DAUPHIN COUNTY TECHNICAL SCHOOL

6001 Locust Lane

Comprehensive Plan | 2021 - 2024

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.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students at DCTS fully engage in the learning experiences offered at DCTS to prepare to be a active and productive citizen in the global community. The demonstrate proficiency in academic and CTE classes and on Pennsylvania's Academic Standards, Keystone Examinations, NOCTI, and locally designed assessments. Students represent DCTS with the characteristics of Wolverine Pride in the school community and the community at large. They challenge themselves with the rigorous and relevant academic and technical curriculum in order to be college and career ready upon graduation from DCTS and be prepared to enter the workforce in a competitive field and earn a life-sustaining wage. They develop a competitive edge in technical skills that will provide a global market advantage when entering the workforce. Students work towards the goal of being a contributing and productive member of a diverse workforce and democratic society, displaying tolerance and respect for diversity among our educational community and future co-workers. They develop the skills to work collaboratively, to actively participate within a democracy, and to contribute to the ever-changing global economy.

STAFF

Staff at DCTS provide a safe environment conducive to achievement by maintaining an atmosphere that encourages respect, responsibility, positive attitudes, integrity, safety, and pride in work. They design and promote student development on all levels toward advanced technical knowledge, concepts, and skills in relation to the requirements of industry and society. They prepare students with the skills they need to have increased opportunities for success in their chosen career path. Staff at DCTS assess students through the use of on-going evaluations that reflect students' knowledge in academic and career and technical areas. They cultivate relationships with employers and industry through shadowing, internship, and cooperative education opportunities and Instill work habits that lead to being a productive members of a changing society.

ADMINISTRATION

DCTS administration provides 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 career path. The administration provides opportunities for students to learn how to be

collaborative, high-quality contributors to the economic and cultural life of their communities. Administration requires students to pursue proficiency in academic and CTE classes and on Pennsylvania's Academic Standards, Keystone Examinations, NOCTI, and locally designed assessment to graduate. Administration creates an awareness of the responsibilities of full-time employment and independent adult living and citizenship and encourages students, staff, and alumni to contribute to the economic and civic well-being of the community. The goal is to increase and enhance the number of educational options for students to achieve high standards with particular attention to career and technical education. The administration promotes student and staff volunteerism in community events and public service projects. DCTS cultivates relationships with employers and industry through shadowing, internship and cooperative education opportunities. Once students graduate, they also have the postsecondary opportunity to train and/or retrain in occupational areas through DCTS Adult Education programming.

PARENTS

Parents and guardians of DCTS students are increasingly aware of the family's role and responsibility to be proactively involved in their child's educational process. They instill the work habits to be productive members of a changing society. They expect their child to fully engage in the learning experiences offered at DCTS to prepare to be a active and productive citizen in the global community. They expect their child to develop the skills to work collaboratively, to actively participate within a democracy, and to contribute to the ever-changing global economy. Parents and guardians support volunteerism in community events and public service projects as their child meets community services hours for graduation requirements.

COMMUNITY

The Dauphin County community provide students with an understanding of how occupations relate to the economic and civic well-being of the community and nation. The community creates an awareness of the responsibilities of full-time employment and independent adult living and citizenship. Through partnerships, internships, cooperative education, and employment, the community instills the work habits to be productive members of a changing society.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Karen Pflugh	Administrator	Dauphin County Technical School
Jason Civitello	Administrator	Dauphin County Technical School
Matthew Keys	Administrator	Dauphin County Technical School
Maria Zaharick	Administrator	Dauphin County Technical School
Andrea Bennett	Administrator	Dauphin County Technical School
Gwen Mostoller	Administrator	Dauphin County Technical School
Alex Dimarzio	Administrator	Dauphin County Technical School
Jan Zeager	Administrator	Dauphin County Technical School
Ariel Carrasquillo	Administrator	Dauphin County Technical School
Denise Green	Administrator	Dauphin County Technical School
Dr. Jesse Rawls	Board Member	Dauphin County Technical School
Steve Batimore	Parent	Dauphin County Technical School
Jaiden Baltimore	Student	Dauphin County Technical School

Name	Position	Building/Group
Tricia Schultz	Parent	Dauphin County Technical School
Luke Schultz	Student	Dauphin County Technical School
Georgia Hasse	Community Member	Harrisburg Area Community College
Whitney Matthews	Community Member	SCPa Works
Robert Brightbill	Teacher	Dauphin County Technical School
Shelly Milbrand	Staff Member	Dauphin County Technical School
Jennifer Spangler	Teacher	Dauphin County Technical School
Sharon Deiling	Staff Member	Dauphin County Technical School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
ACTIONABLE STATEMENT: DCTS will explore curriculum, teaching strategies, and barriers to learning in order to improve Keystone scores.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 3: Provide Student-Centered Support Systems
ACTIONABLE STATEMENT: DCTS will explore ways of improving instructional practices that lead to increasing student engagement in order to improve NOCTI/NIMS scores.	Career Standards Benchmark
ACTIONABLE STATEMENT: DCTS will explore ways of improving instructional practices that lead to increasing student engagement in challenging themselves to earn at least one certification in their CTE program.	Industry-Based Learning

