

Chester County Technical College High School,
Pickering

CTC Plan

07/01/2016 - 06/30/2019

CTC Profile

Demographics

1580 Charlestown Road
Phoenixville, PA 19460
(610)933-8877

AYP Status: None
Executive Director: Kirk Williard

Planning Process

The Chester County Technical College High Schools Comprehensive Planning Committee is comprised of representatives from a cross section of our educational and business community. The committee engaged in three discussion and planning sessions:

Session I: Discuss and analyze areas of strength and challenge in the Chester County Technical College High Schools educational programs.

Generate areas of focus for determining goals

Session II: Review and finalize goals and action steps

Session III: Review and affirm final plan

The Chester County Technical College High Schools conduct ongoing exploratory assessments to identify, shape and enhance programs for students with unique learning needs. Qualitative and quantitative data are collected through analysis of PSSA, Keystone and NOCTI scores, professional development and induction surveys, questionnaires and interviews. The Comprehensive Planning Committee meets annually to oversee the implementation of the plan, review existing dates and make recommendations for revisions. The Director and building administrators coordinates the committee, gathers data for evaluation of the plan.

Mission Statement

The Chester County Technical College High Schools are a dynamic Career and Technical education programs designed to enhance the lives of students and members of our communities.

Vision Statement

The vision of the Chester County Technical College High Schools, is to be a partner for economic and workforce development, to engage students in the academic and technical preparation necessary to continue their education, launch their career and become lifelong learners.

Shared Values

Customer Service

We do everything with the goal of exceeding our customers' expectations.

Partnership

We work collaboratively with our partners.

Leadership

We accept a leadership role in serving the career and technical needs of our communities.

Innovation

We promote collaboration and communication to meet evolving needs and foster innovation.

Advocacy

We serve as a liaison for our member districts and local businesses, districts at the county, state and national levels.

Professional Commitment

We maintain the highest standards of conduct.

Organizational Culture

We provide an environment that fosters teamwork, creativity, professional growth, high morale, opportunity, and pride in all we do.

Educational Community

The Chester County Technical College High Schools are part of the CCIU, one of 29 regional educational service agencies established by the Pennsylvania State Department of Education in 1970. The Chester County Intermediate Unit administers instructional, enrichment and administrative programs and services to the 12 Chester County public school districts and also to over 45 private and parochial schools in the county as well as out of county districts.

The CCIU is governed by a Board of Directors that is comprised of one school board director from each of the 12 Chester County public school districts.

The Chester County Intermediate Unit oversees over 80 programs that directly and indirectly benefit over

80,000 public and non-public school students. These programs include instructional, remedial, and enrichment services for regular, occupational and special education staff and students. Other IU services support school district leaders and school directors.

Planning Committee

Name	Role
Lou Beccaria	Community Representative : Professional Education
Ryan Buchmann	Business Representative : Professional Education
Troy Campbell	High School Teacher - Regular Education : Professional Education
Sonya Christman	Parent : Professional Education
Joe Dagney	Ed Specialist - School Counselor
Doug Darlington	Business Representative : Professional Education
LeighAnn DePaul	High School Teacher - Special Education : Professional Education
Andrea Fitzgerald	Ed Specialist - Other : Professional Education
Brian Hughes	Building Principal
Michael Katch	Administrator : Professional Education
Angela King	Ed Specialist - School Counselor : Professional Education
Cheryl Kuhn	Community Representative : Professional Education
Pete Laviola	Community Representative : Professional Education
Frank McKnight	Building Principal
Hiver McKnight	Ed Specialist - Other
Kathryn Michalski	Parent : Professional Education
Michael Moyer	Business Representative : Professional Education
Dave Purdy	Administrator : Professional Education
Steve Raihall	Ed Specialist - School Counselor : Professional Education
Danielle Schoeninger	Intermediate Unit Staff Member
Seth Schram	Building Principal
Lea Scott	Ed Specialist - School Counselor : Professional Education
James Sharkey	High School Teacher - Regular Education : Professional Education
Paul Siever	High School Teacher - Regular Education :

	Professional Education
Wendy Twaddell	Parent : Professional Education
Richard Weber	Administrator : Professional Education
Virginia White	High School Teacher - Regular Education : Professional Education
Kirk Williard	Intermediate Unit Staff Member
Sharon Wolf	High School Teacher - Regular Education : Professional Education

Core Foundations

Standards

Mapping and Alignment

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

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

This narrative is empty.

Adaptations

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

Explanation for any standards checked:

Individual academic core teachers (ELA, Math, Sciences, Social Studies) collaborate to ensure that common core state standards and the eligible content are being addressed in lesson plans. CTE instructors utilize recommendations from their OAC groups to adjust and add new tasks that reflect industry updates to their curriculum.

