

DELAWARE COUNTY TECHNICAL HIGH SCHOOL

100 Crozerville Road

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

Guided by industry professionals, Delaware County Technical Schools prepare today's students for tomorrow's opportunities by providing innovative, meaningful technical training, a foundation for lifelong learning and marketable credentials for high-wage, high demand careers.

VISION STATEMENT

In preparing today's students for tomorrow's opportunities, the Vision of the Delaware County Technical Schools is to provide a high level of competency-based career and technical education, high level of academic integration within each CTE program and Articulated and/or Dual Enrollment postsecondary pathway options for all students.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe in our commitment to provide high quality career and technical education programs within a safe environment for all students attending the DCTS school community. We believe that all students can learn and achieve. We believe that engagement in meaningful technical education will provide a foundation for life long learning for students. We believe that career and technical education should be student-centered and personalized to meet individual student needs and future career pathways.

STAFF

We believe that all staff members must focus on equity and access throughout DCTS's programs to best serve our diverse population of stakeholders. We believe that all staff members must engage in meaningful and personalized professional development to continuously refine high quality technical programming for students.

ADMINISTRATION

We believe that administration must focus on equity and access in all technical programs to best serve our students and our school community stakeholders. We believe that professional development for administration staff is essential for high quality school leadership and continuous improvement.

PARENTS

We believe that parents are important members of our technical programs education team. We believe that the engagement and success of students in our programs is enhanced by parents and/or other significant adults in their support and mentoring of their students.

COMMUNITY

We believe that work based experiences provide students opportunities to acquire industry specific skills, work professional skills, and develop relationships needed in the student's future career pathways. We believe that active engagement with the Delaware County Workforce

Development Board, our business community partners, and our postsecondary partners promotes continuous improvement and refinement of our technical programs to meet the demands of tomorrow's global career pathways.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Jennifer Capehart	Parent	Delaware County Technical Schools
Ron Contrady	Teacher	Delaware County Technical Schools
Shannon Matthews	Staff Member	Delaware County Technical Schools
Natalie Hess	Other	DCIU, Early Intervention
Dan Palmer	Administrator	Delaware County Technical Schools - Folcroft
Linda Lomas	Administrator	Delaware County Technical Schools - Folcroft
Joyce Mundy	Administrator	Delaware County Intermediate Unit
Kate McGeever	Community Member	Delaware County Workforce Development Board
Patricia McFarland	Parent	Delaware County Chamber of Commerce
Chris Hansen	Administrator	Delaware County Technical School - Aston
Janine MacDonald	Community Member	Delcroft School
Karen Kozachyn	Community Member	Delaware County Community College
Tracy Karwoski	Board Member	DCIU, Board President; Garnet Valley SD

Name	Position	Building/Group
Edward Harris	Board Member	DCIU, Board Vice President; Interboro School District
Martin Stamper	Teacher	Delaware County Technical Schools
Michelle Kuc	Teacher	Delaware County Technical Schools; Parent
Stacy Delaney	Administrator	Delaware County Technical Schools
Colin Mount	Student	Delaware County Technical School
Charles Dawson	Student	Delaware County Technical School
Maria Edelberg	Administrator	Delaware County Intermediate Unit
Stephen Butz	Administrator	Delaware County Technical Schools

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools; provide professional development and job embedded support on social emotional learning and restorative practices.	School climate and culture School climate and culture
Evaluate current technical offerings and expand, modify, or reduce as appropriate.	Rigorous Courses of Study Section
Examine and improve the process for transitioning students from the technical program to the initial steps of their career pathway; review data and continue improving the achievement level on end of program testing and credentials received in technical programs.	Post-secondary transition to school, military, or work

ACTION PLAN AND STEPS

Evidence-based Strategy
School Climate and Culture

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Diversity, Equity, and Belonging	Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools.
Social Emotional Learning and Restorative Practices	Provide professional development and job embedded support on social emotional learning and restorative practices.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Collaborate with DCIU Teaching and Learning staff to implement an annual action plan of services and activities based on data, student identified needs, and staff identified needs.	2023-08-29 - 2026-06-30	Chris Hansen, Principal of Aston Dan Palmer, Principal of Folcroft Stacy Delaney, Practical Nursing Program Supervisor	Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years
Develop yearly opportunities for students and school community voice/active engagement to nurture equity and belonging at Delaware County Technical Schools.	2023-08-29 - 2026-06-30	Chris Hansen, Principal of Aston Dan Palmer, Principal of Folcroft Stacy Delaney, Practical Nursing Program Supervisor	Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years
Research and identify additional resources needed to implement the climate and culture plan.	2023-08-29 - 2026-06-30	Chris Hansen, Principal of Aston Dan Palmer, Principal of Folcroft Stacy Delaney, Practical Nursing Program Supervisor	Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review data related to implementation of plan including student and staff surveys and make necessary changes based on the review.	2023-08-29 - 2026-06-30	Chris Hansen, Principal of Aston Dan Palmer, Principal of Folcroft Stacy Delaney, Practical Nursing Program Supervisor	Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years