ACTION PLAN AND STEPS

Evidence-based Strategy
Keystone Algebra Data Analysis

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Meeting Keystone Improvement Target	For the SY 2023-24, the percentage of students achieving the Proficient or Advanced Improvement Target on the Keystone examination will increase over SY 2022-23 by 3% in Literature, Algebra, and Biology.
Improving Keystone Algebra for Students with Disabilities	For the SY 2023-24, the percentage of students with disabilities achieving the Proficient or Advanced Improvement Target on the Keystone examination will increase over SY 2022-23 by 3% in Algebra.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct data analysis of Keystone test results to determine the consistent areas that challenge all students and students with disabilities.	2021-08-31 - 2022-06-03	Sharon Dieling and Andrew Wagner, Instructional Coaches	Keystone test scores of students for the last 3 years
Administration will conduct walk throughs in the Introduction to Algebra and Algebra 1 classes to gather information on teaching strategies and determine the effectiveness of these strategies.	2021-08-31 - 2022-06-03	Matt Keys, Principal; Alex DiMarzio and Gwen Mosteller, Assistant Principals; Jan Zeager, Special Education Director	PAETEP
Utilize Intervention and Enrichment period to remediate	2021-08-30 - 2022-06-03	Matt Keys, Principal; Alex DiMarzio and Gwen Mosteller, Assistant Principals; Jan Zeager, Special Education Director	Math remediation curriculum; Study Island; Math teachers
Implement an online afterschool tutoring program for math for any student who has questions while doing homework.	2021-08-31 - 2022-06-03	Alex DiMarzio, Assistant Principal	Zoom Link; Sign Up Genius; DCTS Website; flyer of information to students and parents

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide ongoing professional development to math teachers on best practices for raising achievement for all students and students with disabilities.	2021-08-31 - 2022-06-03	Matt Keys, Principal; Alex DiMarzio and Gwen Mosteller, Assistant Principals; Jan Zeager, Special Education Director; Sharon Dieling and Andrew Wagner, Instructional Coaches	CAIU, PATTAN, and other professional development resource

Anticipated Outcome

Data analysis, ongoing professional development for the Algebra teachers, and increased support to students with disabilities will likely strengthen the math curriculum, impact teaching strategies, and improve student learning and achievement.

Monitoring/Evaluation

Administration will meet with math teachers to review the data. Ongoing data analysis through the entire three year period will allow teachers to adjust instruction/curricular focus as needed to increase student achievement.

Evidence-based Strategy

Industry Certification Data Review

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

OSHA Certifcation   By June 2024, every student will earn at least one certification in their career and technical program.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Workshop on Act 158 and need for renewed focus on industry recognized certifications for all graduating seniors.	2021-07-01 - 2022-06-03	Dr. Karen Pflugh, Executive Director; Dwain Messersmith, Assistant Principal, Shelly Milbrand, School Counselor	Act 158 presentation on Pathways to Graduation; Certification data for DCTS over last 3-5 year period
Professional development for CTE teachers on available PDE-approved (CATS) certification for each CTE program. CTE teachers will research and create program-specific certifications that their students have the opportunity to attain each year in their program.	2021-07-01 - 2022-06-03	Dr. Karen Pflugh, Executive Director	List of resources for potential industry recognized certifications; Presentation on CareerSafe and options for DCTS
Devise a clear and consistent plan to communicate certification status for each student as they progress through DCTS.	2021-07-01 - 2022-06-03	Dr. Karen Pflugh, Executive Director Gwen Mosteler, Assistant Principal	Naviance; CTE teachers, counselors, and administrators will work to develop this plan.

Anticipated Outcome

After workshops and professional development, CTE and academic teachers will understand the importance of reaching this goal. A school-created plan will be in place to create a system that tracks all students through all four years of high school to ensure that they are provided with ample opportunities to attain an industry recognized certification. The plan will include both professional development and

communication to all stakeholders to foster a collaborative approach to assist the students in this pursuit.

Monitoring/Evaluation

- CTE teachers will run certification status reports at the conclusion of each year for all students in their programs. - Counselors will discuss this status with each student during their Career Objective Form meeting at the beginning of each school year.