Curriculum

Planned Instruction

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

Processes used to ensure Accomplishment:

The curriculum development process at TCHS Pickering is ongoing. The Program of Study Task List is approved and, at times expanded upon, by the OACs. Each task has a Learning Guide developed in order to facilitate student education. The Learning Guide includes means to measure the mastery of the objective. Learning Guides also include the alignment of each task to relevant academic standards.

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

This narrative is empty.

Modification and Accommodations

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

Learning Support teachers are assigned to individual students and programs in order to provide modifications and adaptations for students. Support staff is also assigned in order to maximize the ability to help all students while still maintaining rigorous curriculum.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Regular Lesson Plan Review

- Administrators
- Instructional Coaches

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

Formal classroom observations focus on instruction via the Danielson's Model. Walkthrough's are conducted regularly via the EWalk system and instructors are provided with feedback about their instruction. All staff have an annual evaluation that also utilizes the Danielson's Model.

Instructional coaching to ensure best practices are utilized in an effort to meet the academic needs of students in the CTE setting. Instructional coaches work with first and second year instructors on a regular basis as part of their new-employee requirements supported by the CTC.

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

Peer evaluation and coaching is being considered for the future. Career Cluster Chairs are not a role that exist within the institution.

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

Recruitment

(Comprehensive CTC only)

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

TCHS, as a division of the Chester County Intermediate Unit, utilizes the Human Resources division to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students.

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

Industry leaders are utilized in the effort to help recruit instructors who are highly qualified and experienced in their respective CTC area of instruction. Occupational Advisory Committee's are consulted when an opening arises, adding an industry level professional to the hiring process.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

(Comprehensive CTC who graduate students only)

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in						

History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						

Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *No graduation requirement specifics have been identified.*

Methods and Measures

Summative Assessments

No methods or measures have been identified for Summative Assessments

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

No methods or measures have been identified for Formative Assessments

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

(Comprehensive CTC only)

No validation methods have been identified for this content area.

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

This narrative is empty.

Collection and Dissemination

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

This narrative is empty.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

This narrative is empty.

Assessment Data Uses

(Comprehensive CTC only)

No assessment data uses have been identified for this content area.

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

No distribution methods have been identified for this content area.

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Safe and Supportive Schools

Programs, Strategies and Actions

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- School-wide Positive Behavioral Programs
- Conflict Resolution or Dispute Management
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Student Assistance Program Teams and Training
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

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

School environment for safety and security are monitored by LEA staff focused on internal and external safety monitoring.

Identifying and Programming for Gifted Students

(Comprehensive CTC only)

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

This narrative is empty.

Developmental Services

- Academic Counseling
- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Health and Wellness Curriculum
- Health Screenings
- Individual Student Planning

- Nutrition
- Orientation/Transition
- Wellness/Health Appraisal
- Coordination of Services with Sending School

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Casework
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Special Education Evaluation
- Student Assistance Program
- Coordination of Services with Sending School

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

- Alternative Education
- Case and Care Management
- Community Liaison
- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Managing Chronic Health Problems
- Managing IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- System Support
- Truancy Coordination
- Coordination of Services with Sending School

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

(Comprehensive CTC only)

No means of communication have been identified for this content area.

Frequency of Communication

Frequency of communication has not been identified.

Collaboration for Interventions

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

This narrative is empty.

Community Coordination

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

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

This narrative is empty.

Materials and Resources

Description of Materials and Resources

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The materials and resources at TCHS Pickering demonstrate a commitment to high quality instruction. Materials are aligned to industry standards and in accordance with PDE review.

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

This narrative is empty.

SAS Incorporation

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Implemented in

	50% or more of district classrooms
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

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

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

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

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

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

These items are covered by the Comprehensive Plan for the Chester County IU 24.

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

These items are covered by the Comprehensive Plan for the Chester County IU 24.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
12/3/2012 Multiple trainings were held throughout the month of December
1/2/2013 Multiple on-going trainings were held throughout the years to train new employees.
The LEA plans to conduct the required training on approximately:
12/1/2015 Multiple ongoing trainings will be held throughout the school year to train new employees.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions

The LEA has conducted the training on:
10/1/2015 Trainings were offered to applicable professional groups as required.
The LEA plans to conduct the training on approximately:
12/1/2015 Trainings will be offered to applicable professional groups as required.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
10/1/2015 Trainings were offered to applicable professional groups as required.
The LEA plans to conduct the training on approximately:
12/1/2015 Trainings will be offered to applicable professional groups as required.

Strategies Ensuring Fidelity

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

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

These items are covered by the Comprehensive Plan for the Chester County IU 24.

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

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

These items are covered by the Comprehensive Plan for the Chester County IU 24.

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

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

These items are covered by the Comprehensive Plan for the Chester County IU 24.