Anticipated Outcome

Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools; List of professional development activities to be completed; Scope of services provided by DCIU and DCTS staff; Resources and activities provided through NCS3 Grant

Monitoring/Evaluation

Follow-up interviews, surveys of staff and students, completed on an annual basis through resources of DCTS and DCIU program review processes

Evidence-based Strategy

School Climate and Culture

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

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Diversity, Equity, and Belonging	Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools.
Social Emotional Learning and Restorative Practices	Provide professional development and job embedded support on social emotional learning and restorative practices.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Collaborate with DCIU Teaching and Learning staff to provide restorative practices professional development to administration and an initial group of teachers/staff.	2023-08-29 - 2026-06-30	Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stacy Delaney, Practical Nursing Program Supervisor; Linda Lomas, Supervisor of Student Services	Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years
Provide job embedded coaching to support teachers with restorative practices.	2023-09-01 - 2026-06-30	Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stacy Delaney, Practical Nursing Program Supervisor; Linda Lomas, Supervisor of Student Services	Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years
Participate in the NCS3 Grant process including required professional development and student services activities in collaboration with the DCIU Student Services and Teaching and Learning Departments.	2023-09-01 - 2026-06-30	Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stacy Delaney, Practical Nursing Program Supervisor; Linda Lomas, Supervisor of Student Services	Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Anticipated Outcome
 Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools; List of professional development activities to be completed; Scope of services provided by DCIU and DCTS staff; Resources and activities provided through NCS3 Grant

Monitoring/Evaluation
 Follow-up interviews, surveys of staff and students, completed on an annual basis through resources of DCTS and DCIU program review processes

Evidence-based Strategy
 High Quality Technical Programming

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Technical Programming Review	Evaluate and implement recommended changes to technical program offerings and expand, modify, or reduce as appropriate.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
As part of the Perkins' Comprehensive Local Needs Assessment (2023-2024) and the Approved Program Review Process (2023-2024), a review of every approved technical program will be completed.	2023-09-01 - 2024-06-30	Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stephen Butz, Director of CTE	Program review binders/materials for each technical program; Career and Technical Distinguished School Leader assistance
Review data related to technical program outcomes, workforce/industry projections, and emerging trends in technical programming.	2023-09-01 - 2024-06-30	Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stephen Butz, Director of CTE	Program review binders/materials for each technical program; Career and Technical Distinguished School Leader assistance
Review county and regional data on adult and after school technical education programs including programming conducted at CTC, community colleges, industry training facilities, and other higher education entities. Implement programming to fill identified gaps in workforce training.	2023-09-01 - 2026-06-30	Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stephen Butz, Director of CTE	Program review binders/materials for each technical program; Career and Technical Distinguished School Leader assistance

Anticipated Outcome

Improvement of current technical programming and expansion/modification of programming based on labor market need and student interest.

Monitoring/Evaluation

Outcome reports/program review reports by review monitors, review by Joint School Board, review by workforce board and DCTS committees

Evidence-based Strategy

Student Achievement

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Transitions to Career Pathways

Examine and improve the process for transitioning students from the technical program to the initial steps of their career pathways.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Conduct a review of current processes and procedures.

2023-09-01 -
2024-06-30

Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stacy Delaney, Practical Nursing Program Supervisor; Linda Lomas,

DCTS Staff and Teaching and Learning staff resource people to assist in review

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Supervisor of Student Services	
Collaborate with DCIU Teaching and Learning and Student Services Departments to develop strategies to assist students with post-secondary transitions to careers and/or to higher education entities.	2023-09-01 - 2026-06-30	Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stacy Delaney, Practical Nursing Program Supervisor; Linda Lomas, Supervisor of Student Services	DCTS Staff and Teaching and Learning staff resource people to assist in review; financial resources to implement recommendations
Develop/attain resources to assist students with their initial work experience or transition to higher education to continue technical training.	2023-09-01 - 2026-06-30	Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stacy Delaney, Practical Nursing Program Supervisor; Linda Lomas, Supervisor of Student Services	DCTS Staff and Teaching and Learning staff resource people to assist in review; financial resources to implement recommendations
Create and schedule expanded learning opportunities including workplace site visits, cooperative education experiences, community-based projects, and visits to higher educational entities to assist students in post-secondary career pathways decisions.	2023-09-01 - 2026-06-30	Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stacy Delaney, Practical Nursing Program Supervisor; Linda Lomas, Supervisor of Student Services	DCTS Staff and Teaching and Learning staff resource people to assist in review; financial resources to implement recommendations

Anticipated Outcome

Improvement the process for transitioning students from the technical program to the initial steps of their career pathway.