Evidence-based Strategy

NOCTI Data Analysis

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
NOCTI/NIMS Scores	NOCTI/NIMS scores of COMPETENT and ADVANCED will be at 85.0% for SY 2023-24.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Meet individually with every CTE teacher to analyze trends (strengths and weaknesses) in the last 3 years of NOCTI data for each POS.	2021-07-01 - 2022-06-03	Jason Civitello, Assistant to the Director; S Dieling and A Wagner, Instructional Coaches	Time (class coverage) for teacher meetings; -Data charts from 2019-2022 NOCTI results
PDE CTDSL will visit classrooms to work with CTE teachers	2021-07-01 -	Dr. Karen Pflugh,	- Planning and preparation

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
on weaknesses identified during the data analysis sessions.	2022-06-03	Executive Director; Kurt Adams, CTDSL	meetings between admin and CTDSL - Teacher coverages as needed for individual meetings with CTDSL - CTDSL Access to Pre- NOCTI and NOCTI testing data for all CTE teachers
Administration will develop a CTE Walk-Through form to collect data on instructional practices, student engagement levels and program practices for all CTE programs. This walk-through data will be used to determine necessary teacher professional development to increase student achievement on NOCTI.	2021-07-01 - 2022-06-03	Dr. Karen Pflugh, Executive Director; Jason Civitello, Assistant to the Director; Matt Keys, Principal; Alex DiMarzio and Gwen Mosteller, Assistant Principals	Google walk-through form
Monthly meetings for CTE teachers focused on NOCTI-related assessment data and best practices for theory and program instruction.	2021-07-01 - 2022-06-03	Dr. Karen Pflugh, Executive Director	-Pre-NOCTI testing data - ongoing assessment data in CTE program

Anticipated Outcome

Individual and group meetings, walk throughs, and coaching on best practices will provide ongoing support for CTE teachers to use data to drive instruction and raise NOCTI scores.

Monitoring/Evaluation

Administration will meet with CTE teachers to review the data. Ongoing data analysis through the entire three year period will allow teachers to adjust instruction/curricular focus as needed to increase student achievement.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
For the SY 2023-24, the percentage of students achieving the Proficient or Advanced Improvement Target on the Keystone examination will increase over SY 2022-23 by 3% in Literature, Algebra, and Biology. (Meeting Keystone Improvement Target) For the SY 2023-24, the percentage of students with disabilities achieving the Proficient or Advanced Improvement Target on the Keystone examination will increase over SY 2022-23 by 3% in Algebra. (Improving Keystone Algebra for Students with Disabilities)	Keystone Algebra Data Analysis	Utilize Intervention and Enrichment period to remediate	08/30/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, every student will earn at least one certification in their career and technical program. (OSHA Certifcation)	Industry Certification Data Review	Workshop on Act 158 and need for renewed focus on industry recognized certifications for all graduating seniors.	07/01/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, every student will earn at least one certification in their career and technical program. (OSHA Certifcation)	Industry Certification Data Review	Professional development for CTE teachers on available PDE-approved (CATS) certification for each CTE program. CTE teachers will research and create program-specific certifications that their students have the opportunity to attain each year in their program.	07/01/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
NOCTI/NIMS scores of COMPETENT and ADVANCED will be at 85.0% for SY 2023-24. (NOCTI/NIMS Scores)	NOCTI Data Analysis	PDE CTDSL will visit classrooms to work with CTE teachers on weaknesses identified during the data analysis sessions.	07/01/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
NOCTI/NIMS scores of COMPETENT and ADVANCED will be at 85.0% for SY 2023-24. (NOCTI/NIMS Scores)	NOCTI Data Analysis	Administration will develop a CTE Walk-Through form to collect data on instructional practices, student engagement levels and program practices for all CTE programs. This walk-through data will be used to determine necessary teacher professional development to increase student achievement on NOCTI.	07/01/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
NOCTI/NIMS scores of COMPETENT and ADVANCED will be at 85.0% for SY 2023-24. (NOCTI/NIMS Scores)	NOCTI Data Analysis	Monthly meetings for CTE teachers focused on NOCTI-related assessment data and best practices for theory and program instruction.	07/01/2021 - 06/03/2022

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator	Karen Pflugh	2023-02-09
School Improvement Facilitator Signature	Karen Pflugh	2023-02-09
Building Principal Signature		

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The special education program offers a tiered level of instruction in the four main academic subjects.

The special education program has a 99% graduation rate, which has included August graduates each year.

DCTS has 2 full time ESL teachers.

Students from impoverished districts fully participate in Co op opportunities and are hired full time upon graduation, breaking the cycle of poverty.

Excellent participation of students in taking standardized tests to determine their aptitude in various areas: ASVAB, PSATs, AP Exams.

Students are taking upper level English classes: Honors, AP, College in the High School.

