



JOINT OPERATING COMMITTEE MEETING

March 6, 2024

6:30 P.M.

DIRECTOR'S REPORT

ITEM 1: Recommend increase in salary for the following employees:

Noelle Pumo, Healthcare Sciences Instructor	A-9 to B-9
Kelly Williams, Healthcare Sciences Instructor	A-5 to B-5

ITEM 2: Recommend approval of 23 Healthcare Science students to attend a HOSA (Health Occupations Skills America) Leadership Conference on March 13 to March 15, 2024, at the Wyndham Lancaster Resort and Convention Center. No cost to the students. Much of the cost will be deferred by fundraising. (Attachment #1)

HOSA Conference Registration & Hotel:	\$6,425.00
Transportation:	\$1,320.00

ITEM 3: Recommend approval of 13 SkillsUSA students to compete at the SkillsUSA State Competitions on April 3 to April 5, 2024, at the Hershey Lodge Resort and Convention Center. No cost to the students. Much of the cost will be deferred by fundraising. (Attachment #2)

SkillsUSA Conference Registration:	\$1,650.00
Hotel Accommodations:	\$5,181.00
Transportation:	\$2,000.00

ITEM 4: Recommend approval of the Central Montco Technical High School Comprehensive Plan for 2023-2026. (Attachment #3)

ITEM 5: Recommend approval of the Central Montco Technical High School Induction Plan (Chapter 49). (Attachment #4)

ITEM 6: Recommend approval to move the In Service date of April 19, 2024, to April 23, 2024.

DR. ANGELA KING
EXECUTIVE DIRECTOR

Return completed form to the Director's Office. **All Field Trips require J.O.C. approval.**
 Request form must be submitted four (4) weeks prior to the event.

Today's Date: 2/29/2024 Date of Trip: 3/13-15/24 Instructor making request: Pumo & WILLAMS

Destination: Wyndahm lancaster resort & convention center

Destination address: 2300 Lancaster Highway east, lancaster PA 17602

Destination Telephone # and Contact Person: 717-299-5500

Names of Chaperones: _____ Substitute Needed? _____ No. students participating: 23

NOelle Pumo Yes No

Kelly Williams Yes No

 Yes No

Session: A.M. P.M. Both

3/15 @ 10:30 am Leave 3/15 @ 2:00 pm Return

Transportation: School Van School Bus Chartered Bus Airline

3/15 pickup @
11:30 am from
HOSA.

Describe how students are selected for participation:

Attendance and passing grades, including work ethic and skill grade

Please Provide a detailed description of the trip including its purpose, relevance to your curriculum and the expected outcomes for the students.

HOSA, Health Occupation students of america, students will compete at the PA HOSA SLC with 1600 from area PA chapters in various health related skills and topics. These students are of the high rpercentage in their classes academically and are deciding to devote thier career path to health care.

Source of Funding:

Budgeted General Funds \$

Youth Club Fund Raising \$

Grant \$

Individual Class Account \$

Noelle Pumo / Kelly Williams

Instructor's
 Signature AK

[Signature]
 Supervisor's Signature

Director's Signature

J.O.C. Approval Date

Permission Slips Given to Instructor: _____ Date: 2/12/24

Date Returned: 2/21/24

Bus: Date Ordered:

Contact Person: Cost:

PENN HOSA
2024 STATE LEADERSHIP CONFERENCE
Hotel Registration Form

Package Choice: (Please check one)

Two Night Package March 13,14 - Includes Five Meals (Two Dinners, Two Breakfasts and One Lunch) *Price includes all taxes.

Early Arrivals March 12, 13, & 14- Includes Five Meals (Two Dinners, Two Breakfasts and One Lunch) *Price includes all taxes.

PLEASE TYPE OR PRINT THE FOLLOWING INFORMATION.

School Central Montco Technical High School

School Address 821 Plymouth Road, Plymouth Meeting, PA 19462

Advisor's Name Kelly Williams | Noelle Pumo

Advisor's Phone _____ Advisor's Email Address kwilliams@civita.org
npumo@civita.org

Arrival date: 3/13 Departure date: 3/15

** Kelly to arrive 3/12 - to be paid by PENN HOSA **

PLEASE NOTE: The rates below do not include the Conference Registration Fee of \$100.00 per person.

TOTAL PACKAGE PER PERSON FOR TWO NIGHTS				EARLY ARRIVALS TOTAL PACKAGE PER PERSON FOR THREE NIGHTS			
	Number of Rooms	Cost Per Person	Total Number of people In Room(s)		Number of Rooms	Cost Per Person	Total Number of people in room(s)
QUAD:	<u>5</u>	\$250.00 X	<u>20</u> = \$ <u>5,000</u>	QUAD:	_____	\$287.00 X	_____ = \$ _____
TRIPLE:	<u>1</u>	\$265.00 X	<u>3</u> = \$ <u>795</u>	TRIPLE:	_____	\$314.00 X	_____ = \$ _____
DOUBLE:	<u>1</u>	\$315.00 X	<u>2</u> = \$ <u>630</u>	DOUBLE:	_____	\$388.00 X	_____ = \$ _____
SINGLE:	_____	\$460.00 X	_____ = \$ _____	SINGLE:	_____	\$605.00 X	_____ = \$ _____
TOTAL:	_____		_____ \$ <u>6,425</u>	TOTAL:	_____		_____ \$ _____

Grand Total \$ 6,425

RESERVATION INSTRUCTIONS:

- All hotel registration forms and payment in full must be received on or before **February 18, 2024**
- All checks should be made payable to: **Wyndham Lancaster Resort and Convention Center**
- All checks should clearly state the name of the school or individual making the payment.
- Credit Cards Accepted – Please See **Credit Card Authorization Form**
- All hotel registration forms should be sent to: **Tom Shreffler-Director of Catering & Conference Planning**

Wyndham Lancaster Resort & Convention Center
 2300 Lincoln Highway East
 Lancaster, PA 17602

Any hotel cancelations or changes must be made by TBD

HOSA Conference March 2024

Student	District	Competition
Dakota Nicholas	CASD	Behavioral Health
Trinity Elison	CASD	Medical Terminology
Madison Schimanskey	CASD	Pathophysiology
Alison Hernandez Santana	CASD	Veterinary Science
Tyra Goard	CASD	Voting Delegate
Emely Gomez	LMSD	EMT
Emily Tullo	LMSD	Home Health Aide
Nyla Glispy	LMSD	Medical Math
Emely Moreno	NASD	CPR/First Aid
Nia Mozelle Young	NASD	CPR/First Aid
Arizbeth Betancourt-Rojas	NASD	EMT
Ariadna Aguilar-Espinoza	NASD	EMT
Emma Townsend	NASD	EMT
Heidi Tellez Cabrera	NASD	Health Infomatics
Heidi Davila Chavez	NASD	Home Health Aide
Jaquelin Moran Resendiz	NASD	Medical Assisting
Jennifer Perez Carrera	NASD	Medical Assisting
Perla Bornios Gil	NASD	Nursing Assisting
Camila Gonzalez-Rios	NASD	Nursing Assisting
Jordynn Coleman	NASD	Voting Delegate
Britany Lopez	UMSD	Medical Terminology
Jaylin Kohler	UMSD	Pathophysiology
Arriana Rrodriguez Suarez	UMSD	Physical Therapy