Monitoring/Evaluation

Outcome reports for grants, review by Joint School Board, review by workforce board and DCTS committees

Evidence-based Strategy

Student Achievement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Transitions to Career Pathways	Examine and improve the process for transitioning students from the technical program to the initial steps of their career pathways.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Conduct a review of current testing processes, procedures, and outcome data.	2023-09-01 - 2026-06-30	Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stacy Delaney, Practical Nursing Program Supervisor; Linda Lomas, Supervisor of Student Services	End of program testing data by program and years
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop/attain resources to assist students with the skills needed to increase levels on end of program testing.	2023-09-01 - 2026-06-30	Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stacy Delaney, Practical Nursing Program Supervisor; Linda Lomas, Supervisor of Student Services	End of program testing data by program and years, DCTS Staff and Teaching and Learning staff resource people to assist in review; financial resources to implement recommendations
Develop/attain resources to assist students with the skills needed to increase the number of technical programs credentials completed by students.	2023-09-01 - 2026-06-30	Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stacy Delaney, Practical Nursing Program Supervisor; Linda Lomas, Supervisor of Student Services	Credentials and licenses received by program and years, DCTS Staff and Teaching and Learning staff resource people to assist in review; financial resources to implement recommendations

Anticipated Outcome

Improvement the process for transitioning students from the technical program to the initial steps of their career pathway.

Monitoring/Evaluation

Outcome reports for grants, review by Joint School Board, review by workforce board and DCTS committees

Evidence-based Strategy

School Climate, Culture, and Instruction - Required Professional Development

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Diversity, Equity, and Belonging

Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools.

Social Emotional Learning and Restorative Practices

Provide professional development and job embedded support on social emotional learning and restorative practices.

Technical Programming Review

Evaluate and implement recommended changes to technical program offerings and expand, modify, or reduce as appropriate.

Transitions to Career Pathways

Examine and improve the process for transitioning students from the technical program to the initial steps of their career pathways.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Provide required trainings and professional developments related to CTE/PDE mandates and requirements

2023-09-01 -
2026-06-30

Chris Hansen, Principal of Aston; Dan Palmer, Principal of Folcroft; Stacy Delaney, Practical Nursing Program Supervisor; Linda Lomas, Supervisor of Student Services

Training resources and professional development required resources to complete training; financial resources to adequately provide the training

Anticipated Outcome

All required professional development and trainings are completed to allow DCTS to be fully in compliance with CTE/PDE regulations

Monitoring/Evaluation

PDE required reporting; DCIU-DCTS required data systems - trainings take place through combination of online and in-person trainings based on times and method needed

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)	School Climate and Culture	Collaborate with DCIU Teaching and Learning staff to implement an annual action plan of services and activities based on data, student identified needs, and staff identified needs.	08/29/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)	School Climate and Culture	Collaborate with DCIU Teaching and Learning staff to provide restorative practices professional development to administration and an initial group of teachers/staff.	08/29/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)	School Climate and Culture	Provide job embedded coaching to support teachers with restorative practices.	09/01/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)	School Climate and Culture	Participate in the NCS3 Grant process including required professional development and student services activities in collaboration with the DCIU Student Services and Teaching and Learning Departments.	09/01/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)	School Climate, Culture, and Instruction - Required Professional Development	Provide required trainings and professional developments related to CTE/PDE mandates and requirements	09/01/2023 - 06/30/2026
Provide professional development and job embedded support on social emotional learning and restorative practices. (Social Emotional Learning and Restorative Practices)			
Evaluate and implement recommended changes to technical program offerings and expand, modify, or reduce as appropriate. (Technical Programming Review)			
Examine and improve the process for transitioning students from the technical program to the initial steps of their career pathways. (Transitions to Career Pathways)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that this plan:

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

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

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Industry based certifications - All showed significant improvement over the last two years.

Literacy Coaching for students and technical staff by DCTS and DCIU staff is a strength.

Math Coaching for students and technical staff by DCTS and DCIU staff is a strength.

Significant increase in 2022-2023 school year on the number of students successfully completing an industry credential.

DCTS has several articulation agreements with a variety of different higher education entities to benefit students in all CTE programs.

21 High Quality Approved CTE Programs

High percentage of students with economically disadvantaged needs. Similar NOCTI and Industry Certification as non-economically disadvantaged peers.

High percentage of students with special needs. Similar NOCTI and Industry Certification as non-disabled peers.

Challenges

Create and maintain a positive school climate where students and staff feel safe, respected, heard, and valued.

Continuously improve current technical programming and expand/modify programming based on labor market need and student interest.

Foster student achievement and outcomes in completing technical programs and transitioning to post-secondary career plans.

Due to most of our students entering DCTS in 11th and/or 12th grade, Keystone data has limited value as a data source to CTC except for providing support services. Most students complete Keystone exams prior to starting at DCTS.

