individuals in school to meet the educational needs of all students.

- Conducting placement/assessment activities.

- Establishing and supporting violence prevention programs.

- Ensuring Due Process for students who are in conflict with the social environment.

- Attending or conducting meetings for students with IEPs or 504 Agreements.

- Identifying, evaluating, and reevaluating students with special programming needs to meet the requirements for IDEA and Section 504 of the Rehabilitation Act.

- Establishing child abuse and neglect reporting procedures.

- Providing child abuse training for school system personnel.

- Providing non-violent crisis intervention training.

- Overseeing and facilitating 504 Agreements.

- Overseeing and facilitating intervention for students with IEPs

- Managing student records.

- Maintaining and revising staff and student-related policies and procedures.

- Initiating case management of referred students.

- Weekly cluster meetings, monthly sending district principal and counselor meetings to determine needs of all students and to create a safe and supportive learning environment.

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. NMTCC does not offer child care.
2. NMTCC does not offer after school programs.
3. NMTCC acts as a youth workforce development program service provider for the Montgomery County Workforce Investment Board. There is limited time for part-time students to deliver proper remedial instruction. Academic standards are integrated into all technical programs' instruction; however, academic course work is primarily delivered at sending school. NMTCC recommends an academic scope & sequence; we cannot force districts to adhere to the PDE recommended standard.
4. To meet the academic needs of our students and sending districts, NMTCC expanded our data-driven instructional model by developing an in-house intervention (tutoring) program. Utilizing PDE Standards Aligned System (SAS) diagnostic assessments and PSSA data, NMTCC identified 9th & 10th grades students who were below grade level for math. From this data NM developed the "Math Support" & "Essential Academics" intervention program. Students from specific occupational/career clusters were exposed to technical related academic concepts through a deliberate "push-in" curriculum delivery model that used NMTCC/PDE Math T-Charts. Using this academic integration model showed students the relationship between abstract academic concepts and concrete technical content. As a result, on average, over the past three years, 35% of participants have realized a 2-grade level increase on the SAS diagnostic assessments. We are firm in our commitment to increasing student achievement through relevant academic integration (content math & content literature). Research data shows*, at 80-90% predictive accuracy rate, academic interventions correspond to a probability that students who score basic or below will achieve proficient or advanced levels on standardized

assessments, such as the PSSA, when retested. (*Northwest Evaluation Association January 2011).

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.

Our annual surveys and setting Annual Goals and Specific Action/Outcomes address all Material and Resources Characteristics areas. Our Quality Management System (QMS) addresses:

- Product Realization (curriculum is our "finished product")

- Management Activities

- Provision of Resources and Measurements (3-year internal High Priority Programs process) to ensure goals are met or why a goal or objective was not met.

- Measurement

Our school philosophy relates to two simple principles: 1) Say what we do and do what we say; 2) If it doesn't get measured, it doesn't get done.
Every year NMTCC conducts a surveillance audit. This audit serves two functions: 1) Review of the entire QMS to ensure NMTCC adheres to all internal and external standardization and controlled processes; 2) Identify areas that are compliant, but how they can be improved to provide better customer service, experiences and outcomes while increasing operational efficiency. The review can include an audit of the entire school process and procedures, including:

- Review of Records

- Management Review

- Quality Manual/System Changes

- Customer Satisfaction Survey Results/Changes

- Corrective Action Effectiveness

- Internal Audit (review independence)

- Analysis of Data

- Continual Improvement

- Regulatory / Statutory Requirements;

- Compliance with Marks/Logos & Registration Agreement.