STATES					
Competition Name, Date and Location	Instructor	Competitor	Session	Grade	School
* Direct to States 4/3-4-5/24 Hershey Kriebel, Mack		13 ppl +2			
Career Pathways Human Services*	Kriebel	Taylor Walski	PM	10-F	PWHS
Career Pathways Human Services*	Kriebel	Karli Carbo	PM	12-F	Town
Career Pathways Human Services*	Kriebel	Ava Todd	PM	12-F	UM
Digital Cinema Production*	McCarthy	Mateo Escudero	AM	12-M	Town
Digital Cinema Production*	McCarthy	Nicholas Hoeke	AM	11-M	UM
Photography *Direct to States *	McCarthy	Benjamin Rix	AM	12-M	Harriton
Photography *Direct to States *	McCarthy	Kiera Sieker	PM	12-F	UM
Audio/Radio Production*	McCarthy	Luke Jones	PM	11-M	PWHS
Audio/Radio Production*	McCarthy	Andrew Delgrego	PM	12-M	PWHS
Television (Video) Production*	McCarthy	Davis Quinonez-Ramirez	AM	12-M	Town
Television (Video) Production*	McCarthy	April Austin	PM	11-F	Town
Telecommunications cabling*	Damon	Nehemiah Cole	AM	12-M	UM
Automotive Refinishing	Arthur	*Josie Day	PM	12-F	Town



**2024 SkillsUSA Pennsylvania Competition Invoice For
Central Montco Technical High School**

**821 Plymouth Road Plymouth Meeting, PA 19462
610-277-2301**

Make Checks Payable To:

SkillsUSA Pennsylvania
Attention: Dodie Amigh
373 Edna Street
Hollidaysburg, PA 16648
Payment due by March 29th, 2024

#	Student Name	Contest	Division	Advisor	School	Amount
1	April Austin	Television (Video) Production	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
2	Karlie Carbo	Career Pathways Showcase: Human Services	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
3	Nehemiah Cole	Telecommunications Cabling	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
4	Josie Day	Automotive Refinishing Technology	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
5	Andrew Delgrego	Audio/Radio Production	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
6	Mateo Esceduro	Digital Cinema Production	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
7	Nicholas Hoeke	Digital Cinema Production	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
8	Luke Jones	Audio/Radio Production	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
9	Colleen Kriebel	Advisor	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
10	Jerrold Mackereth	Advisor	Secondary	Jerrold Mackereth	Central Montco Techn...	\$110.00
11	Davis Quinonez-Ramirez	Television (Video) Production	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
12	Benjamin Rix	Photography	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
13	Kiera Sieker	Photography	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
14	Ava Todd	Career Pathways Showcase: Human Services	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
15	Taylor Walski	Career Pathways Showcase: Human Services	Secondary	Colleen Kriebel	Central Montco Techn...	\$110.00
Total						\$1,650.00



SKILLS USA

HOUSING SUMMARY SHEET - Due by Friday, March 01, 2024
2024 STATE LEADERSHIP CONFERENCE



School Name:	Central Montco Technical High School	Advisor's Name:	Colleen Kriebel
Address:	821 Plymouth Rd. Pa 19462		
School Phone:	610-277-2301	Home Phone:	610-513-5146
E-mail Address:	ckriebel@cmths.org		
District:	District 2		
SKILLS USA - State Leadership Conference – April 03 - April 05, 2024			
Two-Night Package Plan: Rates include overnight accommodations, dinner on 4/03, Breakfast, Lunch & Dinner on 4/04 and Breakfast on 4/05/24. The contracted priced are inclusive of meal gratuities and all applicable taxes.			

Number of Rooms Needed	Number of Persons Attending	Room Type	X	Rate Per Person	=	Total \$
1	4	Quad		\$286.00		\$1,144.00
3	9	Triple		\$319.00		\$2,871.00
0	0	Double		\$385.00		\$0.00
2	2	Single		\$583.00		\$1,166.00
		Early Arrival		\$197.58		
6	0	Total Due at Check-in				\$5,181.00

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		123460957
Address 1		
821 Plymouth Road		
Address 2		
City	State	Zip Code
Plymouth Meeting	PA	19462
Chief School Administrator		Chief School Administrator Email
Dr Angela King		aking@cmths.org
Single Point of Contact Name		
James Brunken		
Single Point of Contact Email		
jbrunken@cmths.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
4848453549		
Principal Name		
James Brunken		
Principal Email		
jbrunken@cmths.org		
Principal Phone Number		Principal Extension
4848453549		
School Improvement Facilitator Name		School Improvement Facilitator Email

LEA Profile

Central Montco Technical High School (CMTHS) stands at the forefront of career and technical education, offering a diverse range of programs meticulously designed to empower individuals for success in both the workforce and higher education settings. Beyond the specialized training for various occupations, CMTHS strongly emphasizes fostering civic responsibility, cultivating essential employability skills, nurturing leadership qualities, and instilling a sense of professionalism in each student. Our competency-based programs are uniquely tailored to align with individual students' distinct needs, interests, abilities, and preferences. Furthermore, CMTHS is unwavering in its commitment to serve as a dynamic bridge between education and industry, collaborating closely to address and fulfill the evolving workforce requirements of our community.

Mission and Vision

Mission

At Central Montco Technical High School (CMTHS), our mission is to empower individuals for future success by providing diverse programs that seamlessly integrate workforce readiness and higher education pathways. Focusing on competency-based training, we foster the development of civic responsibility, essential employability skills, leadership, and professionalism in our students. Tailoring our programs to each individual's unique needs, interests, abilities, and preferences, we are dedicated to preparing students for the challenges of the workforce, college, and technical schools. Additionally, we actively contribute to the vitality of our community's business and industry sector by providing targeted programs that align with and address evolving workforce requirements.

Vision

At Central Montco Technical High School (CMTHS), we envision an educational landscape that transcends conventional boundaries, fostering a community where each student is a beacon of limitless potential. In our ideal state, CMTHS is not merely a school but a transformative hub, propelling individuals into the workforce with unwavering competence or guiding them toward successful and sustaining careers. Our vision is human development, where civic responsibility, employability skills, leadership, and professionalism flourish alongside occupation-specific training. In this aspirational setting, our programs are not confined to rigid structures but are dynamic and responsive, tailored to the diverse needs, skills, interests, abilities, and preferences of each unique student. We see CMTHS as a driving force, not just in education but in actively shaping and nurturing a community that thrives on innovation and progress. Moreover, our commitment extends beyond the school's walls as we actively engage with the business and industry sectors. We envision collaborative programs that not only meet but exceed workforce requirements, positioning CMTHS as an integral partner in the economic vitality of our community. In this visionary state, CMTHS is a beacon of excellence, where students are empowered, educators are inspirational, and the community flourishes in the glow of collective achievement. Preparing Today's Students for Tomorrow's Careers

