

DAUPHIN COUNTY TECHNICAL SCHOOL

6001 Locust Lane

Comprehensive Plan | 2024 - 2027

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 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 workforce and/or post-secondary education.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students at DCTS fully engage in the learning experiences offered at DCTS that prepares them to be a active and productive citizens in the community. They demonstrate proficiency in academic and CTE classes as well as Keystone, 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 and to be prepared to enter the workforce earning a life-sustaining wage. They develop a competitive edge in technical skills that will provide them with an 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. They develop the skills to work collaboratively, 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. Staff design and promote student learning growth towards advanced academic and technical knowledge, concepts, and skills to prepare them to meet industry standards as they enter the workforce, military, and/or post-secondary learning. Staff at DCTS assess students through the use of on-going evaluations that reflect students' knowledge in academic and career technical areas to ensure they graduate prepared for a global economy. Staff also cultivate relationships with employers and industry partners through Occupational Advisory Committees (OAC) to advise them on students' employability skill-sets and to offere job-shadowing, internship, and cooperative education opportunities.

ADMINISTRATION

DCTS administration provides a variety of academic and career technical training programs to meet the needs and interests of students, and also provides appropriate counseling for students selection of a career pathway. The administration provides opportunities for students to learn how to be collaborative, and to be high-quality contributors to the economic and cultural life of their communities. Students are required

to pursue proficiency in academic and CTE classes and Keystone, NOCTI, and locally designed assessment to graduate; administration also ensures that all students graduate with a minimum of one (1) industry certification. Administration promotes students and staff volunteerism in community events and public service projects that cultivates relationships with employers and industry partners that open the door to job-shadowing, internship and cooperative education opportunities. Once students graduate, they also have the postsecondary opportunity to attend additional training 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 them to be an active and productive citizen in the 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 as a graduation requirement.

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 society.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Karen Pflug	Administrator	Dauphin County Technical School
Matthew Keys	Administrator	Dauphin County Technical School
Gwen Mosteller	Administrator	Dauphin County Technical School
Maria Zaharick	Administrator	Dauphin County Technical School
Dr. Jesse Rawls	Board Member	Dauphin County Technical School
Jeff Neely	Board Member	Dauphin County Technical School
Robert Brightbill	Staff Member	Dauphin County Technical School
Jennifer Spangler	Staff Member	Dauphin County Technical School
Jason Wuchter	Staff Member	Dauphin County Technical School
Georgia Hasse	Community Member	Harrisburg Area Community College
Cynthia Picht	Community Member	SCPa Works
Robert Brightbill	Teacher	Dauphin County Technical School
Jennifer Spangler	Teacher	Dauphin County Technical School

Name	Position	Building/Group
Shannon Phillips	Parent	Dauphin County Technical School
Rylee Pryce	Student	Dauphin County Technical School
Marc Ohlwiler	Parent	Dauphin County Technical School
Justine Ohlwiler	Parent	Dauphin County Technical School
Nolan Nietupski	Student	Dauphin County Technical School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
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 implement a curriculum cycle with an early focus on the mathematics department and their instruction compared to the curriculum.	Mathematics
ACTIONABLE STATEMENT: DCTS will continually hold students and parents accountable when it comes to the compulsory attendance laws.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy	
NOCTI Data Calendar	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
NOCTI/NIMS Scores	NOCTI/NIMS scores of COMPETENT and ADVANCED will be showing overall growth of at least 3% each year with an overall score of 90% after the third year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Data analysis of post NOCTI results	2024-05-01 - 2024-05-08	Mrs. Jennifer Spangler- Curriculum Coordinator	NOCTI results
Celebrating students and staff achievement	2024-05-08 - 2024-06-07	Curriculum Coordinator/Instructional Coaches/Administration	NOCTI/Materials for celebration
Pre-NOCTI is administered to all seniors as well as selected juniors and sophomores	2024-08-26 - 2024-09-30	Mrs. Jennifer Spangler- Curriculum Coordinator	Pre-NOCTI test/student laptops
Data analysis of the pre-NOCTI exams	2024-10-01 - 2024-10-11	Curriculum coordinator/Instructional Coaches/Administration	Pre-NOCTI exam scores
Data meetings for individualized action plans for instructors	2024-10-14 - 2024-11-01	Curriculum Coordinator/Instructional Coaches	Data, action plan template, instructor prep packet, NOCTI blueprint, the study guide, and the task grid
Support teachers in implementing the individualized action plan	2024-11-04 - 2025-04-30	Curriculum Coordinator/Instructional Coaches	Data, action plan template, instructor prep packet, NOCTI blueprint, the study guide, and the task grid
Senior students take the Post-NOCTI Exam	2025-04-01 - 2025-04-30	Curriculum Coordinator	Post-NOCTI exams, student laptops, evaluators
Continue NOCTI calendar cycle	2025-05-01 -	Curriculum	NOCTI related materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2027-06-10	coordinator/instructional coaches/administration	