Furthermore, NMTCC has developed a truly unique budgetary process that incorporates a three-year cycle that effectively abolished the archaic 5-year plan that had been in place at our CTC for over 25 years. The design identifies two or three CTE technical clusters and one or two academic programs as NMTCC High Priority Programs (HPP). These programs will share up to 80% of that year's equipment/supply/material budget; the remaining programs will receive basic funding to cover the cost of supplies and consumables necessary to effectively deliver the curriculum. In other words, for two years 75% of the instructional staff receives funding to maintain their programs, but no funding for equipment, textbooks or other high cost items is available. However, if secondary funding is obtained (I.E. Grants, subsidies, etc.) budget funds allocated to HPP are offset and returned to non-HPP to purchase textbooks or other high cost items.
Each year before the Fall OAC meetings, all HPP instructors are "audited" by the administrative director to ensure they understand that this is their "turn at the brass ring" and the importance of completing their OAC HPP Budget Packet. During the Fall OAC meeting, High Priority Program instructors must address four specific budgeting categories listed in the budget packets, including:
•	Curriculum/Textbooks/Software (new, training, updates)
•	Equipment (new, repairs)
•	Technology (new, training)
•	Facility updates (upgrades)
After the Fall OAC meeting, instructors prioritize the items from the four categories ensuring their program will meet current PDE and industry standards, while also preparing graduates with the entry level technical and "soft" skills local business and industry demand. After the meeting, instructors then present their OAC recommendations—with justifications—to the administrative director.
Additionally, a positive by-product of this budgetary process has been a significant 15% decrease in the amount of consumables and other materials purchased each year.

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	Full Implementation
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Full Implementation
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable

Further explanation for columns selected "

As noted, as required in Chapter 4, Chapter 339, CTCs are mandated to incorporate the PA Common Core Standards for English Language Arts, Math, Science and Career Readiness Work Standards seamlessly into the technical curriculum. Although curriculum audits (revising or completion of Learning Guides) have been accomplished, due to ever changing technology advances and high-stakes testing, it is also an on-going process. North Montco Technical Career Center incorporates the Standards Aligned System standards to meet our Annual Perkins Performance Indicators, and as a tool to increase student achievement. NMTCC also uses Standards Aligned System to develop integration activities including the development and employment of cross-curricular Reading, Writing, Speaking and Listening strategies that provide a direct connection between academic skills and technical skill attainment. NMTCC has also adopted the PDE/BCTE Math and English Language Arts T-Chart curriculum model. This model helps bridge the achievement gap between contextual math (math used in technical learning applications) and conceptual math (math seen on Keystone exams). To integrate the Career Readiness Work Standards, NMTCC utilizes "Job Ready Career Skills" an online work readiness training application where students learn what employers want them to know before they begin work. The Assistant Director and peer mentors engage in the incorporation of academic integration learning strategies which ensure consistent and pervasive standards aligned instruction. All local assessments are aligned with NOCTI, State Standards as prescribed by Chapter 339 standards and industry recognized and established standards.

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.				
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.

Through extensive, immersive, intensive professional development, NMTCC fully supports technical instructors, school counselors and education specialists. In addition to conducting needs assessments to determine what professional development staff want and need, based on internal survey data, NMTCC, in conjunction with our PDE TAP team has adopted a three tiered plan for instructors having 0-5 years teaching experience, 6-10 years teaching experience and 10+ years teaching experience. We utilize in-house staff to cross train other staff. For example, teachers having less than 5 years' experience are usually enrolled in the Temple University's Program VITAL. These individuals are exposed to the latest teaching and educational research. We ask these folks to present these latest teaching techniques and designs to veteran staff that may need some updating or are looking to revamp their curriculum delivery or use the newest

technologies in their classroom and lab. Also, extensive efforts have been exerted on how to analyze data — in other words, what does the data mean/what is the data "telling" us? In addition, NMTCC revisits previous professional development to ensure instructors are using the information gained during professional development and it is being applied appropriately. Follow-up conferences to review and discuss how a new educational strategy or technique was presented and if the desired outcomes are being realized. Sharing best practices help instructors and other staff enhance and enlarge the content knowledge in the area of their assignment. In addition, our CTC is working with TAP to work effectively with industry and community partners.Through our work with our staff and advisory council and committees were constantly evaluate how were manage resources for effective results.

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

Gifted poplulation is less than 1% of student body and their services are provided by their home districts.