Educational Values

Students

Student Value Statements for CMTHS: **Accountability:** Students at CMTHS embrace responsibility for their actions, understanding the impact of their choices on themselves and the community. **Respectful Learning Environment:** We value and uphold the rights of others to learn in an environment that is both orderly and disciplined, fostering a culture of mutual respect. **Regular Attendance:** Students commit to attending school regularly in person, recognizing the importance of active participation in their educational journey. **Punctuality:** Punctuality is a core value, emphasizing the importance of being on time for classes and activities and respecting the schedules of both peers and educators. **Personal Well-being:** Students prioritize cleanliness, wearing clean, plain face coverings, and practicing proper handwashing techniques to maintain a healthy and safe learning environment. **Respect for Property:** Students respect school property, actively contributing to its preservation and cleanliness and understanding the shared responsibility for a conducive learning space. **Teacher-Student Relationship:** Recognizing teachers as role models, students acknowledge the role of "In Loco Parentis" in matters of behavior and discipline, fostering a positive and supportive teacher-student relationship. **Commitment to Excellence:** Students strive to do their best work, making an earnest effort to excel academically and personally. **Mutual Respect:** Students actively contribute to establishing and maintaining mutual respect and dignity for all members of the CMTHS community. **Adherence to Rules:** Students commit to obeying school rules and regulations set by school authorities and the student governing body, contributing to a well-ordered and harmonious school environment. **Code Understanding:** Students take the initiative to read and understand the school code, seeking assistance when parts are unclear, fostering a culture of open communication and learning.

Staff

Student-Centered Learning: Our foremost principle is an unwavering commitment to student success. Every decision, initiative, and action is centered around providing a dynamic and enriching educational experience that equips students with the skills and knowledge needed for success in their chosen careers. **Industry Alignment:** We recognize the dynamic nature of industries and commit to regularly aligning our programs with current industry trends and requirements. This ensures that students are academically prepared and possess the practical skills and knowledge demanded by the workforce. **Innovation and Adaptability:** Embracing innovation is crucial to preparing students for an ever-evolving world. We foster a culture of creativity, adaptability, and continuous improvement, encouraging educators to explore new teaching methodologies, technologies, and industry practices. **Community Engagement:** We believe in the power of community partnerships. Actively engaging with local businesses, industry experts, and community leaders ensures that our programs remain relevant, providing students with real-world experiences and opportunities for internships, mentorships, and

apprenticeships. Professional Development: Recognizing educators' importance as learning facilitators, we prioritize continuous professional development. By investing in the growth and training of our teachers, we enhance their ability to deliver high-quality, innovative, and industry-relevant instruction to our students.

Administration

Holistic Development: We are committed to fostering holistic development, nurturing not only academic excellence but also the principles of civic responsibility, employability skills, leadership, and professionalism. Individualized Learning: We value dynamic and responsive educational programs that transcend conventional structures, tailoring learning experiences to the diverse needs, skills, interests, abilities, and preferences of every unique student.

Innovation and Progress: We see CMTHS as a driving force for innovation and progress, actively shaping a community that thrives on cutting-edge ideas, adaptive thinking, and a passion for continual improvement. Exceeding Standards: Our commitment extends beyond the classroom, striving for excellence in engagement with the business and industry sectors. We aim not only to meet but to exceed workforce requirements, positioning CMTHS as a vital contributor to the economic vitality of our community.

Empowerment: In our visionary state, CMTHS is a beacon of empowerment, where students are not only educated but also inspired to take charge of their future, making meaningful contributions to society. Collective Achievement: We envision a community where educators inspire, students excel, and the collective achievement of all becomes the hallmark of our success.

Parents

Active Engagement: We commit to actively engaging in our child's educational journey, staying informed about the various career and technical programs offered at CMTHS, and participating in school events and industry showcases. Support for Career Exploration: Recognizing the importance of career exploration, we encourage our child to explore diverse programs offered by CMTHS.

Advocacy for Real-World Learning: We support CMTHS's emphasis on real-world learning experiences. By encouraging internships, apprenticeships, and industry partnerships, we contribute to our children's practical skill development and better prepare them for the workforce. Promotion of Responsibility and Accountability: We instill in our children a sense of responsibility and accountability for their actions and academic progress. This involves emphasizing punctuality, regular attendance, and a commitment to excellence in both academic and technical pursuits.

Partnership with Educators: We recognize educators' crucial role in our child's development. We commit to building strong partnerships with teachers, participating in school activities, and supporting school policies that contribute to a positive and conducive learning environment.

Community

Active Collaboration: We collaborate with CMTHS to bridge the gap between education and industry. By participating in advisory boards, mentorship programs, and internship opportunities, we contribute to the alignment of curriculum with industry needs.

Championing Workforce Development: Recognizing the importance of a skilled workforce, we advocate for policies and initiatives that support career and technical education. This includes promoting awareness of the value of CTE programs and actively engaging with educational institutions to identify evolving industry requirements.

Supporting Real-World Learning: We support CMTHS's emphasis on real-world learning experiences. By offering opportunities for site visits, industry talks, and hands-on experiences, we enrich students' understanding of practical applications and foster a seamless transition from education to employment.

Promoting Diversity and Inclusion: We actively promote diversity and inclusion within the CMTHS community. By supporting programs that encourage underrepresented groups to explore careers in our industries, we contribute to a more inclusive learning environment that reflects the diverse nature of the workforce.

Investing in Technological Advancements: Recognizing the rapid evolution of technology, we advocate for investments in state-of-the-art equipment and technology within CMTHS. This ensures students are familiar with the latest industry tools, enhancing their readiness for the technological demands of the workforce.

Other (Optional)

Omit selected.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	False 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Increased industry certifications	82.2 % of all students received an industry-wide credential in 2022-2023 up from 36.4% in 2021-2022. The mission is for all students to receive at least one certification. Increased to 98% of students receiving at least one certification from 2021 to 2023.
Above-average Co-op and Internship opportunities and completions	88.9% of all students completed work-based learning experience. Above average in the State in cooperative, internship, and workplace shadow opportunities 2021-22. State Co-op 14, CMTHS Co-op 16, State Internship 4, CMTHS 10,
Consistently remain below the State average on Student Code of Conduct Incident types from 2020 to 2023	The incident types include drug & alcohol, property, tobacco, weapons, and violence. The state average is 5.14 and CMTHS is 3.8.
Excellent diversity and gender among students.	23.5% Black; 34.6% Hispanic, 35.6% White, 52.9% Male, 47.2% Female
Industry-based learning is up for all student groups at 90.7% with a statewide average of 93.7%	The statewide average is 93.7% and Statewide standard is 96.1%

Challenges

Indicator	Comments/Notable Observations
ELL Increase of 10% percent	36.4% of students are Hispanic/Latino, one-third of our student population.

