

Dauphin County Technical School

CTC Plan

07/01/2021 - 06/30/2024

CTC Profile

Demographics

6001 Locust Ln
Harrisburg, PA 17109
(717)652-3170

AYP Status: Not Provided
Administrative Director: Peggy Grimm

Planning Process

A review of the plan was conducted throughout the summer of 2016-2017, making needed updates. Members of the team included: teachers, parents, administrators, educational specialists, community leaders, and other staff members. We focused on the assurances. These statements sparked conversation that drove our Action Steps. The team will continue to meet and review the plan. The plan will be used to drive professional development and administrative goals.

Mission Statement

The mission of the Dauphin County Technical School is to prepare students to enter post secondary education and industry with the attitude, skills and knowledge necessary to be successful in a constantly changing and competitive world.

Vision Statement

Through the utilization of a curriculum firmly grounded in academic and industry-based standards, DCTS will provide all students with the skills and knowledge necessary to actively enter a dynamic and competitive high skills work force and/or post secondary education.

Shared Values

Dauphin County Technical School will promote educational achievement among students by:

- Requiring all students to demonstrate proficiency on Pennsylvania's Academic Standards and/or a locally designed assessment to graduate.
- Providing a variety of academic and career and technical training programs to meet the needs and interests of all students, with appropriate counseling in the selection of a vocation;
- Providing a safe environment conducive to achievement by maintaining an atmosphere that encourages respect, responsibility, positive attitudes, integrity, safety, and pride in work;

- Assessing individuals through the use of on-going evaluations that reflect students' knowledge in academic and career and technical areas.

Produce Self Directed, Life- Long Learners by:

- Preparing students who will have increased opportunities for success in their chosen career path;
- Providing opportunities for students to learn how to be collaborative, high-quality contributors to the economic and cultural life of their communities;
- Instilling the skills and work habits to be productive members of a changing society;
- Providing opportunities for adults to train and/or retrain in occupational areas.

Develop Responsible and Involved Citizens by:

- Providing an understanding of how occupations relate to the economic and civic well-being of the community and nation;
- Creating an awareness of the responsibilities of full-time employment and independent adult living and citizenship.
- Encouraging students, staff, and alumni to contribute to the economic and civic well-being of the community.
- Increase and enhance the number of educational options for students to achieve high standards with particular attention to career and technical education.

Encourage Communication and Interaction between the School and Community by:

- Promoting student and staff volunteerism in community events and public service projects;
- Cultivating relationships with employers and industry through shadowing, internship and cooperative education opportunities.

Prepare Adaptive Users of Advanced Technologies by:

- Designing and promoting student development on all levels toward advanced technical knowledge, concepts, and skills in relation to the requirements of industry and society.

Develop Caring, Supportive, Family and Community Members by:

- Encouraging proactive family involvement in the educational process;
- Increasing awareness of the roles and responsibilities of family and community living.

Educational Community

Dauphin County Technical School is a comprehensive career and technical school. DCTS is located in Lower Paxton Township, PA, a suburb of Harrisburg, PA. DCTS is in excellent financial health. DCTS is supported by both member and tuition school districts in the County of Dauphin. The member schools that are governed through the Articles of Agreement are Halifax, Lower Dauphin, Central Dauphin, Middletown, and Susquehanna Township School District. Furthermore, DCTS accepts students from Steelton-Highspire, Millersburg School District, Harrisburg School District, and Upper Dauphin School District as tuition members. Currently, DCTS has an enrollment of 1000 students and it is projected for 2017-2018 school year that the enrollment will be around 1100. DCTS currently operates on a day about schedule, were the students spend half day in academic classes and the other half in their program areas. DCTS transformed our program exploration process from clusters to a defined academy rotation for freshman students. DCTS students have 26 Career and Technical Programs to choose from in academy areas: Construction, Service, Information System Technology, Visual Arts and Marketing, Transportation, Health Science, and Advanced Manufacturing. DCTS offers a part time program for juniors and seniors in good standing in their sending districts. DCTS also offers adult education programs. We want to continue to develop our Adult and Continuing Education program and our cooperative education model. We work to have a positive image in our community. Our students and staff have participated in numerous community service projects both locally and nationally. DCTS transformed it's Open House into a Middle School Expo, allowing our districts' middle level learners the opportunity to visit programs and meet with teachers. In addition, DCTS opens our its doors to all 8th grade students for tours yearly. In addition, our vocational transition counselor takes student ambassadors to district schools for presentations and panel discussions. DCTS is well respected in Central Pennsylvania for providing a comprehensive technical education for students in Dauphin County. In addition DCTS opened a dental assistant program in 2015-2016. Future programs are based on needs assessment, data analysis from the Workforce Investment Board (WIB) and local Occupational Advisory Committee (OAC), and the Planning for the Future Committee.