Professional Development

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
11/4/2014 Conducted by PA Family Support Alliance
The LEA plans to conduct the required training on approximately:
8/29/2019 Update - 5 years

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:
8/26/2015 GCN Training
The LEA plans to conduct the training on approximately:
8/24/2016 GCN Training

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

Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

As a TAP school (where one of our focuses is on professional development) NMTCC has developed a professional development plan which is part of the annual goal setting Quality Management System. Based on data, patterns of achievement, concerns and other systemic challenges as a component of our continuous improvement model, professional development activities and outcomes are reviewed twice yearly to ensure all QMS processes that support our school's mission and vision are in full compliance.

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

N/A

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.

Unchecked answers

None.

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

A formalized teacher induction process has been well established at NMTCC. Inductees are assigned a mentor, peer and instructional coach who exemplifies the goals, objectives and competencies which are desirable for outstanding educators. In addition to meeting regularly with their mentor and coaches, inductees are required to meet weekly with an induction team to review specific topics. The team consists of master teachers, department heads, student advisors, Special Education case managers, guidance and career counselors and administration. By contract, new instructors/teachers are required to meet with their mentors and administration prior to the start of school to review school processes and procedures and gain a better understanding of the culture and philosophy of the school and community. Administration meets quarterly with inductees and their mentors/coaches to insure that goals are being attained. Documentation of the process is maintained and submitted to the administrative director at the end of the school year. Although the formal induction process/program ends after one year, the induction process continues for a minimum of three years to ensure inductees gain a full appreciation of our ISO process and procedures to help them become outstanding teachers.

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

N/A

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.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

- NMTCC New Teacher Mentor Toolkit

Unchecked answers

> *None.*

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

All of the listed items are components of our CTCs ISO New Teacher Induction process/procedures. In addition, NMTCC has developed a "New Teacher Mentor Toolkit" reference that covers items from where to put your keys, to dealing with different classroom management scenarios, ISO, OAC, and how to obtain and maintain certification.
The concluding New Teacher Inductee program activities include a "Scavenger Hunt", exit interviews and reflection on the program to help ensure the process helped new instructors be

successful.

In addition, as a component of our ISO data driven decision QMS processes all inductees complete an Induction Program Evaluation and Mentor/Induction Team Member Evaluation to ensure we are providing the services and information new instructors need as they make the difficult transition from industry to the classroom and they become outstanding educators the students that come to NMTCC expect and deserve.

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

N/A

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.
- Instructional Coaches

Unchecked answers

　　　None.

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

Administration identifies instructors/teachers that exemplify the mentor characteristics listed above utilizing formal and informal data sources and utilize the best mentors based on the needs of the inductees. Likewise, NMTCC utilizes instructional coaches and a curriculum specialist to assist new and veteran instructors with meeting PDE curriculum and other mandated requirements (Chapter 339, Industry certifications, credentials and licenses, NOCTI, academic integration) through small learning communities—where, for example, best practices are shared and discussed—or individual helping conferences—where pedagogy is reviewed.

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

N/A

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

If necessary, provide further explanation.

This timeline is actually a guideline on when we plan to address these topics. At times, adjustments must be made based on the availability of specific individuals responsible to review a topic. Moreover, we leave time at the end of each formal induction meeting for an open format to answer questions and or address instructors specific concerns.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

QMS New Staff Induction Checklist, classroom/lab observations, administration oversight, QMS survey data, Induction Program evaluations which reflect on the value and effectiveness of the process. These evaluations are used to adjust the processes and procedures if necessary.

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.

- 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
- A designated administrator receives, evaluates and archives all mentor records.
- 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:

Increased NOCTI Scores for programs not exceeding the state average by 10% a year.

Accomplishment #2:

Increasing number of students qualifying for SOAR (Statewide Articulation) by 5%.

Accomplishment #3:

Students Achieving Industry Certifications by 5%

Accomplishment #4:

Increased number of students completing Programs of Study Components by 5%

CTC Concerns

Concern #1:

North Montco Technical Career Center must complete and adopt a K-12 Career Guidance Plan which is consistant with al five sending school districts.

Concern #2:

There is a need for the North Montco Technical Career Center to decrease the number of out of school suspensions by 5%.

Concern #3:

There is a need for the North Montco Technical Career Center to increase the number of students securing Statewide Articulation credits.