Increase of percentage of families that do not speak English	NEED DATA.
63% of our students are economically disadvantaged	
For 2022-2023 - Our students are at 85.3% of meeting the career standards goal for career readiness of 89,6%. The lowest student groups are Hispanic students at 74.4% and Students with Disabilities at 79.8%	However, both groups have increased in this category by 4 percentage points from 2021 to 2023.
The percentage of students earning scoring competent or advanced on NOCTI is at 38.3% in 2022-23 up only 8.3 percentage points from 2021-2022	This is our lowest of all industry credentials, and it is our Statewide required assessment for Programs of Studies.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Consistently remain below the State average on Student Code of Conduct Incident types from 2020 to 2023 ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator Increased industry certifications ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations
Indicator Industry-based learning is up for all student groups at 90.7% with a statewide average of 93.7% ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations

Challenges

Indicator ELL Increase of 10% percent ESSA Student Subgroups English Learners	Comments/Notable Observations
Indicator 63% of our students are economically disadvantaged	Comments/Notable Observations

ESSA Student Subgroups Economically Disadvantaged	
Indicator For 2022-2023 - Our students are at 85.3% of meeting the career standards goal for career readiness of 89,6%. The lowest student groups are Hispanic students at 74.4% and Students with Disabilities at 79.8% ESSA Student Subgroups Hispanic, Students with Disabilities	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Increased industry certifications
Increased internships and workplace shadow experiences
Industry-based learning is up for all student groups at 90.7%, with a statewide average of 93.7%

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

63% of our students are economically disadvantaged
ELL Increase of 10% percent
For 2022-2023 - Our students are at 85.3% of meeting the career standards goal for career readiness of 89,6%. The lowest student groups are Hispanic students at 74.4% and Students with Disabilities at 79.8%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
------	-------------------------------

English Language Arts Summary

Strengths

Challenges

Mathematics

Data	Comments/Notable Observations
------	-------------------------------

Mathematics Summary

Strengths

Challenges

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
------	-------------------------------

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Senior Seminar/Entrepreneurship	All seniors learn career awareness, acquisition, retention and entrepreneurship in a pull-out class for 45 minutes every other week. At the end of the year, every senior has a career portfolio with resume, awards, certifications, and task completion.
School Counseling	Two (2) school counselors assist in career and college exploration for all students. The focus is on the student's post-secondary goals.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
01.0601 Applied Horticulture/Horticultural Operations General	
10.999 Communications Technologies/Technicians and Support Services, Other	
11.0901 Computer Systems Networking and Telecommunications	
12.0401 Cosmetology/Cosmetologist, General	
12.0501 Baking and Pastry Arts/Baker/Pastry Chef	
12.0508 Institutional Food Workers	
19.0708 Child Care and Support Services Management	
43.0107 Criminal Justice/Police Sciences	
47.0603 Autobody/Collision and Repair Technology/Technician	
47.0604 Automobile/Automotive Mechanics Technology/Technician	
50.0402 Commercial and Advertising Art	
51.0899 Health/Medical Assisting Services, Other	
51.2604 Rehabilitation Aide	
46.0401 Building/Property Maintenance	

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Delaware Valley University

Agreement Type

Local Articulation

Program/Course Area

01.0601 Applied Horticulture/Horticultural Operations General

Uploaded Files

AA Central Montco - Horticulture - Articulation Agreement 09 07 2021 (1).pdf

Partnering Institution

Delaware Valley University

Agreement Type

Local Articulation

Program/Course Area

12.0401 Cosmetology/Cosmetologist, General

Uploaded Files

Artic -Cosmetology.doc

Partnering Institution

Delaware Valley University

Agreement Type

Local Articulation

Program/Course Area

43.0107 Criminal Justice/Police Sciences

Uploaded Files

Central Montco DelVal CJ Agreement both signed 4 29 2021.pdf

Partnering Institution

Delaware Valley University

Agreement Type

Local Articulation

Program/Course Area

12.0501 Baking and Pastry Arts/Baker/Pastry Chef

Uploaded Files

Central Montco Tech High School Agreement 11223 - signed.pdf

Central Montco Tech High School Agreement 11223 - signed_be67ca7a.pdf

Partnering Institution

PA College of Technology

Agreement Type

Dual Credit

Program/Course Area

01.0601 Applied Horticulture/Horticultural Operations General

Uploaded Files

Dual Enrollment PCT_Landscaping.pdf

Partnering Institution

PA College of Technology

Agreement Type

Dual Credit

Program/Course Area

11.0901 Computer Systems Networking and Telecommunications

Uploaded Files

Dual Enrollment_PCT_NetTech.pdf

Partnering Institution

PA College of Technology

Agreement Type

Dual Credit

Program/Course Area

12.0508 Institutional Food Workers

Uploaded Files

DualEnrollment_PCT_CulinaryArts.pdf

Partnering Institution

Kutztown University

Agreement Type

Local Articulation

Program/Course Area

50.0402 Commercial and Advertising Art

Uploaded Files

KutztownArticulationAgreement_VisCom.pdf

Partnering Institution

Kutztown University

Agreement Type

Local Articulation

Program/Course Area

10.999 Communications Technologies/Technicians and Support Services, Other

Uploaded Files

KutztownArticulationAgreement_VSAMP.pdf

Partnering Institution

Lehigh Carbon Community College

Agreement Type

Local Articulation

Program/Course Area

12.0401 Cosmetology/Cosmetologist, General

Uploaded Files

LehighCarbonCommunity_ArticulationAgreement_Cosmetology.pdf

Partnering Institution

Montgomery County Community College

Agreement Type

Local Articulation

Program/Course Area

51.2604 Rehabilitation Aide

Uploaded Files

MCCC_ArticulationAgreement_ESART.pdf

Partnering Institution

Montgomery County Community College

Agreement Type

Dual Credit

Program/Course Area

43.0107 Criminal Justice/Police Sciences

Uploaded Files

MCCC_DualEnrollment_PublicSafety.pdf

Partnering Institution

PA College of Technology

Agreement Type

Dual Credit

Program/Course Area

46.0401 Building/Property Maintenance

Uploaded Files

PCT_DualEnrollment_BuildingTrades.pdf

Partnering Institution

Walnut Hill College

Agreement Type

Local Articulation

Program/Course Area

12.0508 Institutional Food Workers

Uploaded Files

WalnutHillCollege_ArticulationAgreement_CulinaryArts.pdf

Summary**Strengths**

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Industry-based learning is up for all student groups at 90.7% with a statewide average of 93.7%

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

For 2022-2023 - Our students are at 85.3% of meeting the career standards goal for career readiness of 89,6%. The lowest student groups are Hispanic students at 74.4% and Students with Disabilities at 79.8%

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
36.4% of students are Hispanic/Latino, one-third of our student population.	English learner students have increase by 10% from 2022-23 to 23-24 school year.
The percentage of students earning scoring competent or advanced on NOCTI is at 38.3% in 2022-23 up only 8.3 percentage points from 2021-2022	

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
For 2022-2023 - Our students are at 85.3% of meeting the career standards goal for career readiness of 89,6%. The lowest student groups are Hispanic students at 74.4% and Students with Disabilities at 79.8%	
The percentage of students earning scoring competent or advanced on NOCTI is at 38.3% in 2022-23 up only 8.3 percentage points from 2021-2022	

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
63% of our students are economically disadvantaged	

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

82.2 % of all students received an industry-wide credential in 2022-2023 up from 36.4% in 2021-2022. The mission is for all students to receive at least one certification. Increased to 98% of students receiving at least one certification from 2021 to 2023.
Industry-based learning is up for all student groups at 90.7%, with a statewide average of 93.7%