Some students have difficulty with NOCTI written exam due to ELA/Literacy levels. Need to support students in this area.

Some students have difficulty with NOCTI written exam due to math levels. Need to support students in this area.

Intensive services needed - high percentage of students with economically disadvantaged needs and special education needs.

Strengths

Quality Student Services support

Quality services for students with special needs

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

NA - Offered as Approved CTE Program

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

Challenges

High number of students with special needs and high amount of student services to address the special education needs.

Identify and address individual student learning needs

Monitor and evaluate the impact of professional learning on staff practices and student learning

Due to most of our students entering DCTS in 11th and/or 12th grade, Keystone data has limited value as a data source to CTC except for providing support services. Most students complete Keystone exams prior to starting at DCTS.

NA - Offered as Approved CTE Program

Intensive services needed to assist students with economic needs.

Continue work with students and districts on regular attendance at CTE.

Work is needed to successfully transition students from to DCTS to initial career pathways or successfully into higher education entity.

Lower percentage of students from certain races in some technical programs.

Challenges

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

Most Notable Observations/Patterns

Need to continue growing the quality of technical programming through resources for students and staff

Challenges	Discussion Point	Priority for Planning
Create and maintain a positive school climate where students and staff feel safe, respected, heard, and valued.	Key areas - promote and nurture diversity, equity, and belonging of students at DCTS; provide professional development and job embedded support on social emotional learning and restorative practices.	✓
Continuously improve current technical programming and expand/modify programming based on labor market need and student interest.	Key areas - evaluate current technical offerings and expand, modify, or reduce as appropriate.	✓
Foster student achievement and outcomes in completing technical programs and transitioning to post-secondary career plans.	Key areas - transitioning students from the technical program to the initial steps of their career pathway; review data and continue improving the achievement level on end of program testing and credentials received in technical programs	✓

ADDENDUM B: ACTION PLAN

Action Plan: School Climate and Culture

Action Steps	Anticipated Start/Completion Date	
Collaborate with DCIU Teaching and Learning staff to implement an annual action plan of services and activities based on data, student identified needs, and staff identified needs.	08/29/2023 - 06/30/2026	
Monitoring/Evaluation	Anticipated Output	
Follow-up interviews, surveys of staff and students, completed on an annual basis through resources of DCTS and DCIU program review processes	Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools; List of professional development activities to be completed; Scope of services provided by DCIU and DCTS staff; Resources and activities provided through NCS3 Grant	
Material/Resources/Supports Needed	PD Step	Comm Step
Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years	yes	yes

Action Steps**Anticipated Start/Completion Date**

Develop yearly opportunities for students and school community voice/active engagement to nurture equity and belonging at Delaware County Technical Schools.

08/29/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Follow-up interviews, surveys of staff and students, completed on an annual basis through resources of DCTS and DCIU program review processes

Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools; List of professional development activities to be completed; Scope of services provided by DCIU and DCTS staff; Resources and activities provided through NCS3 Grant

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

Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years

no

yes



Action Steps**Anticipated Start/Completion Date**

Research and identify additional resources needed to implement the climate and culture plan.

08/29/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Follow-up interviews, surveys of staff and students, completed on an annual basis through resources of DCTS and DCIU program review processes

Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools; List of professional development activities to be completed; Scope of services provided by DCIU and DCTS staff; Resources and activities provided through NCS3 Grant

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

Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years

no

yes



Action Steps**Anticipated Start/Completion Date**

Review data related to implementation of plan including student and staff surveys and make necessary changes based on the review.

08/29/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Follow-up interviews, surveys of staff and students, completed on an annual basis through resources of DCTS and DCIU program review processes

Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools; List of professional development activities to be completed; Scope of services provided by DCIU and DCTS staff; Resources and activities provided through NCS3 Grant

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

Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years

no

yes

Action Plan: School Climate and Culture

Action Steps**Anticipated Start/Completion Date**

Collaborate with DCIU Teaching and Learning staff to provide restorative practices professional development to administration and an initial group of teachers/staff.

08/29/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Follow-up interviews, surveys of staff and students, completed on an annual basis through resources of DCTS and DCIU program review processes

Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools; List of professional development activities to be completed; Scope of services provided by DCIU and DCTS staff; Resources and activities provided through NCS3 Grant

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

Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years

yes

yes



Action Steps	Anticipated Start/Completion Date
Provide job embedded coaching to support teachers with restorative practices.	09/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Follow-up interviews, surveys of staff and students, completed on an annual basis through resources of DCTS and DCIU program review processes	Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools; List of professional development activities to be completed; Scope of services provided by DCIU and DCTS staff; Resources and activities provided through NCS3 Grant

Material/Resources/Supports Needed	PD Step	Comm Step
Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years	yes	yes



Action Steps

Anticipated Start/Completion Date

Participate in the NCS3 Grant process including required professional development and student services activities in collaboration with the DCIU Student Services and Teaching and Learning Departments.