Planning Committee

Name	Role
Andrea Bennett	Administrator : Professional Education
Dr. Nick Blanch	Administrator : Professional Education
Dr. Peggy Grimm	Administrator : Professional Education
Clinton Heath	Administrator : Professional Education
Barb Maroney	Administrator : Professional Education
Gwen Mosteller	Administrator : Professional Education
Sandy Traynor	Administrator : Professional Education
Dr. Jon Fox	Building Principal : Professional Education

Allan Norton	Business Representative : Professional Education
Patrea Womack	Business Representative : Professional Education
Brian Guaranie	Community Representative : Professional Education
Allan Norton	Community Representative : Professional Education
Priscilla Rodriguez	Ed Specialist - Instructional Technology : Professional Education
Denise Green	Ed Specialist - Nutrition Service Specialist : Professional Education
Christine Noll	Ed Specialist - School Counselor : Professional Education
Not Applicable For Submission	Elementary School Teacher - Regular Education : Professional Education
Not Applicable For Submission	Elementary School Teacher - Special Education : Professional Education
advise advise	High School Teacher - Regular Education : Professional Education
advise advise	High School Teacher - Regular Education : Professional Education
Jason Civitello	High School Teacher - Regular Education : Professional Education
Jayne Johnson	High School Teacher - Regular Education : Professional Education
Matthew Stumpf	High School Teacher - Regular Education : Professional Education
Jen Taylor	High School Teacher - Regular Education : Professional Education
Sarah Kelly	Intermediate Unit Staff Member : Professional Education
Not Applicable For Submission	Middle School Teacher - Regular Education : Professional Education
Not Applicable For Submission	Middle School Teacher - Regular Education : Professional Education
Kristi McConnell	Parent : Professional Education
Patrea Womack	Parent : Professional Education
Jan Zeager	Special Education Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Standards	Mapping	Alignment
Arts and Humanities	Developing	Non Applicable
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Needs Improvement
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Applicable	Non Applicable
Geography	Non Applicable	Non Applicable
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing

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

Curriculum coordinators for math, science, social studies, English Language Arts, health and physical education as well as the career and technical education teachers have worked throughout the 2015-2016 school year to align, update and prioritize curriculum plans. This plan will continue throughout the 2016-2017 school year. Once aligned, teachers will begin to build common assessments and student learning maps as curriculum unit plans. Economics will be focus starting in 2017-2018 to review the course and curriculum alignment.

Adaptations

Checked answers

- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Health, Safety and Physical Education
- History

- Science and Technology and Engineering Education

Unchecked answers

- Arts and Humanities
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Economics
- Family and Consumer Sciences
- Geography

Explanation for any standards checked:

Guidance Office has been working to update and finalize their comprehensive guidance plan as a team. The Guidance team has been working with the CAIU. In addition, our career and technical education teachers have worked on their scope and sequence to align to the PA Common Core Standards and PA Career Work Standards.

Curriculum

Planned Instruction

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Modification and Accommodations

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

DCTS embraces the co-teaching model in English language arts, history, math, and science classes. Using this model our content area teachers are paired with a special education teacher to assist the needs of all learners in the class. Smaller class environments with modifications to the curriculum are available for students under IDEA in direct instruction math, science, ELA, and social studies. We have a certified teacher in our resource room for support for all students. At DCTS we also make needed accommodations for students who have a Section 504 Plan.

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

Unchecked Answers

- Career Cluster Chairs
- Instructional Coaches
- Not Reviewed

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

The DCTS administration completes annual observations using the 2013 Danielson Framework for Teaching as the evaluation tool. DCTS administration has previously conducted walk through observations of classes and CTC Program areas. In addition, lesson plans are reviewed weekly. DCTS has three instructional coaches who work with teachers, academy teachers, and departmental leaders on reviewing lesson plans and unit plans. In the 2016-2017 school year DCTS is piloting a Differentiated Supervision Model that includes peer review and action research.