Excellent participation of students in taking standardized tests to determine their aptitude in various areas: ASVAB, PSATs, AP Exams.

Students are challenging themselves by taking College in the

Challenges

Attendance for all student groups declined over the past three years, with attendance of English Learners and bi-racial learners declining the most.

Keystone Algebra scores declined, with students with disabilities seeing a steeper decline.

Students have not scored at the highest levels on AP exams. There is a need for more rigorous instruction at that level.

Though students are taking upper level English classes, their writing is not necessarily on par with the level of rigor of those classes. There is a need for more rigorous writing instruction.

Very few students are enrolling in AP Calculus.

Flipped classroom approach does not fit all learners, especially those who have a struggle with learning on their own and need directly instructed or those who have a lot of responsibility at home and cannot devote the time to be self taught.

Filling upper level science teaching positions has been difficult.

Implement evidence-based strategies to engage families to

Strengths	Challenges
High School Algebra.	support learning
Many, if not all, of our DCTS career and technical programs have a science and technology component.	Implement an evidence-based system of schoolwide positive behavior interventions and supports
Our students have many opportunities to explore science, technology, and engineering through enrichment activities and clubs.	Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Due to resignations and retirements, there has been an increase in new teachers. These new teachers are from industry and need to learn the pedagogy of teaching high school students. Coaching will greatly help them.
Foster a culture of high expectations for success for all students, educators, families, and community members	
Identify and address individual student learning needs	Students need to fully participate in their educational program at DCTS, attending school regularly and completing quality work in both academics and their CTE program
Our students are sought out be employers for cooperative ed opportunities and then often end up hiring our students due to their quality of work and skill knowledge.	Keystone for Literature, Algebra, and Biology - Scores fell 10 percentage points or more between SY2019-20 and SY2021-22
DCTS has numerous articulation agreements that greatly benefit our students.	Percent Scoring Competent or Advanced on NOCTI/NIMS 77.6%
Students choose to come to DCTS and greatly anticipate their acceptance letter.	Substantial decline in attendance for the following groups: Hispanic (11.8%), 2 or More Races (17.8%), English Learner (22.9%) State Average (3.6%) for comparison
Graduation Rate - 4 year cohort is at 97.8% graduation rate	Students with Disabilities - Only 2.6% were proficient on the

Strengths

exceeds the state average of 86.7%.

Industry Based Learning - 100%. This represents the percentage of 12th graders that demonstrate at least one of the following: Scored competent or advanced on Industry Standards-Based Competency Assessments (NOCTI/NIMS), earned at least one Industry-Recognized Credential, or completed a Work-Based Learning Experience.

Economically Disadvantaged (Declined only 5.9%, which is the least percentage of decline among all groups and is most closely aligned with the state average decline of 3.6% in comparison of 2018-19 and 2021-22.)

Challenges

Algebra Keystone. 14% of the same students reached proficiency on the Literature Keystone and 15% on the Biology Keystone.

Though certifications could be earned at no cost to the students in all of the CTE programs, traditionally students were not required to earn a certification.

Most Notable Observations/Patterns

Keystone Scores • The pandemic had a considerable impact on Keystone scores across Pennsylvania. DCTS was no exception. • DCTS offers an array of leveled classes to prepare for the Keystone, including college prep and Honors courses. DCTS also offers foundational courses in Introduction to Algebra and Algebra to support students who need the extra year to prepare for the Algebra Keystone. • The concern is that students may not be taking the Keystone seriously for many reasons. • There are several pathways to graduation and the Keystone is one of them. NOCTI scores • During the pandemic, NOCTI testing was optional during the SY2020-21. Most DCTS CTE program instructors did not have their students take the NOCTI, due to missed instruction in the classroom during a substantial number of remote learning days. • Students who took the NOCTI during the SY2021-22 missed approximately 1 year of consistent in-person learning in their CTE programs, which impacted their scores. • The change of schedule now allows students to be in their CTE program a full day, every other day, in order for students to spend an intensive and continuous amount of time concentrated on their program, without interruption. • This change in schedule is hoped to raise NOCTI scores. • DCTS has had teaching staff turnover in the CTE programs. This may also impact NOCTI scores as teachers become acclimated to their role and students transition to a new teacher. Attendance • The pandemic has greatly impacted attendance. • During the transition back to in-person learning, students had to embrace a mindshift of returning to the building. • Students continued to be absent for in-person learning when they or a close contact contracted COVID. • Mental health concerns, a residual effect of the pandemic, continued to impact student attendance. • Students may have felt disconnected after the pandemic and may have found it hard to re-engage