09/01/2023 - 06/30/2026

Monitoring/Evaluation

Anticipated Output

Follow-up interviews, surveys of staff and students, completed on an annual basis through resources of DCTS and DCIU program review processes

Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools; List of professional development activities to be completed; Scope of services provided by DCIU and DCTS staff; Resources and activities provided through NCS3 Grant

Material/Resources/Supports Needed

**PD
Step**

**Comm
Step**

Training resources, Teaching and Learning staff resource people, financial resources to continue over the next several years

yes

yes

Action Plan: High Quality Technical Programming

Action Steps**Anticipated Start/Completion Date**

As part of the Perkins' Comprehensive Local Needs Assessment (2023-2024) and the Approved Program Review Process (2023-2024), a review of every approved technical program will be completed.

09/01/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Outcome reports/program review reports by review monitors, review by Joint School Board, review by workforce board and DCTS committees

Improvement of current technical programming and expansion/modification of programming based on labor market need and student interest.

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

Program review binders/materials for each technical program; Career and Technical Distinguished School Leader assistance

no

yes



Action Steps**Anticipated Start/Completion Date**

Review data related to technical program outcomes, workforce/industry projections, and emerging trends in technical programming.

09/01/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Outcome reports/program review reports by review monitors, review by Joint School Board, review by workforce board and DCTS committees

Improvement of current technical programming and expansion/modification of programming based on labor market need and student interest.

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

Program review binders/materials for each technical program; Career and Technical Distinguished School Leader assistance

no

yes



Action Steps**Anticipated Start/Completion Date**

Review county and regional data on adult and after school technical education programs including programming conducted at CTC, community colleges, industry training facilities, and other higher education entities. Implement programming to fill identified gaps in workforce training.

09/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Outcome reports/program review reports by review monitors, review by Joint School Board, review by workforce board and DCTS committees

Improvement of current technical programming and expansion/modification of programming based on labor market need and student interest.

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

Program review binders/materials for each technical program; Career and Technical Distinguished School Leader assistance

no

yes

Action Plan: Student Achievement

Action Steps**Anticipated Start/Completion Date**

Conduct a review of current processes and procedures.

09/01/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Outcome reports for grants, review by Joint School Board, review by workforce board and DCTS committees

Improvement the process for transitioning students from the technical program to the initial steps of their career pathway.

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

DCTS Staff and Teaching and Learning staff resource people to assist in review

no

yes



Action Steps**Anticipated Start/Completion Date**

Collaborate with DCIU Teaching and Learning and Student Services Departments to develop strategies to assist students with post-secondary transitions to careers and/or to higher education entities.

09/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Outcome reports for grants, review by Joint School Board, review by workforce board and DCTS committees

Improvement the process for transitioning students from the technical program to the initial steps of their career pathway.

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

DCTS Staff and Teaching and Learning staff resource people to assist in review; financial resources to implement recommendations

no

yes



Action Steps**Anticipated Start/Completion Date**

Develop/attain resources to assist students with their initial work experience or transition to higher education to continue technical training.

09/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Outcome reports for grants, review by Joint School Board, review by workforce board and DCTS committees

Improvement the process for transitioning students from the technical program to the initial steps of their career pathway.

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

DCTS Staff and Teaching and Learning staff resource people to assist in review; financial resources to implement recommendations

no

yes



Action Steps**Anticipated Start/Completion Date**

Create and schedule expanded learning opportunities including workplace site visits, cooperative education experiences, community-based projects, and visits to higher educational entities to assist students in post-secondary career pathways decisions.

09/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Outcome reports for grants, review by Joint School Board, review by workforce board and DCTS committees

Improvement the process for transitioning students from the technical program to the initial steps of their career pathway.

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

DCTS Staff and Teaching and Learning staff resource people to assist in review; financial resources to implement recommendations

no

yes

Action Plan: Student Achievement

Action Steps**Anticipated Start/Completion Date**

Conduct a review of current testing processes, procedures, and outcome data.

09/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Outcome reports for grants, review by Joint School Board, review by workforce board and DCTS committees

Improve the process for transitioning students from the technical program to the initial steps of their career pathway.

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

End of program testing data by program and years

no

yes



Action Steps**Anticipated Start/Completion Date**

Develop/attain resources to assist students with the skills needed to increase levels on end of program testing.

09/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Outcome reports for grants, review by Joint School Board, review by workforce board and DCTS committees

Improvement the process for transitioning students from the technical program to the initial steps of their career pathway.

Material/Resources/Supports Needed

PD Step **Comm Step**

End of program testing data by program and years, DCTS Staff and Teaching and Learning staff resource people to assist in review; financial resources to implement recommendations

no yes

Action Steps**Anticipated Start/Completion Date**

Develop/attain resources to assist students with the skills needed to increase the number of technical programs credentials completed by students.