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:

North Montco Technical Career Center must complete and adopt a K-12 Career Guidance Plan which is consistant with al five sending school districts.

There is a need for the North Montco Technical Career Center to decrease the number of out of school suspensions by 5%.

There is a need for the North Montco Technical Career Center to increase the number of students securing Statewide Articulation credits.

Systemic Challenge #2 *(Guiding Question #2)* Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Aligned Concerns:

North Montco Technical Career Center must complete and adopt a K-12 Career Guidance Plan which is consistant with al five sending school districts.

There is a need for the North Montco Technical Career Center to decrease the number of out of school suspensions by 5%.

There is a need for the North Montco Technical Career Center to increase the number of students securing Statewide Articulation credits.

Systemic Challenge #3 *(Guiding Question #5)* Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Aligned Concerns:

North Montco Technical Career Center must complete and adopt a K-12 Career Guidance Plan which is consistant with al five sending school districts.

There is a need for the North Montco Technical Career Center to decrease the number of out of school suspensions by 5%.

There is a need for the North Montco Technical Career Center to increase the number of students securing Statewide Articulation credits.

CTC Level Plan

Action Plans

Goal #1: Goal #1: Increase Student Achievement

Related Challenges:

- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.
- Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.
- 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: NOCTI Results

Specific Targets: 10% increase in the number of students scoring advacned on competency assessments by June 2023.

Type: Annual

Data Source: SOAR

Specific Targets: 20% increase in the number of students becoming eligible for SOAR credit by June 2023

Type: Annual

Data Source: Industry Certification

Specific Targets: Maintain the percentage of students earning industry based credentials.

Type: Annual

Data Source: School to work career readiness

Specific Targets: 20% increase in the number of students participating in the capstone program.

Strategies:

G1 S1: Digital Learning - incorporation of a learning management system.

Description:

The full infcorporation of a learning magangement system will provide students with provide student with continual access to multiple means of acquiring content knowledge and skills. A fully functional LMS will provide educators with continuously updated data regarding student progress and achievement.

Research

Leading Edge Online Classroom Education: Incorporating Best Practices beyond Technology

Wilson, Stefanie D. American Journal of Business Education, v11 n3 p41-48 2018

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

G1 S2: By 2021, use data informed decision making to increase the number of students completing their Program of Study by 5%

Description:

Rationale: Through the use of implementing new grading/data standards, monitoring skill grading and evaluating the completion rates we will be able to

target interventions as needed to ensure that a greater number of students complete their program of study.

Research: Stephanie Chitpin (2019) Principal's Decision-Making in Bridging the Student Achievement Gap, International Journal of Leadership in Education, DOI: 10.1080/13603124.2019.1613568

SAS Alignment: Assessment, Instruction

G1 S3: Improve Delivery of Special Education Services

Description:

Rationale: If special education services are properly delivered to meet the documented IEP and individual student needs then students will be better able to meet their academic goals and overall achievement will increase.

Research: Published: Hanushek, Eric A., John F. Kain and Steven G. Rivkin. "Inferring Program Effects For Special Populations: Does Special Education Raise Achievement For Students With Disabilities?," Review of Economics and Statistics, 2002, v84(4,Nov), 584-599.

SAS Alignment: Instruction

G1 S4: Explore new programming to meet local business and industry needs.

Description:

Rationale: If we reseach the needs of the local business and industry community, then we will be better able to develop programming and provide training and education that meets their hiring needs.

Research:

Venkatraman, S., de Souza-Daw, T. and Kaspi, S. (2018), "Improving employment outcomes of career and technical education students", *Higher Education, Skills and Work-Based Learning*, Vol. 8 No. 4, pp. 469-483. https://doi.org/10.1108/HESWBL-01-2018-0003

SAS Alignment: Standards, Curriculum Framework, Instruction

Implementation Steps:

Expand existing Learning Management system to remaining faculty.

Description:

The final group of faculty member including new hires will be provided access to and trainin on North Montco' s learning management system.

Start Date: 8/5/2020   **End Date:** 6/30/2023

Program Area(s): Special Education, Educational Technology

Supported Strategies:

- G1 S1: Digital Learning - incorporation of a learning management system.