Challenges	Discussion Point	Priority for Planning
Keystone for Literature, Algebra, and Biology - Scores fell 10 percentage points or more between SY2019-20 and SY2021-22	ROOT Cause: Remote learning during the pandemic, teacher turnover, poor student attendance, mental health concerns, and disengagement negatively impacted Keystone scores across Pennsylvania.	
Percent Scoring Competent or Advanced on NOCTI/NIMS 77.6%	ROOT Cause: Remote learning during the pandemic, teacher turnover, poor student attendance, mental health concerns, and disengagement negatively impacted NOCTI/NIMS scores across Pennsylvania.	
Substantial decline in attendance for the following groups: Hispanic (11.8%), 2 or More Races (17.8%), English Learner (22.9%) State Average (3.6%) for comparison	ROOT Cause: The attendance of all student groups was negatively impacted by the pandemic. English Language Learners experienced the greatest decline in attendance, perhaps due to language barriers in communication, not feeling a sense of belonging, and/or feeling overwhelmed in by the loss of learning during the pandemic.	
Students with Disabilities - Only 2.6% were proficient on the Algebra Keystone. 14% of the same students reached proficiency on the Literature Keystone and 15% on the Biology Keystone.	ROOT Cause: It will be important to look at the curriculum and the teaching strategies to determine why students are not experiencing more success.	
Though certifications could be earned at no cost to the students in all of the CTE programs, traditionally students were not required to earn a certification.	ROOT Cause: Students may not have understood the value, may not have known that DCTS recently decided to pay for the certifications, or may have felt unprepared to take the certification exams.	

ADDENDUM B: ACTION PLAN

Action Plan: Keystone Algebra Data Analysis

Action Steps	Anticipated Start/Completion Date
Conduct data analysis of Keystone test results to determine the consistent areas that challenge all students and students with disabilities.	08/31/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Administration will meet with math teachers to review the data. Ongoing data analysis through the entire three year period will allow teachers to adjust instruction/curricular focus as needed to increase student achievement.	Data analysis, ongoing professional development for the Algebra teachers, and increased support to students with disabilities will likely strengthen the math curriculum, impact teaching strategies, and improve student learning and achievement.

Material/Resources/Supports Needed	PD Step	Comm Step
Keystone test scores of students for the last 3 years	no	yes

Action Steps	Anticipated Start/Completion Date
Administration will conduct walk throughs in the Introduction to Algebra and Algebra 1 classes to gather information on teaching strategies and determine the effectiveness of these strategies.	08/31/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Administration will meet with math teachers to review the data. Ongoing data analysis through the entire three year period will allow teachers to adjust instruction/curricular focus as needed to increase student achievement.	Data analysis, ongoing professional development for the Algebra teachers, and increased support to students with disabilities will likely strengthen the math curriculum, impact teaching strategies, and improve student learning and achievement.

Material/Resources/Supports Needed		PD Step	Comm Step
PAETEP		no	no

Action Steps	Anticipated Start/Completion Date
Utilize Intervention and Enrichment period to remediate	08/30/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Administration will meet with math teachers to review the data. Ongoing data analysis through the entire three year period will allow teachers to adjust instruction/curricular focus as needed to increase student achievement.	Data analysis, ongoing professional development for the Algebra teachers, and increased support to students with disabilities will likely strengthen the math curriculum, impact teaching strategies, and improve student learning and achievement.

Material/Resources/Supports Needed	PD Step	Comm Step
Math remediation curriculum; Study Island; Math teachers	yes	no

Action Steps	Anticipated Start/Completion Date
Implement an online afterschool tutoring program for math for any student who has questions while doing homework.	08/31/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Administration will meet with math teachers to review the data. Ongoing data analysis through the entire three year period will allow teachers to adjust instruction/curricular focus as needed to increase student achievement.	Data analysis, ongoing professional development for the Algebra teachers, and increased support to students with disabilities will likely strengthen the math curriculum, impact teaching strategies, and improve student learning and achievement.

Material/Resources/Supports Needed	PD Step	Comm Step
Zoom Link; Sign Up Genius; DCTS Website; flyer of information to students and parents	no	yes

Action Steps	Anticipated Start/Completion Date
Provide ongoing professional development to math teachers on best practices for raising achievement for all students and students with disabilities.	08/31/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Administration will meet with math teachers to review the data. Ongoing data analysis through the entire three year period will allow teachers to adjust instruction/curricular focus as needed to increase student achievement.	Data analysis, ongoing professional development for the Algebra teachers, and increased support to students with disabilities will likely strengthen the math curriculum, impact teaching strategies, and improve student learning and achievement.