09/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Outcome reports for grants, review by Joint School Board, review by workforce board and DCTS committees

Improvement the process for transitioning students from the technical program to the initial steps of their career pathway.

Material/Resources/Supports Needed

**PD
Step** **Comm
Step**

Credentials and licenses received by program and years, DCTS Staff and Teaching and Learning staff resource people to assist in review; financial resources to implement recommendations

no yes



Action Plan: School Climate, Culture, and Instruction - Required Professional Development

Action Steps	Anticipated Start/Completion Date
Provide required trainings and professional developments related to CTE/PDE mandates and requirements	09/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
PDE required reporting; DCIU-DCTS required data systems - trainings take place through combination of online and in-person trainings based on times and method needed	All required professional development and trainings are completed to allow DCTS to be fully in compliance with CTE/PDE regulations

Material/Resources/Supports Needed	PD Step	Comm Step
Training resources and professional development required resources to complete training; financial resources to adequately provide the training	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)</p> <p>Provide professional development and job embedded support on social emotional learning and restorative practices. (Social Emotional Learning and Restorative Practices)</p>	<p>School Climate and Culture</p>	<p>Collaborate with DCIU Teaching and Learning staff to implement an annual action plan of services and activities based on data, student identified needs, and staff identified needs.</p>	<p>08/29/2023 - 06/30/2026</p>
<p>Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)</p> <p>Provide professional development and job embedded support on social emotional learning and restorative practices. (Social Emotional Learning and Restorative Practices)</p>	<p>School Climate and Culture</p>	<p>Collaborate with DCIU Teaching and Learning staff to provide restorative practices professional development to administration and an initial group of</p>	<p>08/29/2023 - 06/30/2026</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)</p> <p>Provide professional development and job embedded support on social emotional learning and restorative practices. (Social Emotional Learning and Restorative Practices)</p>	<p>School Climate and Culture</p>	<p>teachers/staff.</p> <p>Provide job embedded coaching to support teachers with restorative practices.</p>	<p>09/01/2023</p> <p>-</p> <p>06/30/2026</p>
<p>Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)</p> <p>Provide professional development and job embedded support on social emotional learning and restorative practices. (Social Emotional Learning and Restorative Practices)</p>	<p>School Climate and Culture</p>	<p>Participate in the NCS3 Grant process including required professional development and student services activities in collaboration with the DCIU Student Services and Teaching and Learning Departments.</p>	<p>09/01/2023</p> <p>-</p> <p>06/30/2026</p>
<p>Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)</p>	<p>School Climate,</p>	<p>Provide required trainings and</p>	<p>09/01/2023</p> <p>-</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide professional development and job embedded support on social emotional learning and restorative practices. (Social Emotional Learning and Restorative Practices)	Culture, and Instruction - Required Professional Development	professional developments related to CTE/PDE mandates and requirements	06/30/2026
Evaluate and implement recommended changes to technical program offerings and expand, modify, or reduce as appropriate. (Technical Programming Review)			
Examine and improve the process for transitioning students from the technical program to the initial steps of their career pathways. (Transitions to Career Pathways)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
School Climate and Culture - Action Plan of Services for SEL	CTE Teachers, Support Staff, and Administration	Social emotional learning activities to maintain positive school climate where students and staff feel safe, respected, heard, and valued

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Follow-up surveys of staff and students related to school climate and culture; observation data and walk through data collected by teaching and learning staff and DCTS administration	01/01/2024 - 06/30/2026	Chris Hansen, Principal-Aston Dan Palmer, Principal-Folcroft Linda Lomas, Supervisor of Student Services

Danielson Framework Component Met in this Plan:

- 3c: Engaging Students in Learning
- 2a: Creating an Environment of Respect and Rapport
- 2d: Managing Student Behavior
- 3c: Engaging Students in Learning
- 2d: Managing Student Behavior
- 2a: Creating an Environment of Respect and Rapport

This Step meets the Requirements of State Required Trainings:

- Teaching Diverse Learners in Inclusive Settings
- Common Ground: Culturally Relevant Sustaining Education



Professional Development Step	Audience	Topics of Prof. Dev
School Climate and Culture - Action Plan for Restorative Practices	CTE Teachers, Support Staff, and Administration	Restorative practices training activities and implementation strategies to maintain positive school climate where students and staff feel safe, respected, heard, and valued

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Follow-up surveys of staff and students related to school climate and culture; observation data and walk through data collected by teaching and learning staff and DCTS administration	09/01/2023 - 06/30/2024	Chris Hansen, Principal-Aston Dan Palmer, Principal-Folcroft Linda Lomas, Supervisor of Student Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior	Common Ground: Culturally Relevant Sustaining Education