Anticipated Outcome
Improvement of NOCTI exam scores.

Monitoring/Evaluation
Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen on a yearly basis.

Evidence-based Strategy
Student Accountability

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Habitual Truancy (Compulsory Attendance Laws)	Habitual truancy rates for students attending DCTS will decrease by 3% each year with a habitual truancy rate of less than 20% for year 3.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Educate parents and students on the compulsory attendance laws in the state of Pennsylvania	2024-08-19 - 2024-08-30	Administration	Compulsory attendance law for PA, School messenger, email, and incentive program
Review of student handbook that has the schools current attendance policy in it	2024-08-19 - 2024-08-30	Administration	Student handbook, attendance policy
Evaluate attendance data monthly	2024-08-19 - 2027-06-10	Administration/Secretaries/Social Worker	Attendance data
Create an incentive plan for attendance	2024-08-19 - 2027-06-10	Mr. Keys / Principal and Ms. Bair / Attendance Secretary	Attendance Data / The incentive

Anticipated Outcome

decrease habitual truancy

Monitoring/Evaluation

Ms. Bair, Mr. Keys, School Counselors, Social Worker

Evidence-based Strategy

Keystone Data Calendar

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)		
PVAAS growth score for Algebra 1	With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students take or retake Keystone tests	2024-05-13 - 2024-05-24	Curriculum Coordinator	Testing materials, proctor training
Share overall Keystone results to celebrate student and staff success	2024-08-01 - 2024-08-30	Administration/Curriculum Coordinator	Keystone results
PD Session to share Keystone results and review CDT/data schedule	2024-08-01 - 2024-08-31	Curriculum Coordinator/Instructional Coaches	Keystone results, data calendar, CDT training resources
Administer baseline CDT in Intro to Algebra and Algebra 1, for placement and data	2024-09-02 - 2024-09-30	Curriculum Coordinator	CDT training resources, accurate student rosters
Conduct initial Keystone Data/Planning meetings by content area (half day sessions) for relevant instructors, delivering individual teacher data and department data	2024-10-01 - 2024-10-31	Curriculum Coordinator/Instructional Coaches	CDT Data, content standards/eligible content, curriculum map
Analyze and share PVAAS Data to compare growth and achievement	2024-11-01 - 2024-11-29	Administration/Curriculum Coordinator	PVAAS data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administer midpoint CDT in Algebra 1	2025-02-03 - 2025-02-28	Curriculum Coordinator	CDT training resources, accurate student rosters
Conduct midpoint Keystone Data/Planning meetings by content area (half day sessions) for relevant instructors, delivering individual teacher data and department data	2025-03-03 - 2025-03-28	Curriculum Coordinator/Instructional Coaches	CDT Data, content standards/eligible content, curriculum map
Administer year-end CDT for next year course placement/growth analysis	2025-05-01 - 2025-05-30	Curriculum Coordinator	CDT training resources, accurate student rosters
Review year-end CDT data for course placement/growth	2025-06-02 - 2025-06-30	Administration/School Councilors	CDT data, course placement requirements

Anticipated Outcome

Improvement of Keystone Algebra 1 scores

Monitoring/Evaluation

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen as new data becomes available