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

This narrative is empty.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

These items are covered by the Comprehensive Plan for the Chester County IU 24.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X			
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools		X				
Standards	X					
Curriculum	X	X				
Instruction	X	X		X		
Accommodations and Adaptations for diverse learners		X		X		
Data informed decision making				X		
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

These items are covered by the Comprehensive Plan for the Chester County IU 24.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

These items are covered by the Comprehensive Plan for the Chester County IU 24.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

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

Assurances

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

CTC Accomplishments

Accomplishment #1:

Increased enrollment over the past 3 years.

Accomplishment #2:

Increased student achievement over the past 3 years. Post-secondary attendance rate, NOCTI scores, etc.

Accomplishment #3:

Increased community partnerships.

CTC Concerns

Concern #1:

A few OACs are underutilized and/or undersubscribed.

Concern #2:

Enrollment in the trade programs. eg. Carpentry, Health Occupations, Early Childhood, Auto Collision.

Concern #3:

Perceptions of stakeholders regarding CTE

Concern #4:

Academic requirements precluding CTE participation

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) The diverse needs of our educational partnerships are not always appropriately identified and addressed.

Aligned Concerns:

A few OACs are underutilized and/or undersubscribed.

Systemic Challenge #2 (*Guiding Question #0*) Stakeholders within the community have an inaccurate perception of the education students receive at TCHS.

Aligned Concerns:

Enrollment in the trade programs. eg. Carpentry, Health Occupations, Early Childhood, Auto Collision.

Perceptions of stakeholders regarding CTE

Systemic Challenge #3 (*Guiding Question #0*) Academic requirements limit the time students spend at TCHS.

Aligned Concerns:

Academic requirements precluding CTE participation

Systemic Challenge #4 (*Guiding Question #6*) Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

CTC Level Plan

Action Plans

Goal #1: The diverse needs of our educational partnerships are not always appropriately identified and addressed.

Indicators of Effectiveness:

Type: Interim

Data Source: Committee Review

Specific Targets: Develop and open internship portal for the local business community. Utilize the co-op scrum at each TCHS to develop the portal model. Publish the portal on each of the TCHS websites.

Type: Interim

Data Source: Survey

Specific Targets: Research appropriate sales and marketing training. Identify local subject matter experts and best practices. Identify effective, existing sales and marketing materials and practices. Provide teachers with training during inservice days and/or during staff meetings.

Strategies:

Increase industry partnerships for our CTE programs.

Description:

We intend to continue reaching out to our local business and industry supporters in order to increase the number of stakeholders involved in the educational process of the students in the school. Furthermore, we also intend to increase the level of involvement of our industry partnerships.

SAS Alignment: None selected

Professional development for TCHS staff in the area of marketing

Description:

Provide relevant professional development for TCHS staff in the realm of marketing in order to provide all staff with the tools to effectively communicate with local business and industry partners and include them in the educational process at TCHS. Following professional development, staff will be provided with the time to visit business and industry contacts that have been established.

SAS Alignment: None selected

Implementation Steps:

Direct communication with all potential and existing business and industry partners

Description:

TCHS Pickering administration will directly contact existing and potential business and industry partners in order to invite them to utilize our facility, join our OACs, become a part of one of our events catered towards specific careers and/or tour our facility.

Start Date: 9/1/2015 **End Date:** 9/30/2015

Program Area(s):

Supported Strategies:

- Increase industry partnerships for our CTE programs.
- Professional development for TCHS staff in the area of marketing

Marketing CTE programs

Description:

Staff will receive training on a variety of marketing techniques.

Start Date: 9/30/2015 **End Date:** 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

- Increase industry partnerships for our CTE programs.
- Professional development for TCHS staff in the area of marketing

Goal #2: Stakeholders within the community have an inaccurate perception of the education students receive at TCHS.

Indicators of Effectiveness:

Type: Interim

Data Source: Committee Input

Specific Targets: Improved input at Comprehensive Planning Committee Meetings

Strategies:

Stakeholder tours of TCHS

Description:

Create multiple opportunities for stakeholders to tour TCHS in order to see the outstanding educational opportunities afforded to students in Chester County.

SAS Alignment: None selected

Implementation Steps:

TCHS stakeholder events

Description:

- Offer a minimum of twenty opportunities annually for stakeholders to see the educational opportunities for students.

Start Date: 9/28/2015 **End Date:** 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Stakeholder tours of TCHS

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 The diverse needs of our educational partnerships are not always appropriately identified and addressed.	Strategy #1: Increase industry partnerships for our CTE programs. Strategy #2: Professional development for TCHS staff in the area of marketing
-----------------------------	--	--

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/30/2015	6/30/2016	Marketing CTE programs	Staff will receive training on a variety of marketing techniques.	Adminstrators	1.0	3	35	CCIU marketing specialist	IU	No

Knowledge Marketing strategies

Supportive Research CTE market analysis

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops		
Participant Roles	Classroom teachers	Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Increased program enrollment

CTC Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Executive Director