Professional Development Step	Audience	Topics of Prof. Dev
School Climate and Culture - Action Plan for National Center for Safe, Supportive Schools Grant	CTE Teachers, Support Staff, and Administration	NCS3 training activities and implementation strategies to maintain positive school climate where students and staff feel safe, respected, heard, and valued

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Grant outcome reporting; Follow-up surveys of staff and students related to school climate and culture; observation data and walk through data collected by teaching and learning staff and DCTS administration	09/01/2023 - 06/30/2026	Chris Hansen, Principal-Aston Dan Palmer, Principal-Folcroft Linda Lomas, Supervisor of Student Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education



Professional Development Step	Audience	Topics of Prof. Dev
School Climate, Culture, and Instructional Practices CTE/PDE Required Training	CTE Teachers, Support Staff, and Administration	Professional Development training activities and implementation strategies to maintain positive school climate where students and staff feel safe, respected, heard, and valued relating to CTE/PDE require Safety/Emergency Planning, Structured Literacy, Perkins Training, Special Education Transition and Plan Training, Non-Traditional Students and Equity/Access to CTE Programs Training, and Professional Ethics.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of the online training modules with certificate indicating adequate assessment level on training content	09/01/2023 - 06/30/2026	Chris Hansen, Principal-Aston Dan Palmer, Principal-Folcroft Linda Lomas, Supervisor of Student Services Stacy Delaney, Supervisor of Practical Nursing Program

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	At Least 1-hour of Trauma-informed Care Training for All Staff Structured Literacy
4f: Showing Professionalism	Professional Ethics
4e: Growing and Developing Professionally	Indicator 13 Effective Practices in Transition Training Special Education State Plan Training
1b: Demonstrating Knowledge of Students	Nontraditional (equity) Regional Workshops