Evidence-based Strategy

Curriculum Cycle

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PVAAS growth score for Algebra 1	With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Study and Research - review existing standards, standardized assessments and frameworks to develop a list of key skills and pre-requisite skills, and identify materials needed to gain skills	2024-07-01 - 2025-06-30	Curriculum Coordinator/Math Team Leader	Standards/frameworks/anchors/eligible content/crosswalks, sample assessments/glossaries
Map and Write - Identify, sequence and write major course units and common assessments aligned with standards	2025-07-01 - 2026-06-30	Curriculum Coordinator/Math Team Leader	Standards/frameworks/anchors/eligible content/crosswalks, sample assessments/glossaries, Atlas
Implement and Support - support instructor implementation of material through targeted PD on literacy and vocabulary skills, while reflecting on pacing throughout	2026-07-01 - 2027-06-30	Instructional Coaches/Math Team Leader	Atlas, pacing guide, literacy materials, vocabulary materials

Anticipated Outcome

Increased consistency in math instruction, leading to improved student outcomes

Monitoring/Evaluation

Curriculum Coordinator / Administration / quarterly department check-in meetings / yearly overall review with curriculum step

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Habitual truancy rates for students attending DCTS will decrease by 3% each year with a habitual truancy rate of less than 20% for year 3. (Habitual Truancy (Compulsory Attendance Laws))	Student Accountability	Review of student handbook that has the schools current attendance policy in it	08/19/2024 - 08/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)	Keystone Data Calendar	PD Session to share Keystone results and review CDT/data schedule	08/01/2024 - 08/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)	Keystone Data Calendar	Conduct initial Keystone Data/Planning meetings by content area (half day sessions) for relevant instructors, delivering individual teacher data and department data	10/01/2024 - 10/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)	Keystone	Conduct midpoint	03/03/2025
	Data	Keystone	-
	Calendar	Data/Planning meetings by content area (half day sessions) for relevant instructors, delivering individual teacher data and department data	03/28/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)	Curriculum Cycle	Study and Research - review existing standards, standardized assessments and frameworks to develop a list of key skills and pre-requisite skills, and identify materials needed to gain skills	07/01/2024 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)	Curriculum Cycle	Map and Write - Identify, sequence and write major course units and common assessments aligned with standards	07/01/2025 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)	Curriculum Cycle	Implement and Support - support instructor implementation of material through targeted PD on literacy and vocabulary skills, while reflecting on pacing throughout	07/01/2026 - 06/30/2027

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

2024-02-06

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Graduation Rate - 4 year cohort is at 98.3% graduation rate 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.

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.

Perform above state average for the keystone literature exam.

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.

Challenges

Percent Scoring Competent or Advanced on NOCTI/NIMS 79%

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.

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.

2021-2022 Habitual Truancy Amer. Indian 2 Students Native Hawaiian 0 Students Black 92 Students Hispanic 64 Students White 94 Students Multi-Racial 10 Students Asian 20 Students Female 157 Students Male 125 Students Economically Disadvantaged 182 Students Total 282 Students 2022-2023 Habitual Truancy Amer. Indian 3 Students Native Hawaiian 0 Students Black 102 Students Hispanic 97 Students White 105 Students Multi-Racial 10 Students Asian 20 Students Female 190 Students Male 147 Students Economically Disadvantaged 246 Students Total 337 Students

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

Strengths

Many, if not all, of our DCTS career and technical programs have a science and technology component.

Our students have many opportunities to explore science, technology, and engineering through enrichment activities and clubs.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Foster a culture of high expectations for success for all students, educators, families, and community members

Identify and address individual student learning needs

Our students are sought out by employers for cooperative ed opportunities and then often end up hiring our students due to their quality of work and skill knowledge.

DCTS has numerous articulation agreements that greatly benefit our students.

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 High School Algebra.

Challenges

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.

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.

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.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Continuously monitor implementation of the school improvement plan and adjust as needed

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 for all students.

Strengths

The special education program offers a tiered level of instruction for identified students.

The special education program has a 99% graduation rate.

Challenges

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

Filling upper level science teaching positions has been difficult.

Implement an evidence-base system of schoolwide positive behavior interventions and supports.