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

Lesson plans will be submitted to the office and the observing principal or supervisor on a weekly basis for review. In addition, with the new multi-measures observation DCTS administration has licensed the use of Edulink, PA- ETEP software for observation tracking, scheduling, and processing. Lesson plans are not reviewed by instructional coaches or departmental chairs as they are not in a supervisory position.

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

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

As a school we must continue to work on training staff and teachers on the concepts and benefits of differentiated instruction and assignments. Last school year, 2015-2016 we utilized a ten period day that includes STAR period. STAR allowed for remediation and supplemental instruction for students based on their needs and test scores. For 2016-2017, we will be modifying the STAR period to be included only on Mondays and Wednesdays each week, approximately 48 times a school year.

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.

DCTS utilizes the local newspaper for advertisements to recruit educators, as well as the PACTA Website, a site for Career and Technical Education. As a school we host a middle school expo in the fall, host workshops for local school counselors, and work with the ACE Mentor Program to use our school as a site. When we create our master schedule, we look to place some of our most qualified and talented educators with students who are in need of more assistance. The plan for 2016-2017 is to have all faculty as highly qualified status.

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

DCTS utilizes as needed the PSBA and PACTA website to recruit talent. DCTS also is involved with local and state organizations. DCTS administration, Board, and Counselors work closely with the sending school districts.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 21/22	SY 22/23	SY 23/24
Total Courses	22.00	22.00	22.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	1.00	1.00	1.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Local Assessments

(Comprehensive CTC who graduate students only)

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

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*

- 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.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- 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

- Subject Unit and Chapter Tests
- Keystone Exams Algebra I
- Keystone Exams Biology
- Keystone Exams Literature
- NOCTI Exam
- PSAT Test (Optional)
- ACT Test (Optional)
- AP Test (Optional)
- SAT Test (optional)

Benchmark Assessments

- AIMSweb Reading and Math Probes
- Math Benchmark Probes
- CDT Test Results
- Pre-NOCTI Test (Junior Year)
- SRI for Read 180

Formative Assessments

- Classroom Observations
- Learning Logs
- in-class activities
- Do Now Teacher Prompts
- Writing Prompts for Collins Writing

- Walk Through Observations
- Lab Activities
- CTE Projects
- Cooperative pairs

Diagnostic Assessments

- CDT Math
- CDT Biology

Validation of Implemented Assessments

(Comprehensive CTC only)

Checked answers

- External Review
- Intermediate Unit Review
- LEA Administration Review
- Professional Learning Community Review
- Instructional Coach Review

Unchecked answers

- Career Cluster Chair Review
- Teacher Peer Review

Provide brief explanation of your process for reviewing assessments.

DCTS has three instructional coaches for reading, technology, and math. These three professionals work with all teachers on the school initiatives. DCTS also works with CAIU consultants to review our practices. The CAIU is instrumental in assisting with ESL consultation and social work referrals.

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.

This narrative is empty.

Collection and Dissemination

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

One time per month our teachers meet to review and analyze data as a team. Our instructional coaches present the data that drives our conversations and instructional planning. Also our curriculum coordinators and discuss data findings once per month in a small group.

Teachers and administrators have access to data of students that they teach through Performance Tracker software.

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.

As a response to student needs, and based on data, students are placed in Intro to Algebra, Algebra I, and/or a PLATO Math lab and also two reading classes that are designed to assist the students. The reading classes are: Read 180 and Decoding. Students are provided ongoing probes to measure growth. Members of the class of 2019 who do not score proficient or advanced on the Keystone will be required to participate in supplemental instruction.

Assessment Data Uses

(Comprehensive CTC only)

Checked answers

- Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.
- 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.

Unchecked answers

- Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.

Provide brief explanation of the process for incorporating selected strategies.

Teachers and instructional coaches have identified areas of concern and within departments work to ensure that the eligible content standard is being effectively instructed in class.

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

As a school community we are working on aligning our curriculum to the PA Common Core Standards. In addition, we are focusing our professional development activities around the use of SAS.

Distribution of Summative Assessment Results

Checked answers

- Course Planning Guides
- Directing Public to the PDE & other Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and School Board
- Newsletters
- School Calendar
- Student Handbook

Unchecked answers

- Local Media Reports
- Mass Phone Calls/Emails/Letters
- Press Releases

Provide brief explanation of the process for incorporating selected strategies.