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)</p> <p>Provide professional development and job embedded support on social emotional learning and restorative practices. (Social Emotional Learning and Restorative Practices)</p>	<p>School Climate and Culture</p>	<p>Collaborate with DCIU Teaching and Learning staff to implement an annual action plan of services and activities based on data, student identified needs, and staff identified needs.</p>	<p>2023-08-29 - 2026-06-30</p>
<p>Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)</p> <p>Provide professional development and job embedded support on social emotional learning and restorative practices. (Social Emotional Learning and Restorative Practices)</p>	<p>School Climate and Culture</p>	<p>Develop yearly opportunities for students and school community voice/active engagement to nurture equity and belonging at Delaware County Technical Schools.</p>	<p>2023-08-29 - 2026-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)</p> <p>Provide professional development and job embedded support on social emotional learning and restorative practices. (Social Emotional Learning and Restorative Practices)</p>	<p>School Climate and Culture</p>	<p>Research and identify additional resources needed to implement the climate and culture plan.</p>	<p>2023-08-29 - 2026-06-30</p>
<p>Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)</p> <p>Provide professional development and job embedded support on social emotional learning and restorative practices. (Social Emotional Learning and Restorative Practices)</p>	<p>School Climate and Culture</p>	<p>Review data related to implementation of plan including student and staff surveys and make necessary changes based on the review.</p>	<p>2023-08-29 - 2026-06-30</p>
<p>Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)</p> <p>Provide professional development and job embedded support on social emotional learning and restorative practices. (Social Emotional Learning and Restorative Practices)</p>	<p>School Climate and Culture</p>	<p>Collaborate with DCIU Teaching and Learning staff to provide restorative practices professional development to administration and</p>	<p>2023-08-29 - 2026-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)</p> <p>Provide professional development and job embedded support on social emotional learning and restorative practices. (Social Emotional Learning and Restorative Practices)</p>	<p>School Climate and Culture</p>	<p>an initial group of teachers/staff.</p> <p>Provide job embedded coaching to support teachers with restorative practices.</p>	<p>2023-09-01 - 2026-06-30</p>
<p>Promote and nurture diversity, equity, and belonging of students at Delaware County Technical Schools. (Diversity, Equity, and Belonging)</p> <p>Provide professional development and job embedded support on social emotional learning and restorative practices. (Social Emotional Learning and Restorative Practices)</p>	<p>School Climate and Culture</p>	<p>Participate in the NCS3 Grant process including required professional development and student services activities in collaboration with the DCIU Student Services and Teaching and Learning Departments.</p>	<p>2023-09-01 - 2026-06-30</p>
<p>Evaluate and implement recommended changes to technical program offerings and</p>	<p>High Quality</p>	<p>As part of the</p>	<p>2023-09-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
expand, modify, or reduce as appropriate. (Technical Programming Review)	Technical Programming	Perkins' Comprehensive Local Needs Assessment (2023-2024) and the Approved Program Review Process (2023-2024), a review of every approved technical program will be completed.	01 - 2024-06-30
Evaluate and implement recommended changes to technical program offerings and expand, modify, or reduce as appropriate. (Technical Programming Review)	High Quality Technical Programming	Review data related to technical program outcomes, workforce/industry projections, and emerging trends in technical programming.	2023-09-01 - 2024-06-30
Evaluate and implement recommended changes to technical program offerings and expand, modify, or reduce as appropriate. (Technical Programming Review)	High Quality Technical Programming	Review county and regional data on adult and after	2023-09-01 - 2026-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		school technical education programs including programming conducted at CTC, community colleges, industry training facilities, and other higher education entities. Implement programming to fill identified gaps in workforce training.	
Examine and improve the process for transitioning students from the technical program to the initial steps of their career pathways. (Transitions to Career Pathways)	Student Achievement	Conduct a review of current processes and procedures.	2023-09-01 - 2024-06-30
Examine and improve the process for transitioning students from the technical program to the initial steps of their career pathways. (Transitions to Career Pathways)	Student Achievement	Collaborate with DCIU Teaching and Learning and Student Services	2023-09-01 - 2026-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		Departments to develop strategies to assist students with post-secondary transitions to careers and/or to higher education entities.	
Examine and improve the process for transitioning students from the technical program to the initial steps of their career pathways. (Transitions to Career Pathways)	Student Achievement	Develop/attain resources to assist students with their initial work experience or transition to higher education to continue technical training.	2023-09-01 - 2026-06-30
Examine and improve the process for transitioning students from the technical program to the initial steps of their career pathways. (Transitions to Career Pathways)	Student Achievement	Create and schedule expanded learning opportunities including workplace site	2023-09-01 - 2026-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		visits, cooperative education experiences, community-based projects, and visits to higher educational entities to assist students in post-secondary career pathways decisions.	
Examine and improve the process for transitioning students from the technical program to the initial steps of their career pathways. (Transitions to Career Pathways)	Student Achievement	Conduct a review of current testing processes, procedures, and outcome data.	2023-09-01 - 2026-06-30
Examine and improve the process for transitioning students from the technical program to the initial steps of their career pathways. (Transitions to Career Pathways)	Student Achievement	Develop/attain resources to assist students with the skills needed to increase levels on end of program testing.	2023-09-01 - 2026-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Examine and improve the process for transitioning students from the technical program to the initial steps of their career pathways. (Transitions to Career Pathways)	Student Achievement	Develop/attain resources to assist students with the skills needed to increase the number of technical programs credentials completed by students.	2023-09-01 - 2026-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communication of Comprehensive Plan Activities and CTE Programs	Students, Parents, DCTS Staff, Community Members, Business/Industry Partners	Update information relative to all aspects of the comprehensive plan and implementation activities relating to providing safe, high quality, and student centered technical programs
Anticipated Timeframe	Frequency	Delivery Method
09/01/2023 - 06/30/2026	Monthly update to school board, various stakeholder members, and advisory members	Email Newsletter Posting on district website Presentation
Lead Person/Position		
Chris Hansen, Principal-Aston Dan Palmer, Principal-Folcroft Linda Lomas, Supervisor of Student Services Shannon Matthews, Community Developer/Perkins Grant Coordinator Stephen Butz, Director of CTE		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The DCTS Comprehensive Plan, Induction Plan, and Professional Development Plan are posted on the DCTS website. Yearly updates on progress will be provided on the website and at School Board Committee Meetings.	Comprehensive Plan and Planning Process	Website	School Community	9/1/2023 through 6/30/2026
The DCTS Comprehensive Plan, Induction Plan, and Professional Development Plan are posted on the DCTS website. A presentation was made to school board about the plans at the September 2023 School Board Committee Meeting. Yearly updates on progress will be provided at School Board Committee Meetings.	Comprehensive Plan and Planning Process	Public Presentation at School Board Meeting	School Board and Members of the School Community	9/2023; at least yearly updates on progress
The DCTS Comprehensive Plan, Induction Plan, and Professional Development Plan are posted on the DCTS website. A presentation was made to the Professional Advisory Committee (Superintendents of the 15 participating school districts) about the plans at the September 2023 Professional Advisory Committee Meeting. Yearly updates on progress will be provided at the Professional Advisory Committee Meetings.	Comprehensive Plan and Planning Process	Presentation and updates at the Fall Professional Advisory Committee Meetings	Superintendents of the 15 participating school districts, DCIU Executive Director, and other school community members	9/2023; at least yearly updates on progress
The DCTS Comprehensive Plan, Induction Plan, and Professional	Comprehensive	Presentation	School	10/2023;

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Development Plan are posted on the DCTS website. A presentation was made to the Local Advisory Committee about the plans at the October 2023 Local Advisory Committee Meeting. Yearly updates on progress will be provided at the Local Advisory Committee Meetings.	Plan and Planning Process	and updates at the Fall Local Advisory Committee Meetings	Community members consisting of education, workforce development, and business leaders.	at least yearly updates on progress