Increase the number of students earning SOAR credit

Description:

Program to ensure all components needed for a student to be eligible for SOAR credit are in place and followed.

Start Date: 9/1/2020   **End Date:** 6/30/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- G1 S2: By 2021, use data informed decision making to increase the number of students completing their Program of Study by 5%
- G1 S4: Explore new programming to meet local business and industry needs.

Grad CM Meet to develop grading and data process

Description:

The team will meet to develp new grading process and thresholds and determine most efficient means of data storage.

Start Date: 7/6/2020   **End Date:** 9/30/2020

Program Area(s):

Supported Strategies:

- G1 S2: By 2021, use data informed decision making to increase the number of students completing their Program of Study by 5%

Implement Grading Thresholds

Description:

New grading policies and thresholds will be communicated to staff and implemented witin programs.

Start Date: 9/1/2020   **End Date:** 9/30/2020

Program Area(s): Professional Education

Supported Strategies:

- G1 S2: By 2021, use data informed decision making to increase the number of students completing their Program of Study by 5%

Monitor skill grading

Description:

Throughout the 2020-2021 school year the administrative team will monitor the implementation of new skill grading.

Start Date: 9/7/2020   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- G1 S2: By 2021, use data informed decision making to increase the number of students completing their Program of Study by 5%

Evaluate number of students completing their program of study

Description:

Reviews of student progress will be conducted quarterly to determine student progress towards completing their program of study.

Start Date: 10/30/2020   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- G1 S2: By 2021, use data informed decision making to increase the number of students completing their Program of Study by 5%

Evaluate special education services through an independent consultant.

Description:

To improve the delivery of special education services it is essential to first understand what is currently being offered and its effectiveness in meeting students' needs.

Start Date: 7/15/2020   **End Date:** 10/30/2020

Program Area(s): Special Education

Supported Strategies:

- G1 S3: Improve Delivery of Special Education Services

Secure recommendations for improvements

Description:

Use the information provided in the independent conultant's report to advocate for needed changes to delivery of special education services.

Start Date: 11/30/2020 **End Date:** 3/31/2021

Program Area(s): Special Education

Supported Strategies:

- G1 S3: Improve Delivery of Special Education Services

Provide professional development for teaching all students in an inclusive setting.

Description:

Provide all teachers with professional development on the best ways to teach all students in an inclusive setting and still meet the special education needs of individual students.

Start Date: 6/1/2021 **End Date:** 9/30/2021

Program Area(s): Special Education

Supported Strategies:

- G1 S3: Improve Delivery of Special Education Services

Needs Assessment

Description:

Survey and meet with local business and industry leaders to determine if there are common needs for skills in new workers that can be met through new programming. The finalized results will be analyzed and summarized.

Start Date: 1/6/2020 **End Date:** 4/30/2020

Program Area(s):

Supported Strategies:

- G1 S4: Explore new programming to meet local business and industry needs.

OAC Recommendations

Description:

Review the recommendations from the AOC to develop new programs that will help train students in new areas of local need.

Start Date: 6/1/2020   **End Date:** 8/18/2020

Program Area(s):

Supported Strategies:

- G1 S4: Explore new programming to meet local business and industry needs.

Evaluate LMS Usage Numbers

Description:

Administrative leadership will review LMS usage numbers on a quarterly basis to ensure teacher and student use of the system.

Start Date: 11/2/2020   **End Date:** 6/30/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- G1 S1: Digital Learning - incorporation of a learning management system.

Goal #2: Goal #2: Career Preparation and Planning to ensure college and career success.

Related Challenges:

- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.
- Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.
- 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: Industry based credentials.

Specific Targets: By 2023 there will be a 5% increase in students achieving an industry-based credential.

Type: Annual

Data Source: Workplace learning program

Specific Targets: By 2023 there will be a 10% increase in the number of students participating in workplace learning opportunities.

Type: Annual

Data Source: Number of Students completing the State Program of Study Task (POS)

Specific Targets: By 2023 there will be a 5% increase in the number of students completing POS task.