DCTS will brief the Joint Operating Committee annually at a public meeting on the School Performance Profile (SPP) that includes results of our standardized test performance. In addition, letters are mailed home to student's parents/guardians with the score reports. Information is also listed on our website.

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

We plan on using a global phone call system to remind students to review their score report when it is mailed. In addition, we send informational letters that explain links to assist parents with analysis of the score report.

Safe and Supportive Schools

Programs, Strategies and Actions

Checked answers

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Conflict Resolution or Dispute Management

- 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

- School-wide Positive Behavioral Programs
- Peer Helper Programs
- Safety and Violence Prevention Curricula

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

As a school system will we need to infuse safety and violence prevention in our health, family living and social skills classes. DCTS also utilizes peer mediation through counselors and administrators. In addition, we have added additional cameras through our IT Department. We have conducted, through the PA State Police, a comprehensive safety evaluation.

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.)

The DCTS gifted program is publized in many ways. The gifted program has its own section on the DCTS website. Annually, the DCTS gifted teacher meets with the districts' gifted teachers to describe the programs and services DCTS has to offer. During the middle school Xpo, the gifted teacher speaks to families and prospective students about DCTS offerings. The course selection guide has a section on gifted education. AP and honors courses are described in the course selection guide.

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

To become eligible for the gifted education program, a student must have been approved by the Gifted Individualized Educational Program (GIEP) planning process. The process is designed to address the learning needs of students as determined through an evaluation process using established criteria. If the need for gifted education is found, the student, parent, and school work together to develop an appropriate program of education. This program is defined through the development of a GIEP.

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

Teacher of parent referral is made to the school psychologist who will then conduct an evaluation for giftedness. The criteria for gifted eligibility in the Commonwealth of Pennsylvania will determine eligibility of any student under evaluation.

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.

The gifted program at DCTS serves students that have a need for activities and development in social and academic areas that are above and beyond what is provided in the general education curriculum. Such activities are individualized and tailored to fit the specific needs of each gifted student.

Gifted students participate in the programs and activities of the regular school setting. Enrichment activities are provided in academic vocational programs whenever possible to meet the needs of each gifted student. Opportunities for development can also occur outside the classroom. These opportunities may include, but are not limited to field trips, activity shadowing, volunteer opportunities, performance opportunities, and competitions and program events; can be academic, vocational and/or social in nature.

Students are assigned a gifted support teacher to oversee their educational program according to their type of need. This teacher completes the necessary paperwork, oversees development opportunities, scheduling and placement, and is the main communication link between the school, the student and the student's parent(s)/guardian(s).

Developmental Services

Checked answers

- Academic Counseling
- Attendance Monitoring
- Behavior Management Programs
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Health Screenings
- Orientation/Transition
- Wellness/Health Appraisal
- Coordination of Services with Sending School
- DCTS employs four counselors, a school psychologist, and contracts hours for social work referral.

Unchecked answers

- Bullying Prevention
- Health and Wellness Curriculum
- Individual Student Planning
- Nutrition
- RTII/MTSS

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Checked answers

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Special Education Evaluation
- Student Assistance Program
- Coordination of Services with Sending School
- DCTS has comprehensive guidance plan, a crisis plan, and a very active SAP Program with rotating members.

Unchecked answers

- Casework

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Checked answers

- Alternative Education
- Case and Care Management
- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Managing Chronic Health Problems
- Managing IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Truancy Coordination
- Coordination of Services with Sending School

Unchecked answers

- Community Liaison

- Community Services Coordination (Internal or External)
- Coordinate Plans
- Strengthening Relationships Between School Personnel, Parents and Communities
- System Support

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Checked answers

- Course Planning Guides
- Directing Public to the PDE & Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and Board of Directors
- Mass Phone Calls/Emails/Letters
- Newsletters
- Press Releases
- Student Handbook
- Coordination of Services with Sending School

Unchecked answers

- Local Media Reports
- School Calendar

Communication of Student Health Needs

(Comprehensive CTC only)

Checked answers

- Individual Meetings
- Individual Screening Results
- Letters to Parents/Guardians
- Meetings with Community, Families and Board of Directors
- Student Handbook

- Coordination of Services with Sending School

Unchecked answers

- Website
- Newsletters
- School Calendar

Frequency of Communication

Frequency of communication: **Monthly**

Collaboration for Interventions

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

Case managers and classroom teachers have regular interactions concerning the needs of their students. Case managers also progress monitor on a bi-weekly basis with the support of the classroom and C & T teachers. Case managers and educators also use STAR Period or our period 10 class two/three times a week to progress monitor and provide assistance to students.