Material/Resources/Supports Needed	PD Step	Comm Step
CAIU, PATTAN, and other professional development resource	yes	no

Action Plan: Industry Certification Data Review

Action Steps	Anticipated Start/Completion Date
Workshop on Act 158 and need for renewed focus on industry recognized certifications for all graduating seniors.	07/01/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
- CTE teachers will run certification status reports at the conclusion of each year for all students in their programs. - Counselors will discuss this status with each student during their Career Objective Form meeting at the beginning of each school year.	After workshops and professional development, CTE and academic teachers will understand the importance of reaching this goal. A school-created plan will be in place to create a system that tracks all students through all four years of high school to ensure that they are provided with ample opportunities to attain an industry recognized certification. The plan will include both professional development and communication to all stakeholders to foster a collaborative approach to assist the students in this pursuit.

Material/Resources/Supports Needed	PD Step	Comm Step
Act 158 presentation on Pathways to Graduation; Certification data for DCTS over last 3-5 year period	yes	no

Action Steps	Anticipated Start/Completion Date
Professional development for CTE teachers on available PDE-approved (CATS) certification for each CTE program. CTE teachers will research and create program-specific certifications that their students have the opportunity to attain each year in their program.	07/01/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
- CTE teachers will run certification status reports at the conclusion of each year for all students in their programs. - Counselors will discuss this status with each student during their Career Objective Form meeting at the beginning of each school year.	After workshops and professional development, CTE and academic teachers will understand the importance of reaching this goal. A school-created plan will be in place to create a system that tracks all students through all four years of high school to ensure that they are provided with ample opportunities to attain an industry recognized certification. The plan will include both professional development and communication to all stakeholders to foster a collaborative approach to assist the students in this pursuit.

Material/Resources/Supports Needed	PD Step	Comm Step
List of resources for potential industry recognized certifications; Presentation on CareerSafe and options for DCTS	yes	no

Action Steps	Anticipated Start/Completion Date
Devise a clear and consistent plan to communicate certification status for each student as they progress through DCTS.	07/01/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
- CTE teachers will run certification status reports at the conclusion of each year for all students in their programs. - Counselors will discuss this status with each student during their Career Objective Form meeting at the beginning of each school year.	After workshops and professional development, CTE and academic teachers will understand the importance of reaching this goal. A school-created plan will be in place to create a system that tracks all students through all four years of high school to ensure that they are provided with ample opportunities to attain an industry recognized certification. The plan will include both professional development and communication to all stakeholders to foster a collaborative approach to assist the students in this pursuit.

Material/Resources/Supports Needed	PD Step	Comm Step
Naviance; CTE teachers, counselors, and administrators will work to develop this plan.	no	yes

Action Plan: NOCTI Data Analysis

Action Steps	Anticipated Start/Completion Date
Meet individually with every CTE teacher to analyze trends (strengths and weaknesses) in the last 3 years of NOCTI data for each POS.	07/01/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Administration will meet with CTE teachers to review the data. Ongoing data analysis through the entire three year period will allow teachers to adjust instruction/curricular focus as needed to increase student achievement.	Individual and group meetings, walk throughs, and coaching on best practices will provide ongoing support for CTE teachers to use data to drive instruction and raise NOCTI scores.

Material/Resources/Supports Needed		PD Step	Comm Step
Time (class coverage) for teacher meetings; -Data charts from 2019-2022 NOCTI results		no	no

Action Steps	Anticipated Start/Completion Date
PDE CTDSL will visit classrooms to work with CTE teachers on weaknesses identified during the data analysis sessions.	07/01/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Administration will meet with CTE teachers to review the data. Ongoing data analysis through the entire three year period will allow teachers to adjust instruction/curricular focus as needed to increase student achievement.	Individual and group meetings, walk throughs, and coaching on best practices will provide ongoing support for CTE teachers to use data to drive instruction and raise NOCTI scores.

Material/Resources/Supports Needed	PD Step	Comm Step
- Planning and preparation meetings between admin and CTDSL - Teacher coverages as needed for individual meetings with CTDSL - CTDSL Access to Pre- NOCTI and NOCTI testing data for all CTE teachers	yes	no

Action Steps	Anticipated Start/Completion Date
Administration will develop a CTE Walk-Through form to collect data on instructional practices, student engagement levels and program practices for all CTE programs. This walk-through data will be used to determine necessary teacher professional development to increase student achievement on NOCTI.	07/01/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Administration will meet with CTE teachers to review the data. Ongoing data analysis through the entire three year period will allow teachers to adjust instruction/curricular focus as needed to increase student achievement.	Individual and group meetings, walk throughs, and coaching on best practices will provide ongoing support for CTE teachers to use data to drive instruction and raise NOCTI scores.