Strategies:

Fully implement a K-12 Guidance Career Plan

Description:

Rationale: If there is a systemized plan in place for career guidance then the individual career needs will be addressed each year for each student and by graduation a higher percentage of students will be career ready.

Research: Falco, L. D., & Steen, S. (2018). Using School-Based Career Development to Support College and Career Readiness: An Integrative Review. *Journal of School-Based Counseling Policy and Evaluation, 1*(1), 51-67. https://doi.org/10.25774/v1t4-c816

SAS Alignment: Standards, Curriculum Framework, Instruction

Implementation Steps:

G2: Grade 9 Initial meeting with guidance

Description:

At the beginning of each school year, 9th grade students will meet individually with an assigned member of the guidance department to review students interests and opportunities.

Start Date: 9/7/2020   **End Date:** 10/31/2022

Program Area(s): Student Services

Supported Strategies:

- Fully implement a K-12 Guidance Career Plan

G2: Grade 9 Career and Scope Testing

Description:

In the fall of each year, after consulation with the guidance department the career and scope test will be administered to 9th graders on an as needed basis.

Start Date: 9/30/2020   **End Date:** 11/30/2022

Program Area(s):

Supported Strategies:

- Fully implement a K-12 Guidance Career Plan

G2 Grade 10: Student consultation with Guidance Department

Description:

At the beginning of each school year 10th grade students will receive a letter from or have a meeting with a guidance counselor on an as needed basis to review their progress towards their career plan.

Start Date: 9/7/2020   **End Date:** 9/30/2022

Program Area(s):

Supported Strategies:

- Fully implement a K-12 Guidance Career Plan

G2 Grade 10: SOAR Presentation

Description:

At the beginning of each year the 10th grade students will receive a presentation on the SOAR program.

Start Date: 9/14/2020   **End Date:** 10/31/2022

Program Area(s):

Supported Strategies:

- Fully implement a K-12 Guidance Career Plan

G2 10th Grade: PYAP Presentation

Description:

At the beginning of each school year the 10th grade students will receive a presentation about the PYAP program.

Start Date: 9/14/2020   **End Date:** 10/28/2022

Program Area(s):

Supported Strategies:

- Fully implement a K-12 Guidance Career Plan

G2 Grade 10: Co-Op Presentation and Industry Credentialling

Description:

At the beginning of each year the 10 grade students will receive a presentation on process and opportunities for participating in a co-op and/or earning an industry based credential.

Start Date: 9/14/2020   **End Date:** 10/31/2022

Program Area(s):

Supported Strategies:

- Fully implement a K-12 Guidance Career Plan

G2 Grade 11: Participation in a Post Secondary Presentation

Description:

In the begining of each school year 11th grade students will participate in a presentation focusing on being prepared for post secondary college and career.

Start Date: 9/14/2020   **End Date:** 9/30/2022

Program Area(s):

Supported Strategies:

- Fully implement a K-12 Guidance Career Plan

G2 Grade 11: Employee visits and field trips

Description:

During the first half of each school year every 11th grade student will participate in an employee visit or field trip connected to their career choice.

Start Date: 9/14/2020   **End Date:** 12/23/2022

Program Area(s):

Supported Strategies:

- Fully implement a K-12 Guidance Career Plan

G2 Grade 11: SOAR Co-Op Visits

Description:

During the school year every 11th grade student will revisit there SOAR/Co-Op placement.

Start Date: 9/28/2020   **End Date:** 5/31/2023

Program Area(s):

Supported Strategies:

- Fully implement a K-12 Guidance Career Plan

G2 Grade 12: Assist Students with SOAR Inquiries

Description:

At the beginning of each school year 12th grade students will make inquiries to complete requirements of the SOAR program.

Start Date: 9/2/2020   **End Date:** 10/21/2022

Program Area(s):

Supported Strategies:

- Fully implement a K-12 Guidance Career Plan

G2 Grade 12: Pre-Graduation Survey

Description:

In the spring of each school year every 12th grade student will complete a pre-graduation survey to provide infomration on the strengths and challenges of the technical school's program.