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

For 2022-2023 - Our students are at 85.3% of meeting the career standards goal for career readiness of 89,6%. The lowest student groups are Hispanic students at 74.4% and Students with Disabilities at 79.8%
Increase of percentage of families that do not speak English
English-learners have increased by 10%.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Three (3) special education liaisons. Meet weekly.
Title 1 Program	NA
Student Services	Two (2) certified school counselor, one (1) behavior mentor, (1) dean of students, one (1) English-language development instructor
K-12 Guidance Plan (339 Plan)	
Technology Plan	Data specialist and network IT specialist
English Language Development Programs	ELD Coordinator

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Increased industry certifications
Industry-based learning is up for all student groups at 90.7% with a statewide average of 93.7%

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

For 2022-2023 - Our students are at 85.3% of meeting the career standards goal for career readiness of 89,6%. The lowest student groups are Hispanic students at 74.4% and Students with Disabilities at 79.8%
ELL Increase of 10% percent

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Exemplary

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Identify and address individual student learning needs
--

Provide frequent, timely, and systematic feedback and support on instructional practices
--

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

Collectively shape the vision for continuous improvement of teaching and learning

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement evidence-based strategies to engage families to support learning.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Increased industry certifications	True
Increased internships and workplace shadow experiences	True
Industry-based learning is up for all student groups at 90.7%, with a statewide average of 93.7%	False
82.2 % of all students received an industry-wide credential in 2022-2023 up from 36.4% in 2021-2022. The mission is for all students to receive at least one certification. Increased to 98% of students receiving at least one certification from 2021 to 2023.	False
Industry-based learning is up for all student groups at 90.7%, with a statewide average of 93.7%	True
Industry-based learning is up for all student groups at 90.7% with a statewide average of 93.7%	False
Increased industry certifications	False
Industry-based learning is up for all student groups at 90.7% with a statewide average of 93.7%	False
Identify and address individual student learning needs	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True
Collectively shape the vision for continuous improvement of teaching and learning	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Career Technical Center and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
ELL Increase of 10% percent	False
63% of our students are economically disadvantaged	False
For 2022-2023 - Our students are at 85.3% of meeting the career standards goal for career readiness of 89,6%. The lowest student groups are Hispanic students at 74.4% and Students with Disabilities at 79.8%	True

For 2022-2023 - Our students are at 85.3% of meeting the career standards goal for career readiness of 89,6%. The lowest student groups are Hispanic students at 74.4% and Students with Disabilities at 79.8%	True
Increase of percentage of families that do not speak English	True
English-learners have increased by 10%.	False
For 2022-2023 - Our students are at 85.3% of meeting the career standards goal for career readiness of 89,6%. The lowest student groups are Hispanic students at 74.4% and Students with Disabilities at 79.8%	False
For 2022-2023 - Our students are at 85.3% of meeting the career standards goal for career readiness of 89,6%. The lowest student groups are Hispanic students at 74.4% and Students with Disabilities at 79.8%	False
ELL Increase of 10% percent	False
Implement evidence-based strategies to engage families to support learning.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
For 2022-2023 - Our students are at 85.3% of meeting the career standards goal for career readiness of 89,6%. The lowest student groups are Hispanic students at 74.4% and Students with Disabilities at 79.8%	Although our percentage of students are close to meeting the State's career standards goal, we still need to improve our Special Education and Hispanic population numbers.	True
For 2022-2023 - Our students are at 85.3% of meeting the career standards goal for career readiness of 89,6%. The lowest student groups are Hispanic students at 74.4% and Students with Disabilities at 79.8%		False
Increase of percentage of families that do not speak English	Our communication with the families is limited to our Talking Points app by program. The increase in families is due to the integration of Hispanic families in the Norristown communities which are our biggest sender of students.	True
Implement evidence-based strategies to engage families to support learning.	Our only engagement with families at the moment are Open Houses and Back to School Night. We need to make it a priority to find a way to engage our parents more especially our most vulnerable populations.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Increased industry certifications	Our goal as a school is for every student to leave with at least one (1) industry certification. Most of our students have two (2) or more.
Increased internships and workplace shadow experiences	Our work-based studies programs that include coop, internships, and shadows have increased over the years. We have increased our shadows by 100%
Industry-based learning is up for all student groups at 90.7%, with a statewide average of 93.7%	All our technical programs are all industry based learning.
Provide frequent, timely, and systematic feedback and support on instructional practices	Our teachers provide feedback on best practices regularly. They share with each other and prioritize this process.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school	We can do better at engaging our Occupational Advisory Members with the needs of our school. We have also partnered with OVR and the MCIU to provide career-readiness supports to our Special Education and EL students during and after high school.
Collectively shape the vision for continuous improvement of teaching and learning	Again, our teacher roundtable along with our intra-office meetings which include one person from each of our CMTHS stakeholders, collectively shape the vision for continuous improvement.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Actionable Statement: To address the gap in career readiness, we need to implement targeted interventions and support systems for our Hispanic students and Students with Disabilities. This could include additional tutoring, mentorship programs, and career counseling services to ensure all students have equal opportunities to meet the career readiness goal.
	Actionable Statement: To better support our diverse community, we must enhance language accessibility and inclusivity practices. This could involve providing translation services, bilingual education programs, and cultural competency training for our staff to ensure effective communication and engagement with non-English speaking families.
	Actionable Statement: To foster a more engaged learning environment, we must develop and implement evidence-based strategies involving families in the learning process. These could include regular communication with families, parent-teacher meetings, technical assistance programs, and community-based learning activities encouraging family participation and engagement in their children's education.

Goal Setting

Priority: Actionable Statement: To address the gap in career readiness, we need to implement targeted interventions and support systems for our Hispanic students and Students with Disabilities. This could include additional tutoring, mentorship programs, and career counseling services to ensure all students have equal opportunities to meet the career readiness goal.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
<p>Specific: We will enhance our language accessibility and inclusivity practices by providing translation services, bilingual education programs, and cultural competency training for our staff to ensure effective communication and engagement with non-English speaking families. We will also improve communication and collaboration among building-wide support staff and administration to better support students in post-secondary and career transition planning, as well as general student support. Measurable: We aim to increase the number of non-English speaking families engaging with our services by 20% within the next year. Additionally, we will increase the percentage of students who receive personalized post-secondary and career transition planning assistance by 15% within the same time frame. Achievable: We will achieve this by providing translation services for our communication materials and implementing bilingual education programs. We will also conduct cultural competency training for our staff and foster open communication and collaboration among building-wide support staff and administration. We will provide students with personalized post-secondary and career transition planning assistance based on their needs and aspirations. Relevant: This goal is highly relevant as it directly addresses our commitment to supporting our diverse community. By improving language accessibility and inclusivity and enhancing our support for students in post-secondary and career transition planning, we can better engage with and support non-English speaking families and students, enhancing the overall quality of our community services. Time-bound: We will implement this goal within the next two years and aim to achieve a 20% increase in engagement by non-English speaking families and a 15% increase in personalized post-secondary and career transition planning assistance within the next year.</p>		
Measurable Goal Nickname (35 Character Max)		
Career Readiness Gap		
Target Year 1	Target Year 2	Target Year 3
Conduct a complete review of current process and procedures and use data to inform improvements to the current processes and procedures and delegation of job responsibilities in executing them. Conduct surveys of all current seniors to determine their post-secondary plans, including employment and/or education	Create a complete list of current networks and connections used to support post-secondary transition planning for students as a shared resource for all staff. Provide students with an outline of networking opportunities for education and employment that they can pursue independently of school connections.	Specific: We will enhance our language accessibility and inclusivity practices by providing translation services, bilingual education programs, and cultural competency training for our staff to ensure effective communication and engagement with non-English speaking families. We will also improve communication and