Material/Resources/Supports Needed	PD Step	Comm Step
Google walk-through form	yes	no

Action Steps	Anticipated Start/Completion Date
Monthly meetings for CTE teachers focused on NOCTI-related assessment data and best practices for theory and program instruction.	07/01/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Administration will meet with CTE teachers to review the data. Ongoing data analysis through the entire three year period will allow teachers to adjust instruction/curricular focus as needed to increase student achievement.	Individual and group meetings, walk throughs, and coaching on best practices will provide ongoing support for CTE teachers to use data to drive instruction and raise NOCTI scores.

Material/Resources/Supports Needed		PD Step	Comm Step
-Pre-NOCTI testing data - ongoing assessment data in CTE program		yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
For the SY 2023-24, the percentage of students achieving the Proficient or Advanced Improvement Target on the Keystone examination will increase over SY 2022-23 by 3% in Literature, Algebra, and Biology. (Meeting Keystone Improvement Target) For the SY 2023-24, the percentage of students with disabilities achieving the Proficient or Advanced Improvement Target on the Keystone examination will increase over SY 2022-23 by 3% in Algebra. (Improving Keystone Algebra for Students with Disabilities)	Keystone Algebra Data Analysis	Utilize Intervention and Enrichment period to remediate	08/30/2021 - 06/03/2022
For the SY 2023-24, the percentage of students achieving the Proficient or Advanced Improvement Target on the Keystone examination will increase over SY 2022-23 by 3% in Literature, Algebra, and Biology. (Meeting Keystone Improvement Target) For the SY 2023-24, the percentage of students with disabilities achieving the Proficient or Advanced Improvement Target on the Keystone examination will increase over SY 2022-23 by 3% in Algebra. (Improving Keystone Algebra for Students with Disabilities)	Keystone Algebra Data Analysis	Provide ongoing professional development to math teachers on best practices for raising achievement for all students and students with disabilities.	08/31/2021 - 06/03/2022
By June 2024, every student will earn at least one certification in their career and technical program. (OSHA Certifcation)	Industry Certification	Workshop on Act 158 and need for	07/01/2021 - 06/03/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Data Review	renewed focus on industry recognized certifications for all graduating seniors.	
By June 2024, every student will earn at least one certification in their career and technical program. (OSHA Certifcation)	Industry Certification Data Review	Professional development for CTE teachers on available PDE-approved (CATS) certification for each CTE program. CTE teachers will research and create program-specific certifications that their students have the opportunity to attain each year in their program.	07/01/2021 - 06/03/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
NOCTI/NIMS scores of COMPETENT and ADVANCED will be at 85.0% for SY 2023-24. (NOCTI/NIMS Scores)	NOCTI Data Analysis	PDE CTDSL will visit classrooms to work with CTE teachers on weaknesses identified during the data analysis sessions.	07/01/2021 - 06/03/2022
NOCTI/NIMS scores of COMPETENT and ADVANCED will be at 85.0% for SY 2023-24. (NOCTI/NIMS Scores)	NOCTI Data Analysis	Administration will develop a CTE Walk-Through form to collect data on instructional practices, student engagement levels and program practices for all CTE programs. This walk-through data will be used to determine necessary teacher professional	07/01/2021 - 06/03/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		development to increase student achievement on NOCTI.	
NOCTI/NIMS scores of COMPETENT and ADVANCED will be at 85.0% for SY 2023-24. (NOCTI/NIMS Scores)	NOCTI Data Analysis	Monthly meetings for CTE teachers focused on NOCTI-related assessment data and best practices for theory and program instruction.	07/01/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
NOCTI Pre-Tests and Study Guides	CTE Teachers	NOCTI Pre-Tests: Purpose, Format, Skills NOCTI Study Guides

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
These reports will provide CTE teachers with information and data to assist both the teachers and the students in identifying skill strengths as well as gap areas that need further remediation. These reports are excellent diagnostic tools that will help our CTE teachers adjust curriculum to meet the specific needs of their particular students. Targeting identified curriculum areas for remediation throughout the school year will result in improved student performance on the NOCTI post-test.	07/01/2021 - 06/03/2022	Dr. Karen Pflugh, Executive Director; Jason Civitello, Assistant to the Director, Sharon Deiling and Andrew Wagner, Instructional Coaches

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
ACT 158 Training	CTE and Academic Teachers, School Counselors	Pathways to Graduation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers and counselors will be able to explain to students the various Pathways to Graduation, that include CTE certifications and NOCTI competency.	08/31/2021 - 06/03/2022	Dr. Karen Pflugh, Executive Director; Dwain Messersmith, Assistant Principal, Shelly Milbrand, School Counselor

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting

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Professional Development Step	Audience	Topics of Prof. Dev
SREB Data Analysis Training	CTE Teachers	Data Analysis of identified weaknesses in instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data analysis training will provide CTE teachers the ability to problem-solve using root-cause analysis and action planning. This training will help CTE Teachers look at data to ensure growth and address the unique needs of all subgroups of learners.	08/31/2021 - 06/03/2022	Kurt Adams, PDE CTDSL