Start Date: 5/4/2020   **End Date:** 6/9/2023

Program Area(s):

Supported Strategies: None selected

Goal #3: Goal Area #3: Professional Development The Professional Development Plan will ensure consistent implementation of academic standards-aligned curricula across all classrooms for all students and consistent implementation of effective instructional practices across all classrooms, including teaching diverse learners.

Related Challenges:

- Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.
- Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.
- 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: Student performance on the Keystone exams and occupational end-of-program assessments.

Specific Targets: Increase academic and occupational achievement and success for all North Montco Technical Career Center students by: Increase Keystone proficiency by 1-3%, Increase NOCTI results by 1% overall, Decrease total number of withdraws by 1% and Decrease by 2%, the amount of discipline incidents as reported on state report.

Type: Annual

Data Source: Disciplinary referral information data.

Specific Targets: There will be a 5% decrease in disciplinary referrals by the end of the 2022-23 school year.

Strategies:

G3 S1: Professional Development on Literacy Integration

Description:

Rationale:

The goal is to ultimately identify and overcome barriers and gaps so that students can experience more success with:

- Literacy achievement on the Statewide assessments
- Higher statewide assessment scores may reduce the number of students requiring remedial courses at the post-secondary education level
- Basic literacy skills that are required to be successful in any workplace/situation

Research:

Teaching Practices That Promote the Development of Reading Skills in Inclusive Secondary Schools

France Dubé Chantal Ouellet France Dufour Marie-Jocya Paviel Olivier Bruchesi Émilie Cloutier Marc LandryBook Editor(s): Sophie Briquet-Duhazé Catherine TurcotteFirst published: 08 April 2019 https://doi.org/10.1002/9781119610793.ch5

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

G3 S2: Professional development on Classroom Engagement

Description:

Rationale:

If teachers teachers are trained on effective classroom engagement strategies then then students will be more inovolved in the learning process and student achievement will increase.

Research:

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2018). Effective Low-Intensity Strategies to Enhance School Success: What Every Educator Needs to Know. *Beyond Behavior*, *27*(3), 128–133. https://doi.org/10.1177/1074295618799044

SAS Alignment: Instruction, Safe and Supportive Schools

G3 S3: Increase the use of technology to deliver curriculum

Description:

Rationale: If North Montgomery County Technical Career Center increases the use of technology to deliver curriculum then teachers and students will have continuous access to updated information and students will show greater engagement in the course content.

Research: Bernard R.M., Borokhovski E., Schmid R.F., Tamim R.M. (2018) Gauging the Effectiveness of Educational Technology Integration in Education: What the Best-Quality Meta-Analyses Tell Us. In: Spector M., Lockee B., Childress M. (eds) Learning, Design, and Technology. Springer, Cham

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Curriculum Mapping

Description:

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Professional Development: Including Teaching of Diverse Learners

Description:

Utilizing Best Practice - Create Professional Development Plans for all staff that integrate TAP - Technical Assistance Program by a Standards Aligned System through Instruction, Intervention, Curriculum, Assessment, Standards and Resources that include the following:

- Integrate literacy strategies into CTE
- Build relevance through cross-curricular linkages

- Provide extra help to strengthen academic and/or technical skill achievement
- Deliver personalized student support and guidance
- Create a standardized and aligned curriculum
- Use assessments to target instructional strategies
- Use assessments and data to target instrurction to best meet the needs of diverse learners
- Use assessments and data to target instrurction to best meet the needs of English Language Learners.

Start Date: 8/12/2020   **End Date:** 12/18/2020

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

Supported Strategies:

- G3 S1: Professional Development on Literacy Integration

Professional development for Writing in CTE

Description:

Professional development provided throughout the 2020-2021 school year will develop the foundation of an effective writing program and will show instructors in any career and technical content area how to use writing-to-learn and learning-to-write activities to increase students' understanding and retention of course content while simultaneously increasing student engagement and motivation to learn. This workshop will also give instructors the help they need to efficiently and fairly evaluate writing so that students become more skillful as a result of the process.