<p>Conduct spring surveys for all current juniors about their plans for the following school year so that they can network and prepare for the following school year.</p>		<p>collaboration among building-wide support staff and administration to better support students in post-secondary and career transition planning, as well as general student support. Measurable: We aim to increase the number of non-English speaking families engaging with our services by 20% within the next year. Additionally, we will increase the percentage of students who receive personalized post-secondary and career transition planning assistance by 15% within the same time frame. Achievable: We will achieve this by providing translation services for our communication materials and implementing bilingual education programs. We will also conduct cultural competency training for our staff and foster open communication and collaboration among building-wide support staff and administration. We will provide students with personalized post-secondary and career transition planning assistance based on their needs and aspirations. Relevant: This goal is highly relevant as it directly addresses our commitment to supporting our diverse community. By improving language accessibility and inclusivity and enhancing our support for students in post-secondary and career transition planning, we can better engage with and support non-English speaking families and students, enhancing the overall quality of our community services. Time-bound: We will implement this goal within the next two years and aim to achieve a 20% increase in engagement by non-English</p>
---	--	---

		speaking families and a 15% increase in personalized post-secondary and career transition planning assistance within the next year.
--	--	---

Priority: Actionable Statement: To better support our diverse community, we must enhance language accessibility and inclusivity practices. This could involve providing translation services, bilingual education programs, and cultural competency training for our staff to ensure effective communication and engagement with non-English speaking families.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
Specific: We will improve our language accessibility and inclusivity practices in our community by implementing translation services and bilingual education programs. Measurable: We aim to increase the number of non-English speaking families engaging with our services by 20% within the next year. Achievable: We will achieve this by providing translation services for our communication materials and implementing bilingual education programs in our community center. We will also conduct cultural competency training for our staff to ensure effective communication with non-English speaking families. Relevant: This goal is highly relevant as it directly addresses our commitment to supporting our diverse community. By improving language accessibility and inclusivity, we can better engage with and support non-English speaking families, enhancing the overall quality of our community services. Time-bound: We will implement this goal within the next two years and aim to achieve a 20% increase in engagement by non-English speaking families within the next year.		
Measurable Goal Nickname (35 Character Max)		
Hispanic Community Engagement		
Target Year 1	Target Year 2	Target Year 3
We will continue to improve our language accessibility and inclusivity practices by expanding our translation services and bilingual education programs. We aim to increase non-English-speaking families engaging with our services by an additional 10% within the next year. We will achieve this by expanding our translation services to more communication materials and implementing additional bilingual education programs. We will also conduct further cultural competency training for our staff to ensure effective	We aim to increase non-English-speaking families engaging with our services by an additional 10% within the next year. We will achieve this by introducing new translation services, expanding our bilingual education programs, and providing advanced cultural competency training for our staff. This goal is highly relevant as it continues our commitment to supporting our diverse community. By further improving language accessibility and inclusivity, we can continue to better engage with and support	Specific: We will improve our language accessibility and inclusivity practices in our community by implementing translation services and bilingual education programs. Measurable: We aim to increase the number of non-English speaking families engaging with our services by 20% within the next year. Achievable: We will achieve this by providing translation services for our communication materials and implementing bilingual education programs in our community center. We will also conduct cultural competency

<p>communication with non-English speaking families. This goal is highly relevant as it continues our commitment to supporting our diverse community. By further improving language accessibility and inclusivity, we can continue to better engage with and support non-English speaking families, enhancing the overall quality of our community services.</p>	<p>non-English speaking families, enhancing the overall quality of our community services.</p>	<p>training for our staff to ensure effective communication with non-English speaking families. Relevant: This goal is highly relevant as it directly addresses our commitment to supporting our diverse community. By improving language accessibility and inclusivity, we can better engage with and support non-English speaking families, enhancing the overall quality of our community services. Time-bound: We will implement this goal within the next two years and aim to achieve a 20% increase in engagement by non-English speaking families within the next year.</p>
--	--	---

Priority: Actionable Statement: To foster a more engaged learning environment, we must develop and implement evidence-based strategies involving families in the learning process. These could include regular communication with families, parent-teacher meetings, technical assistance programs, and community-based learning activities encouraging family participation and engagement in their children's education.

<p>Outcome Category</p>
<p>Parent and family engagement</p>
<p>Measurable Goal Statement (Smart Goal)</p>
<p>Specific: We aim to foster a more engaged learning environment by developing and implementing evidence-based strategies involving families in the learning process. This will include regular communication with families, parent-teacher meetings, technical assistance programs, and community-based learning activities encouraging family participation and engagement in their children's education. Measurable: We aim to increase family participation in their children's education by 20% within the next two years. Achievable: We will achieve this by implementing a regular communication system with families, conducting school-wide communication, providing technical assistance programs, and organizing community-based learning activities encouraging family participation, specifically for Hispanic families. Relevant: This goal is highly relevant as it directly addresses our commitment to enhancing the quality of education we provide. We can foster a more engaged learning environment by involving families in learning and improving student academic/career outcomes. Time-bound: We will implement this goal within the next six months and aim to achieve a 20% increase family participation in their children's education within the next year.</p>
<p>Measurable Goal Nickname (35 Character Max)</p>
<p>Parent & Family Engagement</p>

Target Year 1	Target Year 2	Target Year 3
<p>Specific: We will continue to foster a more engaged learning environment by implementing evidence-based strategies involving families in the learning process. This will include regular communication with families, parent-teacher meetings, technical assistance programs, and community-based learning activities encouraging family participation and engagement in their children's education. Measurable: We aim to increase family participation in their children's education by 10% within the next year. Achievable: We will achieve this by implementing a regular communication system with families, conducting school-wide communication, providing technical assistance programs, and organizing community-based learning activities encouraging family participation, specifically for Hispanic families. Relevant: This goal is highly relevant as it continues our commitment to enhancing the quality of education we provide. By involving families in the learning and improving student academic/career outcomes, we can foster a more engaged learning environment. Time-bound: We will implement this goal within the next year and aim to achieve an additional 10% increase in family participation in their children's education within the same year.</p>	<p>Specific: We will further enhance our engagement strategies by introducing more targeted programs for family participation. This will include regular communication with families, parent-teacher meetings, technical assistance programs, and community-based learning activities encouraging family participation and engagement in their children's education. Measurable: We aim to increase family participation in their children's education by an additional 10% within the next year. Achievable: We will achieve this by introducing more targeted programs for family participation, expanding our communication system with families, conducting school-wide communication, providing technical assistance programs, and organizing community-based learning activities encouraging family participation, specifically for Hispanic families. Relevant: This goal is highly relevant as it continues our commitment to enhancing the quality of education we provide. By involving families in the learning and improving student academic/career outcomes, we can foster a more engaged learning environment. Time-bound: We will implement this goal within the next year and aim to achieve an additional 10% increase in family participation in their children's education within the same year.</p>	<p>Specific: We aim to foster a more engaged learning environment by developing and implementing evidence-based strategies involving families in the learning process. This will include regular communication with families, parent-teacher meetings, technical assistance programs, and community-based learning activities encouraging family participation and engagement in their children's education. Measurable: We aim to increase family participation in their children's education by 20% within the next two years. Achievable: We will achieve this by implementing a regular communication system with families, conducting school-wide communication, providing technical assistance programs, and organizing community-based learning activities encouraging family participation, specifically for Hispanic families. Relevant: This goal is highly relevant as it directly addresses our commitment to enhancing the quality of education we provide. We can foster a more engaged learning environment by involving families in learning and improving student academic/career outcomes. Time-bound: We will implement this goal within the next six months and aim to achieve a 20% increase family participation in their children's education within the next year.</p>