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
SREB High Quality CTE Programs	CTE Teachers and Academic Teachers	Instructional Strategies, work-based learning strategies, high-quality assignments/feedback, formative/summative assignments, integration of CTSOs and academics using the 12 Elements of the Framework for High Quality CTE Programs of Study, social emotional learning, creating a culture of dignity, and meeting the needs of students of color, English learners, and students with special needs.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be provided with best practices for teaching all students regardless of potential barriers.	08/31/2021 - 06/03/2022	Dr. Karen Pflugh, Executive Director; Marty Sugarik

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4a: Reflecting on Teaching	Trauma Informed Training (Act 18)

Professional Development Step	Audience	Topics of Prof. Dev
Teacher Coaching Clinics	Lead/Mentor Teachers	Pedagogical Skills it Improve Student Achievement

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lead/Mentor teachers will learn how to support the struggling teacher/new teacher and share best practices and integration strategies across the CTE program areas in order to improve instructional practices and raise student achievement through a coaching model.	08/31/2021 - 06/03/2022	Dr. Karen Pflugh, Executive Director; Sharon Deiling and Andrew Wagner, Instructional Coaches

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Study Island	Academic Teachers	How to Use Study Island to Remediate

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be able to set up and monitor students on the Study Island platform based on their needs within the math curriclum.	08/31/2021 - 06/03/2022	Sharon Deiling and Andrew Wagner, Instructional Coaches

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Improving Math Literacy in Algebra	Math Teachers	Data Analysis of Keystone scores and areas of challenge for student groups, best practices, resources for intervention

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will analyze the data and determine areas of challenge and ways to meet the challenges for all student groups.	08/31/2021 - 06/03/2022	Sharon Deiling and Andrew Wagner, Instructional Coaches

Danielson Framework Component Met in this Plan:

1e: Designing Coherent Instruction

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
For the SY 2023-24, the percentage of students achieving the Proficient or Advanced Improvement Target on the Keystone examination will increase over SY 2022-23 by 3% in Literature, Algebra, and Biology. (Meeting Keystone Improvement Target) For the SY 2023-24, the percentage of students with disabilities achieving the Proficient or Advanced Improvement Target on the Keystone examination will increase over SY 2022-23 by 3% in Algebra. (Improving Keystone Algebra for Students with Disabilities)	Keystone Algebra Data Analysis	Conduct data analysis of Keystone test results to determine the consistent areas that challenge all students and students with disabilities.	2021-08-31 - 2022-06-03
For the SY 2023-24, the percentage of students achieving the Proficient or Advanced Improvement Target on the Keystone examination will increase over SY 2022-23 by 3% in Literature, Algebra, and Biology. (Meeting Keystone Improvement Target) For the SY 2023-24, the percentage of students with disabilities achieving the Proficient or Advanced Improvement Target on the Keystone examination will increase over SY 2022-23 by 3% in Algebra. (Improving Keystone Algebra for Students with Disabilities)	Keystone Algebra Data Analysis	Implement an online afterschool tutoring program for math for any student who has questions while doing homework.	2021-08-31 - 2022-06-03
By June 2024, every student will earn at least one certification in their career and technical program. (OSHA Certifcation)	Industry Certification Data	Devise a clear and consistent plan to communicate	2021-07-01 - 2022-06-03

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Review	certification status for each student as they progress through DCTS.	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Keystone Algebra Data	All Teachers	Keystone Algebra Data and Analysis of Data, including strengths and challenges for all student groups

Anticipated Timeframe	Frequency	Delivery Method
08/31/2021 - 06/03/2022	Once	Presentation

Lead Person/Position
Sharon Deiling and Andrew Wagner, Instructional Coaches

Communication Step	Audience	Topics/Message of Communication
Afterschool Tutoring	Parents and Students	Information on how to access online afterschool tutoring

Anticipated Timeframe	Frequency	Delivery Method
08/31/2021 - 06/03/2022	Ongoing	Posting on district website Email

Lead Person/Position
Matt Keys, Principal; Alex DiMarzio, Assistant Principal; Jan Zeager, Special Education Director

Communication Step	Audience	Topics/Message of Communication
Industry Certifications	Administrators, School Counselors, Teachers, parents, and students	Communication Certification Attainment on Naviance

Anticipated Timeframe	Frequency	Delivery Method
08/31/2021 - 06/03/2022	Ongoing	Other

Lead Person/Position

Gwen Mosteller, Assistant Principal; Shelly Mildbrand, School Counselor

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post Comprehensive Plan on school website	Review Comprehensive Plan	Website	Community members	February and March