Community Coordination

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

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

DCTS offers after school tutoring for students for an hour on designated nights.

Materials and Resources

Description of Materials and Resources

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing
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Provide explanation for processes used to ensure Accomplishment.

DCTS is currently aligning professional development activities to focus attention on training to differentiate instruction. DCTS also offers many classes including: AP, college prep, and direct instruction to meet the needs of all our learners. DCTS also utilizes a successful co-teaching model to assist students in math, science, and social studies classes.

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

This narrative is empty.

SAS Incorporation

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable

Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

DCTS is working to align the curriculum in all classes with the Common Core. Through this process, teachers are using the many features on SAS. DCTS is working on PA Core full implementation at the end of the 2017 school year.

Professional Education

Characteristics

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

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

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

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

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

Professionals from all departments meet and plan the professional development activities. We use data from Keystone, NOCTI, and also walk through observations to drive our plan. DCTS has teacher led and driven professional development sessions.

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

All areas have been selected.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/31/2015 Training is ongoing through ONLINE training sessions at Safe Schools online
The LEA plans to conduct the required training on approximately:
8/24/2016 Online training and refresher

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:
8/27/2015 8/27/2015 Our School Psychologist reviewed signs, awareness of youth suicide awareness
The LEA plans to conduct the training on approximately:
8/25/2016 We will utilize Safe Schools online training to finish 3 hours of 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.
- 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.
- 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.

Unchecked answers

- 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.
- 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.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Administration fully participates in the sessions. Both the teachers and administration learn together. Ongoing support is provided through the use instructional coaches. DCTS also uses the school improvement plan to drive activities and planning.

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

Each department will need to develop an assessment or rating to determine what they would need in terms of professional development. As formal and informal observations are conducted, administration will need to monitor and record activities that have been practiced.

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 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

- Inductees will know and apply LEA endorsed classroom management strategies.

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

DCTS has a new teacher induction program. New teachers are provided three half day sessions before the school year start. Each new teacher is paired with a mentor. Monthly meetings are scheduled and center on various discussion topics.

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

DCTS administration will work to include classroom management strategies and practices into the induction series.

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.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.

Unchecked answers

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

- 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).

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

Lesson plans will be reviewed on a weekly basis. Meetings are held once per month with the new teachers. A different topic is presented each month.

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

A survey should be constructed with a pre and post test to determine the goals of the program. A portfolio for sharing lesson plans, unit plans and activities would be beneficial. This model will be implemented in 2015-2016. In addition, a differentiated supervision program will be planned for 2016-2017.

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).

Unchecked answers

- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

All prospective mentors must fill out an application. The application gets reviewed by the principal and director before being placed on the Board Agenda for review and possible approval.

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

Aligning common planning time is difficult with limited time in a school day. More consideration will be given to aligning prep periods or lunches, when possible.

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction program will be reviewed by the Assistant Director at DCTS. Each session is aligned to the goals of the program. New teachers and mentors are provided evaluations at the conclusion of each session as an assessment tool. The Assistant Director reviews each form and adjusts the sessions as needed. Each teacher is provided a binder with important forms, documents, and timeliness.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.

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

Unchecked answers

None.

Assurances

Safe and Supportive Schools

No policies or procedures have been identified.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

2016 NOCTI seniors test results. A total of 88.02 % of students earned advanced or competent. This is significant as the cut scores have shifted and new instructors in many program areas were also added this school year.

Accomplishment #2:

DCTS has a graduation cohort rate in 2015-2016 of 97.21%

DCTS has a cohort attendance rate in 2015-2016 of 93.26%

CTC Concerns

Concern #1:

Keystone Exam Spring results for 2016 Algebra I assessment demonstrated that 55.60% of students were proficient or advanced.

Concern #2:

Keystone Literature Test Spring 2016 demonstrated that 65.84% of students were proficient or advanced.