Performance of special education identified students on the keystone exam. This past year there was a 20% proficient or advanced rate for the literature exam.

Proficient and advanced percentage for students taking the keystone test.

Mathematics teachers adjusting to teaching in an extended period of 78 minutes.

Increasing proficient and advanced rates on the keystone exam.

Foster professional growth of new keystone science teachers through our instructional coaches and trainings.

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

Percent Scoring Competent or Advanced on NOCTI/NIMS 79%

ROOT Cause: Remote learning during the pandemic, teacher turnover, poor student attendance, mental health concerns, and disengagement



Challenges	Discussion Point	Priority for Planning
	negatively impacted NOCTI/NIMS scores across Pennsylvania.	
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.	
Keystone Algebra scores declined for all students.	ROOT Cause: Student are demonstrating wide range of math levels coming from all districts in Dauphin County. There are many learning gaps due to pandemic remote learning as well as inconsistent curricular instruction in the math department.	✓
2021-2022 Habitual Truancy Amer. Indian 2 Students Native Hawaiian 0 Students Black 92 Students Hispanic 64 Students White 94 Students Multi-Racial 10 Students Asian 20 Students Female 157 Students Male 125 Students Economically Disadvantaged 182 Students Total 282 Students 2022-2023 Habitual Truancy Amer. Indian 3 Students Native Hawaiian 0 Students Black 102 Students Hispanic	ROOT Cause: Truancy has been an issue due to a lack of accountability during the pandemic.	✓

Challenges**Discussion Point****Priority for Planning**

97 Students White 105 Students Multi-Racial 10 Students Asian 20 Students
Female 190 Students Male 147 Students Economically Disadvantaged 246
Students Total 337 Students

ADDENDUM B: ACTION PLAN

Action Plan: NOCTI Data Calendar

Action Steps	Anticipated Start/Completion Date
Data analysis of post NOCTI results	05/01/2024 - 05/08/2024

Monitoring/Evaluation	Anticipated Output
Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen on a yearly basis.	Improvement of NOCTI exam scores.

Material/Resources/Supports Needed	PD Step	Comm Step
NOCTI results	no	no

Action Steps**Anticipated Start/Completion Date**

Celebrating students and staff achievement

05/08/2024 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen on a yearly basis.

Improvement of NOCTI exam scores.

Material/Resources/Supports Needed**PD Step****Comm Step**

NOCTI/Materials for celebration

no

yes



Action Steps**Anticipated Start/Completion Date**

Pre-NOCTI is administered to all seniors as well as selected juniors and sophomores

08/26/2024 - 09/30/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen on a yearly basis.

Improvement of NOCTI exam scores.

Material/Resources/Supports Needed**PD Step****Comm Step**

Pre-NOCTI test/student laptops

no

no



Action Steps**Anticipated Start/Completion Date**

Data analysis of the pre-NOCTI exams

10/01/2024 - 10/11/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen on a yearly basis.

Improvement of NOCTI exam scores.

Material/Resources/Supports Needed**PD Step****Comm Step**

Pre-NOCTI exam scores

no

no

Action Steps**Anticipated Start/Completion Date**

Data meetings for individualized action plans for instructors

10/14/2024 - 11/01/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen on a yearly basis.

Improvement of NOCTI exam scores.

Material/Resources/Supports Needed**PD Step****Comm Step**

Data, action plan template, instructor prep packet, NOCTI blueprint, the study guide, and the task grid

no

no



Action Steps**Anticipated Start/Completion Date**

Support teachers in implementing the individualized action plan

11/04/2024 - 04/30/2025

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen on a yearly basis.

Improvement of NOCTI exam scores.

Material/Resources/Supports Needed**PD Step****Comm Step**

Data, action plan template, instructor prep packet, NOCTI blueprint, the study guide, and the task grid

no

no



Action Steps**Anticipated Start/Completion Date**

Senior students take the Post-NOCTI Exam

04/01/2025 - 04/30/2025

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen on a yearly basis.

Improvement of NOCTI exam scores.