Start Date: 8/17/2020   **End Date:** 6/25/2021

Program Area(s): Professional Education

Supported Strategies:

- G3 S1: Professional Development on Literacy Integration

Initial Staff training on Literacy Integration

Description:

During an in service training staff will create an discuss T charts examining literacy integration in technical education

Start Date: 8/17/2020   **End Date:** 9/30/2020

Program Area(s): Professional Education

Supported Strategies:

- G3 S1: Professional Development on Literacy Integration

Identification of Literacy in Content area

Description:

Staff will receive professional development on developing literacy concepts within their programs. By the end of the PD staff will be able to recognize 3-4 literacy concepts used regularly in their program area.

Start Date: 8/17/2020   **End Date:** 10/23/2020

Program Area(s): Professional Education

Supported Strategies:

- G3 S1: Professional Development on Literacy Integration

New Teacher Training: Literacy Acquisition

Description:

Each year there will be in-service training for new teachers on how literacy is integrated in their content areas with a focus on literacy aquisition for all students.

Start Date: 8/17/2020   **End Date:** 10/28/2022

Program Area(s): Professional Education

Supported Strategies:

- G3 S1: Professional Development on Literacy Integration

Upload Documentation into Guide 4 Learning

Description:

Each year teacher documentation of literacy integration within programs will be uploaded into the Guide 4 Learning.

Start Date: 5/3/2021   **End Date:** 5/31/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- G3 S1: Professional Development on Literacy Integration

In-service Training for Identified Teachers

Description:

Professional development will be provided to all identified teaching staff as determined by observation data. Agendas and sign in sheets will be be kept to verify content and attendance.

Start Date: 8/16/2021   **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- G3 S2: Professional development on Classroom Engagement

Peer Modeling

Description:

New teachers and identified teachers will observe veteran teahers with proven practices of classroom engagement. Observation reflections and plans for classroom management will be reviewed by principal.

Start Date: 10/4/2021   **End Date:** 5/26/2023

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- G3 S2: Professional development on Classroom Engagement

Collaborative Sharing Events

Description:

Each year staff members will share their best practices for student engagement.

Start Date: 4/1/2021   **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- G3 S2: Professional development on Classroom Engagement

Documentation of Best Practice Strategies

Description:

Compiled best practice strategies for classroom engagement will be documented and shared with the school faculty each year.

Start Date: 5/2/2021   **End Date:** 5/31/2023

Program Area(s): Professional Education

Supported Strategies:

- G3 S2: Professional development on Classroom Engagement

Identify Peer Coaches

Description:

School administration will identify teachers with the best practices of classroom engagement to serve as peer coaches. Peer coaches will be identified by the beginning of 2021-22 school year.

Start Date: 6/1/2021   **End Date:** 9/30/2022

Program Area(s): Professional Education

Supported Strategies:

- G3 S2: Professional development on Classroom Engagement

Expand the use of Canvas Learning Management System to all faculty through training

Description:

The final group of faculty member including new hires will be provided access to and trainin on North Montco' s learning management system.

Start Date: 8/17/2020   **End Date:** 10/30/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- G3 S3: Increase the use of technology to deliver curriculum

Designate Technology Mentors

Description:

Trained staff who are actively using Canvas will be identified as mentors to help staff new to the LMS learn how to integrate the technology and use the tools in canvas to better help their students learn.

Start Date: 8/17/2020   **End Date:** 6/30/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- G3 S3: Increase the use of technology to deliver curriculum

Needs Assessment of Existing Technology

Description:

A needs assessment will be conducted in the 2020-2021 school year to review and evaluate existing technology within the school. Report will be compiled by the end of the school year

Start Date: 8/5/2020   **End Date:** 6/25/2021

Program Area(s): Educational Technology

Supported Strategies:

- G3 S3: Increase the use of technology to deliver curriculum

Evaluation of Technology Integration program.

Description:

There will be a quarterly review of the faculty's use of technology to deliver curriculum. The reivew will be shared and acted upon by the assistant director and director.

Start Date: 11/30/2020   **End Date:** 6/30/2023

Program Area(s): Educational Technology

Supported Strategies:

- G3 S3: Increase the use of technology to deliver curriculum

CTC Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Executive Director