Concern #3:

Spring 2016 Keystone Exams in Biology demonstrated that 45.87% of students who took this assessment were proficient or advanced.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Establish a system within the school that fully ensures consistent implementation of academic standards-aligned curricula across all classrooms for all students.

Aligned Concerns:

Keystone Exam Spring results for 2016 Algebra I assessment demonstrated that 55.60% of students were proficient or advanced.

Keystone Literature Test Spring 2016 demonstrated that 65.84% of students were proficient or advanced.

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:

Keystone Exam Spring results for 2016 Algebra I assessment demonstrated that 55.60% of students were proficient or advanced.

Keystone Literature Test Spring 2016 demonstrated that 65.84% of students were proficient or advanced.

Systemic Challenge #3 (*Guiding Question #4*) Establish a system within the school that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, content resources and business and industry resources) aligned with academic and industry-related standards are fully accessible to teachers and students.

Aligned Concerns:

Keystone Exam Spring results for 2016 Algebra I assessment demonstrated that 55.60% of students were proficient or advanced.

Keystone Literature Test Spring 2016 demonstrated that 65.84% of students were proficient or advanced.

Spring 2016 Keystone Exams in Biology demonstrated that 45.87% of students who took this assessment were proficient or advanced.

Systemic Challenge #4 (*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:

Keystone Exam Spring results for 2016 Algebra I assessment demonstrated that 55.60% of students were proficient or advanced.

Keystone Literature Test Spring 2016 demonstrated that 65.84% of students were proficient or advanced.

Systemic Challenge #5 (*Guiding Question #3*) Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

Aligned Concerns:

Keystone Exam Spring results for 2016 Algebra I assessment demonstrated that 55.60% of students were proficient or advanced.

Spring 2016 Keystone Exams in Biology demonstrated that 45.87% of students who took this assessment were proficient or advanced.

Systemic Challenge #6 (*Guiding Question #8*) Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Systemic Challenge #7 (*Guiding Question #13*) Establish a system within the school that fully ensures classrooms are staffed with highly qualified teachers and that student needs drive decisions about teacher placement.

Systemic Challenge #8 (*Guiding Question #10*) Establish a system within the school that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees is comprehensive and is implemented with fidelity in order to meet the specific needs of students.

Systemic Challenge #9 (*Guiding Question #11*) Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

CTC Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Indicators of Effectiveness:

Type: Annual

Data Source: Coaches Data Walks and Administrator Walk-Through's

Specific Targets: By the end of 2018 - 2019 60% of classrooms will provide evidence of embedded formative assessments and evidence of reading/writing across content areas.

By the end of 2019 - 2020 70% of classrooms will provide evidence of embedded formative assessments and evidence of reading/writing across content areas.

By the end of 2020 - 2021 80% of classrooms will provide evidence of embedded formative assessments and evidence of reading/writing across content areas.

Strategies:

BDA Reading

Description:

BDA (Before, During and After) Reading strategies help students understand text at a deeper level.

SAS Alignment: Instruction

Collins Writing

Description:

Featuring practical, sustainable strategies, high student engagement, and efficient use of teacher time, the program has a truly remarkable record of success. With the new standards, our writing and thinking across the curriculum approach is precisely what K–12 schools need—no matter what the classroom circumstances are. (From the Collins Writing website)

SAS Alignment: Assessment, Instruction

*Instructional Coaching***Description:**

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

SAS Alignment: Instruction

*Implementation Steps:**Provide Training on Language and Literacy Acquisition***Description:**

Teachers will receive professional development emphasizing BDA Reading strategies and Collins writing to ensure students acquire adequate language and literacy skills to be successful post K-12. Professional staff are encouraged to attend conferences, workshops and regional meetings to enhance their knowledge. This step is on-going throughout the implementation period.

Evidence: Sign-in sheets; lesson plans

Start Date: 10/1/2018 **End Date:** 5/1/2021

Program Area(s): Professional Education

Supported Strategies:

- BDA Reading
- Collins Writing

Provide Training on Teaching Diverse Learners in an Inclusive Setting

Description:

Teachers will receive professional development on strategies that help them meet the diverse learning needs of their students within the classroom. DCTS will ensure all professional staff will be trained in research-based instructional strategies and help develop professional learning plans (PLPs).