Action Plan

Measurable Goals

Career Readiness Gap	Hispanic Community Engagement
Parent & Family Engagement	

Action Plan For: School-wide Family Communication

Measurable Goals:

- **Specific:** We will improve our language accessibility and inclusivity practices in our community by implementing translation services and bilingual education programs. **Measurable:** We aim to increase the number of non-English speaking families engaging with our services by 20% within the next year. **Achievable:** We will achieve this by providing translation services for our communication materials and implementing bilingual education programs in our community center. We will also conduct cultural competency training for our staff to ensure effective communication with non-English speaking families. **Relevant:** This goal is highly relevant as it directly addresses our commitment to supporting our diverse community. By improving language accessibility and inclusivity, we can better engage with and support non-English speaking families, enhancing the overall quality of our community services. **Time-bound:** We will implement this goal within the next two years and aim to achieve a 20% increase in engagement by non-English speaking families within the next year.
- **Specific:** We aim to foster a more engaged learning environment by developing and implementing evidence-based strategies involving families in the learning process. This will include regular communication with families, parent-teacher meetings, technical assistance programs, and community-based learning activities encouraging family participation and engagement in their children's education. **Measurable:** We aim to increase family participation in their children's education by 20% within the next two years. **Achievable:** We will achieve this by implementing a regular communication system with families, conducting school-wide communication, providing technical assistance programs, and organizing community-based learning activities encouraging family participation, specifically for Hispanic families. **Relevant:** This goal is highly relevant as it directly addresses our commitment to enhancing the quality of education we provide. We can foster a more engaged learning environment by involving families in learning and improving student academic/career outcomes. **Time-bound:** We will implement this goal within the next six months and aim to achieve a 20% increase family participation in their children's education within the next year.

Action Step		Anticipated Start/Completion Date	
Research the cost and availability of implementing a school-wide Talking points program.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Angela King/Executive Director	Talking Points Resource	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All parent contacts are located on the system and it is set up ready to go for the beginning of the year.	Quarterly

Action Plan For: Expand EL & Translation Services

Measurable Goals:
<ul style="list-style-type: none"> • Specific: We will enhance our language accessibility and inclusivity practices by providing translation services, bilingual education programs, and cultural competency training for our staff to ensure effective communication and engagement with non-English speaking families. We will also improve communication and collaboration among building-wide support staff and administration to better support students in post-secondary and career transition planning, as well as general student support. Measurable: We aim to increase the number of non-English speaking families engaging with our services by 20% within the next year. Additionally, we will increase the percentage of students who receive personalized post-secondary and career transition planning assistance by 15% within the same time frame. Achievable: We will achieve this by providing translation services for our communication materials and implementing bilingual education programs. We will also conduct cultural competency training for our staff and foster open communication and collaboration among building-wide support staff and administration. We will provide students with personalized post-secondary and career transition planning assistance based on their needs and aspirations. Relevant: This goal is highly relevant as it directly addresses our commitment to supporting our diverse community. By improving language accessibility and inclusivity and enhancing our support for students in post-secondary and career transition planning, we can better engage with and support non-English speaking families and students, enhancing the overall quality of our community services. Time-bound: We will implement this goal within the next two years and aim to achieve a 20% increase in engagement by non-English speaking families and a 15% increase in personalized post-secondary and career transition planning assistance within the next year. • Specific: We will improve our language accessibility and inclusivity practices in our community by implementing translation services and bilingual education programs. Measurable: We aim to increase the number of non-English speaking families engaging with our services by 20% within the next year. Achievable: We will achieve this by providing translation services for our communication materials and implementing bilingual education programs in our community center. We will also conduct cultural competency training for our staff to ensure effective communication with non-English speaking families. Relevant: This goal is highly relevant as it directly addresses our commitment to supporting our diverse community. By improving language accessibility and inclusivity, we can better engage with and support non-English speaking families, enhancing the overall quality of our community services. Time-bound: We will implement this goal within the next two years and aim to achieve a 20% increase in engagement by non-English speaking families within the next year. • Specific: We aim to foster a more engaged learning environment by developing and implementing evidence-based strategies involving

families in the learning process. This will include regular communication with families, parent-teacher meetings, technical assistance programs, and community-based learning activities encouraging family participation and engagement in their children's education. Measurable: We aim to increase family participation in their children's education by 20% within the next two years. Achievable: We will achieve this by implementing a regular communication system with families, conducting school-wide communication, providing technical assistance programs, and organizing community-based learning activities encouraging family participation, specifically for Hispanic families. Relevant: This goal is highly relevant as it directly addresses our commitment to enhancing the quality of education we provide. We can foster a more engaged learning environment by involving families in learning and improving student academic/career outcomes. Time-bound: We will implement this goal within the next six months and aim to achieve a 20% increase family participation in their children's education within the next year.

Action Step		Anticipated Start/Completion Date	
Research the cost of hiring an additional ELD Instructor.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Angela King/Executive Director	Job description/marketing material to find the best candidate.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Hire another ELD Instructor	Yearly

Action Plan For: communication and collaboration among building-wide support staff and administration to better support students in post-secondary and career transition planning, as well as general student support.

Measurable Goals:
<ul style="list-style-type: none"> Specific: We will enhance our language accessibility and inclusivity practices by providing translation services, bilingual education programs, and cultural competency training for our staff to ensure effective communication and engagement with non-English speaking families. We will also improve communication and collaboration among building-wide support staff and administration to better support students in post-secondary and career transition planning, as well as general student support. Measurable: We aim to increase the number of non-English speaking families engaging with our services by 20% within the next year. Additionally, we will increase the percentage of students who receive personalized post-secondary and career transition planning assistance by 15% within the same time frame. Achievable: We will achieve this by providing translation services for our communication materials and implementing bilingual education programs. We will also conduct cultural competency training for our staff and foster open communication and collaboration among building-wide support staff and administration. We will provide students with personalized post-secondary and

career transition planning assistance based on their needs and aspirations. Relevant: This goal is highly relevant as it directly addresses our commitment to supporting our diverse community. By improving language accessibility and inclusivity and enhancing our support for students in post-secondary and career transition planning, we can better engage with and support non-English speaking families and students, enhancing the overall quality of our community services. Time-bound: We will implement this goal within the next two years and aim to achieve a 20% increase in engagement by non-English speaking families and a 15% increase in personalized post-secondary and career transition planning assistance within the next year.