Material/Resources/Supports Needed**PD Step****Comm Step**

Post-NOCTI exams, student laptops, evaluators

no

no

Action Steps**Anticipated Start/Completion Date**

Continue NOCTI calendar cycle

05/01/2025 - 06/10/2027

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen on a yearly basis.

Improvement of NOCTI exam scores.

Material/Resources/Supports Needed**PD Step****Comm Step**

NOCTI related materials

no

no

Action Plan: Student Accountability

Action Steps**Anticipated Start/Completion Date**

Educate parents and students on the compulsory attendance laws in the state of Pennsylvania

08/19/2024 - 08/30/2024

Monitoring/Evaluation**Anticipated Output**

Ms. Bair, Mr. Keys, School Counselors, Social Worker

decrease habitual truancy

Material/Resources/Supports Needed**PD Step****Comm Step**

Compulsory attendance law for PA, School messenger, email, and incentive program

no

yes



Action Steps**Anticipated Start/Completion Date**

Review of student handbook that has the schools current attendance policy in it

08/19/2024 - 08/30/2024

Monitoring/Evaluation**Anticipated Output**

Ms. Bair, Mr. Keys, School Counselors, Social Worker

decrease habitual truancy

Material/Resources/Supports Needed**PD Step****Comm Step**

Student handbook, attendance policy

yes

no



Action Steps**Anticipated Start/Completion Date**

Evaluate attendance data monthly

08/19/2024 - 06/10/2027

Monitoring/Evaluation**Anticipated Output**

Ms. Bair, Mr. Keys, School Counselors, Social Worker

decrease habitual truancy

Material/Resources/Supports Needed**PD Step****Comm Step**

Attendance data

no

no



Action Steps

Anticipated Start/Completion Date

Create an incentive plan for attendance

08/19/2024 - 06/10/2027

Monitoring/Evaluation

Anticipated Output

Ms. Bair, Mr. Keys, School Counselors, Social Worker

decrease habitual truancy

Material/Resources/Supports Needed

PD Step

Comm Step

Attendance Data / The incentive

no

no

Action Plan: Keystone Data Calendar

Action Steps**Anticipated Start/Completion Date**

Students take or retake Keystone tests

05/13/2024 - 05/24/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen as new data becomes available

Improvement of Keystone Algebra 1 scores

Material/Resources/Supports Needed**PD Step****Comm Step**

Testing materials, proctor training

no

no



Action Steps**Anticipated Start/Completion Date**

Share overall Keystone results to celebrate student and staff success

08/01/2024 - 08/30/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen as new data becomes available

Improvement of Keystone Algebra 1 scores

Material/Resources/Supports Needed**PD Step****Comm Step**

Keystone results

no

yes



Action Steps**Anticipated Start/Completion Date**

PD Session to share Keystone results and review CDT/data schedule

08/01/2024 - 08/31/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen as new data becomes available

Improvement of Keystone Algebra 1 scores

Material/Resources/Supports Needed**PD Step****Comm Step**

Keystone results, data calendar, CDT training resources

yes

no



Action Steps**Anticipated Start/Completion Date**

Administer baseline CDT in Intro to Algebra and Algebra 1, for placement and data

09/02/2024 - 09/30/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen as new data becomes available

Improvement of Keystone Algebra 1 scores

Material/Resources/Supports Needed**PD Step****Comm Step**

CDT training resources, accurate student rosters

no

no



Action Steps**Anticipated Start/Completion Date**

Conduct initial Keystone Data/Planning meetings by content area (half day sessions) for relevant instructors, delivering individual teacher data and department data

10/01/2024 - 10/31/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen as new data becomes available

Improvement of Keystone Algebra 1 scores

Material/Resources/Supports Needed**PD Step****Comm Step**

CDT Data, content standards/eligible content, curriculum map

yes

no



Action Steps**Anticipated Start/Completion Date**

Analyze and share PVAAS Data to compare growth and achievement

11/01/2024 - 11/29/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen as new data becomes available

Improvement of Keystone Algebra 1 scores

Material/Resources/Supports Needed**PD Step****Comm Step**

PVAAS data

no

yes



Action Steps**Anticipated Start/Completion Date**

Administer midpoint CDT in Algebra 1

02/03/2025 - 02/28/2025

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen as new data becomes available