Evidence: Sign-in sheet; lesson plans reflecting differentiation techniques

Start Date: 6/9/2020 **End Date:** 8/19/2020

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Provide Training on Formative Assessments

Description:

DCTS will conduct professional development emphasizing how teachers can use formative assessments to gauge student understanding of content. These techniques will include both technology and non-technology platforms. This will be conducted during summer workshops.

Evidence: sign-in sheets

Start Date: 6/10/2019 **End Date:** 8/18/2020

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Conduct Lunch N' Learns

Description:

DCTS will conduct lunch n' learns 2-3 times per month to facilitate the sharing of strategies.

Evidence: meeting attendance

Start Date: 9/4/2018 **End Date:** 5/28/2021

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

*One-on-One Coaching Cycles***Description:**

DCTS will continue to support teachers through one-on-one coaching cycles.

Evidence: meeting notes

Start Date: 9/4/2018 **End Date:** 5/27/2021

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

*Monthly Correspondence of Instructional Strategies***Description:**

DCTS will write and disseminate (via email) montly reminders of different instructional strategies to remind staff.

Evidence: emails

Start Date: 9/4/2018 **End Date:** 5/27/2021

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.	Strategy #1: BDA Reading Strategy #2: Collins Writing
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Start	End	Title	Description					
10/1/2018	5/1/2021	Provide Training on Language and Literacy Acquisition	Teachers will receive professional development emphasizing BDA Reading strategies and Collins writing to ensure students acquire adequate language and literacy skills to be successful post K-12. Professional staff are encouraged to attend conferences, workshops and regional meetings to enhance their knowledge. This step is on-going throughout the implementation period.					
			Evidence: Sign-in sheets; lesson plans					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant Director	3.0	1	100	Literacy Specialist	IU	No

Knowledge

Educators will become familiar with how to increase reading and writing skills within their discipline.

Supportive Research

Language and literacy are the oral and written dimensions of language acquisition. These are essential foundational skills for the life-long competencies. This focuses primarily on gaining a fuller understanding of how these factors affect the acquisition of language and literacy.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	Grade Levels	High (grades 9-12)
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Follow-up Activities	Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans
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LEA Goals Addressed:	Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.	Strategy #1: Instructional Coaching
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Start	End	Title	Description					
6/9/2020	8/19/2020	Provide Training on Teaching Diverse Learners in an Inclusive Setting	Teachers will receive professional development on strategies that help them meet the diverse learning needs of their students within the classroom. DCTS will ensure all professional staff will be trained in research-based instructional strategies and help develop professional learning plans (PLPs).					
			Evidence: Sign-in sheet; lesson plans reflecting differentiation techniques					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant Director	3.0	1	100	Instructional Coach	School Entity	No
<hr/>								
		Knowledge	Teachers will be instructed on strategies they can use to effectively teach students who struggle with content, or who are ready for enrichment opportunities. Teachers will also learn about different instructional strategies that can be applied to all types of learners.					
		Supportive Research	The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000).					
		Designed to Accomplish						
		For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.					
		For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.					
			LEA Whole Group Presentation					
		Training Format						

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	Grade Levels High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

LEA Goals Addressed: Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms. **Strategy #1: Instructional Coaching**

Start	End	Title	Description						
6/10/2019	8/18/2020	Provide Training on Formative Assessments	DCTS will conduct professional development emphasizing how teachers can use formative assessments to gauge student understanding of content. These techniques will include both technology and non-technology platforms. This will be conducted during summer workshops.						
		Person Responsible Instructional Coach, Principals <table border="1" data-bbox="630 1234 903 1339"> <tr> <td>SH</td> <td>S</td> <td>EP</td> </tr> <tr> <td>3</td> <td>6</td> <td>100</td> </tr> </table>	SH	S	EP	3	6	100	Evidence: sign-in sheets Provider Instructional Coach Type School Entity App. No
SH	S	EP							
3	6	100							

Knowledge Teachers will learn the various formative assessment strategies that will help them drive their instruction.

Supportive Research Formative assessments are critical to a teacher's lesson. Without them, a disconnect between the teaching and learning process is broken.

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.</p>

Training Format LEA Whole Group Presentation
Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	Grade Levels High (grades 9-12)
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Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Peer-to-peer lesson discussion

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Classroom student assessment data
Review of participant lesson plans

CTC Level Affirmations

We affirm that this CTC Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the CTC offices and on the CTC website until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

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

No signature has been provided

Board President

No signature has been provided

Executive Director