- Specific: We will improve our language accessibility and inclusivity practices in our community by implementing translation services and bilingual education programs. Measurable: We aim to increase the number of non-English speaking families engaging with our services by 20% within the next year. Achievable: We will achieve this by providing translation services for our communication materials and implementing bilingual education programs in our community center. We will also conduct cultural competency training for our staff to ensure effective communication with non-English speaking families. Relevant: This goal is highly relevant as it directly addresses our commitment to supporting our diverse community. By improving language accessibility and inclusivity, we can better engage with and support non-English speaking families, enhancing the overall quality of our community services. Time-bound: We will implement this goal within the next two years and aim to achieve a 20% increase in engagement by non-English speaking families within the next year.
- Specific: We aim to foster a more engaged learning environment by developing and implementing evidence-based strategies involving families in the learning process. This will include regular communication with families, parent-teacher meetings, technical assistance programs, and community-based learning activities encouraging family participation and engagement in their children's education. Measurable: We aim to increase family participation in their children's education by 20% within the next two years. Achievable: We will achieve this by implementing a regular communication system with families, conducting school-wide communication, providing technical assistance programs, and organizing community-based learning activities encouraging family participation, specifically for Hispanic families. Relevant: This goal is highly relevant as it directly addresses our commitment to enhancing the quality of education we provide. We can foster a more engaged learning environment by involving families in learning and improving student academic/career outcomes. Time-bound: We will implement this goal within the next six months and aim to achieve a 20% increase family participation in their children's education within the next year.

Action Step		Anticipated Start/Completion Date	
Identify the building-wide support staff and administration to better support students in post-secondary and career transition planning and general student support.		2024-08-26	2025-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ms. Katie Allen/ELD Instructor	N/A	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Identified staff for specific projects, such as administering surveys, collecting data, and prioritizing students without a post-secondary plan.	Quarterly

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
communication and collaboration among building-wide support staff and administration to better support students in post-secondary and career transition planning, as well as general student support.	Identify the building-wide support staff and administration to better support students in post-secondary and career transition planning and general student support.

Building Post-Secondary Supports

Action Step		
<ul style="list-style-type: none"> Identify the building-wide support staff and administration to better support students in post-secondary and career transition planning and general student support. 		
Audience		
School Counselors, Special Education Staff, ELD Staff		
Topics to be Included		
Communication with families in English and Spanish Post-secondary Opportunities Gathering Student Plans Timelines		
Evidence of Learning		
Development of a yearly plan with identifiable roles and responsibilities.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Director	2024-09-14	2024-06-07

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	4 x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1f: Designing Student Assessments 3a: Communicating with Students 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 4b: Maintaining Accurate Records 1b: Demonstrating Knowledge of Students 4c: Communicating with Families 	
This Step Meets the Requirements of State Required Trainings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
School-wide Family Communication	Research the cost and availability of implementing a school-wide Talking points program.
Expand EL & Translation Services	Research the cost of hiring an additional ELD Instructor.

Talking Points

Action Step		
Audience		
Staff		
Topics to be Included		
Various communication abilities. Other uses for the application.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Angela King/Executive Director	2024-07-01	2024-08-25

Communication

Type of Communication	Frequency
Presentation	Yearly

Communication

Type of Communication	Frequency
Presentation	Yearly

ELD Instructor Addition

Action Step		
Audience		
Staff		
Topics to be Included		
Various communication abilities. Other uses for the application.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Angela King/Executive Director	2024-07-01	2024-08-25

Communication

Type of Communication	Frequency
Presentation	Yearly

Communication

Type of Communication	Frequency
Presentation	Yearly

CENTRAL MONTCO TECHNICAL HIGH SCHOOL

821 Plymouth Road

Induction Plan (Chapter 49) | 2023 - 2026

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

Career and Technical Center

123460957

821 Plymouth Road , Plymouth Meeting, PA 19462

Mr. Jim Brunken

jbrunken@cmths.org

4848453549 Ext.

Dr Angela King

aking@cmths.org

INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Katie Allen	ELD Instructor/Lead Teacher	Education Specialist	Administration Personnel
David Ayres	Instructor/Lead Teacher	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Jim Brunken	Assistant Director	Administrator	Administration Personnel
Debora Broderick	EIB Coordinator	Education Specialist	Education Specialist

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

Plan requirements

Yes/No

MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

OTHER

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED

CHARACTERISTICS.

Extensive pedagogy and over five years of teaching experience.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No

OTHER

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

Structure and Coordination of the New Teacher Induction Program
New Teacher Induction Committee
The New Teacher Induction Committee advises, monitors, and evaluates the overall program. The new teacher induction committee is responsible for performing the following:

- Ensures proper representation on the committee.
- Conducts future meaningful needs assessment activities.
- Cultivates an appropriate new teacher induction program.
- Conduct an annual evaluation of the new teacher induction program. The New Teacher Induction Committee will meet at least twice a year.
- Once in June or July, before induction begins, ensure the program for the year is in place.
- In February or March, after the mid-year Inductee evaluation is conducted, for the purpose of program evaluation and planning.

Committee Membership
The New Teacher Induction Committee is comprised of the following members: The Assistant Director, one educational specialist, and one career and technical education teacher.

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)

Timeline

Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 1 Winter, Year 2 Summer,
Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall, Year 2
Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter, Year 1 Spring,
Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1
Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 2 Fall,
Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 1 Spring,
Year 3 Fall, Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring, Year 1 Spring,
Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 2 Winter, Year 3 Summer

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1
Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 2 Fall,
Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 2 Winter, Year 3 Summer

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring, Year 1 Fall,
Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 2 Fall,
Year 3 Spring, Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

Year 1 Winter, Year 2 Summer, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring

EDUCATOR EFFECTIVENESS

Selected Danielson Framework(s)

Timeline

Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall

OTHER

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

Monitoring and Evaluating the Induction Program Records of Participation and Completion are Maintained. • Induction Orientation Attendance Sheet • An Inductee log of activities with summary/reflection (Schoology) • Teacher Leader Training attendance Sheet • Mid-Year Evaluation and Program Assessments (Schoology) • A meeting log completed by each Teacher Leader (Schoology) • Records of Educator Effectiveness Formal Observations conducted by the Assistant Director • The completed and signed New Teacher Induction Checklist will serve as evidence of participation. Review of Induction Criteria • Bi-annual review of program structure by Induction Committee • Annual review of content topics included in the induction program. • Annual review of the delivery format for New Teacher Induction Orientation • Review Inductee Mid-Year Evaluation of Program Data • Review of Two-Day Induction Orientation Schedule of Topics • Review Schedule of the Induction Activities. • Weekly meetings, Inductee / Teacher Leader Logs will show continuous classroom assistance through the new teacher/teacher leader teacher relationship throughout the school year. • Review of Inductee Needs Self-Assessment (See Appendix 2.0) • Review of Program evaluation instruments used to measure the effectiveness of the induction plan (See Appendices 6.1, 6.2, 6.3, and 6.4).

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes
Confirm that all first-year teachers are required to participate in the induction program.	Yes

IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

James Brunken
Educator Induction Plan Coordinator

01/23/2024
Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Angela King
Chief School Administrator

01/23/2024
Date