Improvement of Keystone Algebra 1 scores

Material/Resources/Supports Needed**PD Step****Comm Step**

CDT training resources, accurate student rosters

no

no

Action Steps**Anticipated Start/Completion Date**

Conduct midpoint Keystone Data/Planning meetings by content area (half day sessions) for relevant instructors, delivering individual teacher data and department data

03/03/2025 - 03/28/2025

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen as new data becomes available

Improvement of Keystone Algebra 1 scores

Material/Resources/Supports Needed**PD Step****Comm Step**

CDT Data, content standards/eligible content, curriculum map

yes

no



Action Steps**Anticipated Start/Completion Date**

Administer year-end CDT for next year course placement/growth analysis

05/01/2025 - 05/30/2025

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen as new data becomes available

Improvement of Keystone Algebra 1 scores

Material/Resources/Supports Needed**PD Step****Comm Step**

CDT training resources, accurate student rosters

no

no



Action Steps**Anticipated Start/Completion Date**

Review year-end CDT data for course placement/growth

06/02/2025 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Curriculum coordinator, instructional coaches, and administration will continue to monitor the action steps listed above and adjust if need due to its effectiveness. This monitoring will happen as new data becomes available

Improvement of Keystone Algebra 1 scores

Material/Resources/Supports Needed**PD Step****Comm Step**

CDT data, course placement requirements

no

no

Action Plan: Curriculum Cycle

Action Steps**Anticipated Start/Completion Date**

Study and Research - review existing standards, standardized assessments and frameworks to develop a list of key skills and pre-requisite skills, and identify materials needed to gain skills

07/01/2024 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Curriculum Coordinator / Administration / quarterly department check-in meetings / yearly overall review with curriculum step

Increased consistency in math instruction, leading to improved student outcomes

Material/Resources/Supports Needed**PD Step****Comm Step**

Standards/frameworks/anchors/eligible content/crosswalks, sample assessments/glossaries

yes

no



Action Steps**Anticipated Start/Completion Date**

Map and Write - Identify, sequence and write major course units and common assessments aligned with standards

07/01/2025 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Curriculum Coordinator / Administration / quarterly department check-in meetings / yearly overall review with curriculum step

Increased consistency in math instruction, leading to improved student outcomes

Material/Resources/Supports Needed**PD Step****Comm Step**

Standards/frameworks/anchors/eligible content/crosswalks, sample assessments/glossaries, Atlas

yes

no



Action Steps**Anticipated Start/Completion Date**

Implement and Support - support instructor implementation of material through targeted PD on literacy and vocabulary skills, while reflecting on pacing throughout

07/01/2026 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Curriculum Coordinator / Administration / quarterly department check-in meetings / yearly overall review with curriculum step

Increased consistency in math instruction, leading to improved student outcomes

Material/Resources/Supports Needed**PD Step****Comm Step**

Atlas, pacing guide, literacy materials, vocabulary materials

yes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Habitual truancy rates for students attending DCTS will decrease by 3% each year with a habitual truancy rate of less than 20% for year 3. (Habitual Truancy (Compulsory Attendance Laws))</p>	<p>Student Accountability</p>	<p>Review of student handbook that has the schools current attendance policy in it</p>	<p>08/19/2024 - 08/30/2024</p>
<p>With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)</p>	<p>Keystone Data Calendar</p>	<p>PD Session to share Keystone results and review CDT/data schedule</p>	<p>08/01/2024 - 08/31/2024</p>
<p>With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)</p>	<p>Keystone Data Calendar</p>	<p>Conduct initial Keystone Data/Planning meetings by content area (half day sessions) for relevant instructors, delivering</p>	<p>10/01/2024 - 10/31/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)	Keystone Data Calendar	individual teacher data and department data Conduct midpoint Keystone Data/Planning meetings by content area (half day sessions) for relevant instructors, delivering individual teacher data and department data	03/03/2025 - 03/28/2025
With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)	Curriculum Cycle	Study and Research - review existing standards, standardized assessments and frameworks to develop a list of key skills and pre-requisite skills,	07/01/2024 - 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		and identify materials needed to gain skills	
With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)	Curriculum Cycle	Map and Write - Identify, sequence and write major course units and common assessments aligned with standards	07/01/2025 - 06/30/2026
With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)	Curriculum Cycle	Implement and Support - support instructor implementation of material through targeted PD on literacy and vocabulary skills, while reflecting on pacing throughout	07/01/2026 - 06/30/2027



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Student Handbook Review	School Staff	Student handbook, attendance policy for DCTS, incentive program, PA compulsory attendance law, current school attendance data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Summative assessment after PD session	08/16/2024 - 08/30/2029	Matthew Keys, Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students
2c: Managing Classroom Procedures	
2d: Managing Student Behavior	

Professional Development Step	Audience	Topics of Prof. Dev
Keystone Data Review	Professional Staff	Prior year Keystone data, CDT testing calendar

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Gallery walk of data sources, sign up list for CDT delivery	08/12/2024 - 08/30/2024	Curriculum Coordinator/Instructional Coaches

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction 4a: Reflecting on Teaching	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Initial CDT Review	Keystone content teachers	CDT Data, navigating DRC, SAS resources, standards alignment

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Targeted standards and aligned content selected	10/01/2024 - 10/31/2024	Curriculum Coordinator/Instructional Coaches

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

Professional Development Step

Audience

Topics of Prof. Dev

Mid-point CDT Review

Keystone content teachers

CDT Data, navigating DRC, SAS resources, standards alignment

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Targeted standards and aligned content selected

03/03/2025 - 03/28/2025

Curriculum Coordinator/Instructional Coaches

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

Professional Development Step

Audience

Topics of Prof. Dev

Study and Research Curriculum Training

Math Teachers

SAS resources, Keystone sampler items

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Analysis of sampler questions with standards alignment

07/01/2025 - 07/31/2025

Curriculum Coordinator

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

4d: Participating in a Professional Community

Professional Development Step	Audience	Topics of Prof. Dev
Map and Write Curriculum Training	Math teachers	Atlas training, curriculum development, unit terminology, writing common assessments

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Accurate unit maps for courses, common assessments	07/01/2026 - 07/31/2025	Curriculum Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	
4b: Maintaining Accurate Records	
1f: Designing Student Assessments	

Professional Development Step	Audience	Topics of Prof. Dev
Implement and Support Curriculum Training	Math Teachers	Reading across content areas, Collins writing, vocabulary strategies

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Implementation of formative assessment, collaboration with coaches

08/24/2026 - 06/11/2027

Instructional Coaches

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

3c: Engaging Students in Learning



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
NOCTI/NIMS scores of COMPETENT and ADVANCED will be showing overall growth of at least 3% each year with an overall score of 90% after the third year. (NOCTI/NIMS Scores)	NOCTI Data Calendar	Celebrating students and staff achievement	2024-05-08 - 2024-06-07
Habitual truancy rates for students attending DCTS will decrease by 3% each year with a habitual truancy rate of less than 20% for year 3. (Habitual Truancy (Compulsory Attendance Laws))	Student Accountability	Educate parents and students on the compulsory attendance laws in the state of Pennsylvania	2024-08-19 - 2024-08-30
With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)	Keystone Data Calendar	Share overall Keystone results to C=celebrate student and staff success	2024-08-01 - 2024-08-30
With the curriculum cycle focus on mathematics and teacher instructional practices the PVAAS scores will show growth score of 90. (PVAAS growth score for Algebra 1)	Keystone Data Calendar	Analyze and share PVAAS Data to compare growth and achievement	2024-11-01 - 2024-11-29

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
NOCTI Assessment Celebration	Parents, Students, Staff and Joint Operating Committee Members	Students achievement and success
Anticipated Timeframe	Frequency	Delivery Method
03/03/2025 - 05/30/2029	annually	Presentation
Lead Person/Position		
Matthew Keys, Principal		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Comprehensive Plan on school website: dcts.org	Review of Comprehensive Plan	Website	All stakeholders: community members, parents, students, staff and Joint Operating Committee Members	February and March 2024
