

Delaware County Technical High School
 Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		125232407
Address 1		
100 Crozerville Road		
Address 2		
City	State	Zip Code
Aston	PA	19014
Chief School Administrator		Chief School Administrator Email
Dr Stephen Butz		sbutz@dciu.org
Single Point of Contact Name		
Dr Joyce Mundy		
Single Point of Contact Email		
jmundy@dciu.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
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Principal Name		
Dr Daniel Palmer		
Principal Email		
dpalmer@dciu.org		
Principal Phone Number		Principal Extension
6105837620		9238
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Chris Hansen	Administrator	DCTS Principal - Aston Campus	chansen@dciu.org
Dan Palmer, Ed.D.	Administrator	DCTS Principal - Folcroft Campus	dpalmer@dciu.org
Matt Shoenberger	Student	Student	
Sarvesh Sundar	Student	Student	
Michelle Kuc	Teacher	Special Education Teacher	mkuc@dciu.org
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Tiffany Schaps	Community Member	Ridley School District - School Counselor	tschaps@ridleysd.org
Stephen Butz, Ed.D.	Administrator	DCTS - Director of CTE	sbutz@dciu.org

LEA Profile

Delaware County Technical Schools (DCTS) - Aston, Folcroft, and Marple Campuses currently has 1,475 students enrolled and is served by 52 technical teachers, 19 support staff professionals, and 14 support staff. The student population consists of the following Perkins special populations and race/ethnicity enrollments:

Aston Campus:

Educationally Disadvantaged (including Special Education): 33.1%

Economically Disadvantaged: 58.8%

Asian: 5.90%

Black/African American: 27.1%

Hispanic: 7.70%

White/Caucasian: 49.3%

2 or More Races/Ethnicities: 10.0%

Folcroft Campus:

Educationally Disadvantaged (including Special Education): 29.2%

Economically Disadvantaged: 60.4%

Asian: 4.40%

Black/African American: 30.5%

Hispanic: 7.60%

White/Caucasian: 49.1%

2 or More Races/Ethnicities: 7.90%

Both Campuses:

NOCTI: 85.93% of students competent/advanced

Credential Attainment: 98.6% of students completed a recognized industry credential

Placement: 94.99% of students were employed, attending college/training program, or in the military one year after completion of DCTS

DCTS serves tenth through twelfth-grade students from fifteen public school districts in Delaware County. The districts include:

Chester Upland School District

Chichester School District

Garnet Valley School District

Haverford Township School District

Interboro School District

Marple Newtown School District

Penn-Delco School District

Radnor Township School District

Ridley School District

Rose Tree Media School District

Southeast Delco School District

Springfield School District

Upper Darby School District

Wallingford-Swarthmore School District

William Penn School District

The annual budget of DCTS is \$22,000,000 including the Practical Nursing Program. The budget/funding assists in providing a quality program of career and technical education to the students of Delaware County.

Delaware County is the fifth largest county by population in Pennsylvania. Employers are drawn to Delaware County because of its accessibility to the Philadelphia region and to major East Coast markets along with a talented workforce and high quality of life. The largest employers in Delaware County includes: Boeing, Giant Food Stores, SAP of America, Upper Darby School District, United Parcel Services, Villanova University, and Wawa.

The Delaware County targeted industry clusters for employment growth are:

Building Trades and Construction Areas

Computer Sciences and Engineering Areas

Distribution and Transportation Areas

Hospitality and Human Services Areas

DCTS' business and industry partners assist with our occupational advisory committees along with curriculum development, work-based learning experiences, and technical skill development. The business and industry partners help to ensure that the content and skills taught in each of the technical areas are relevant to the current and future workplace. The main purpose of the business and industry partnerships are to meet the labor-market needs of Delaware County and provide students with opportunities to create their personalized career pathways.

In order to provide Delaware County with a skilled workforce, DCTS offers 21 CTE programs and Practical Nursing Program (Adult) designed to give students opportunities to earn college credit, industry certifications, and end of program skill attainment demonstrated through national recognized assessments. All teachers are certified by the Pennsylvania Department of Education (PDE) in their technical area approved by PDE including:

Biotechnology

Dental Occupations

Emergency and Protective Services

Exercise Therapy and Sports Sciences

Health Sciences/Medical Careers

Practical Nursing

Advertising Design and Commercial Art

Computer IT Programming and Software Development

Computer Networking and Cybersecurity

Engineering and Robotics

Building Trades

Carpentry

Electrical Construction Technology

Heating, Ventilation, and Air Conditioning

Welding

Cosmetology

Culinary Arts

Early Childhood Education

Teacher Preparation Academy

Automotive Technology

Collision Repair Technology

Logistics and Inventory Management

To provide students with a high-quality education, DCTS is committed to maintaining state-of-the-art equipment and facilities.

As part of DCTS programming, students are required to participate in a Career and Technical Student Organization which includes SkillsUSA, HOSA, FCCLA, and NTHS. These student organizations provide leadership, service, and competitions that support career and technical skill development.

Students who have completed the majority of their technical program are eligible to participate in the Cooperative Education Program. Students gain real world work experience while completing their technical education at DCTS.

The many stakeholders of DCTS support and understand the importance of career and technical education. Delaware County Technical Schools prepares students with the technical knowledge and skills needed to succeed in college and their career pathways. DCTS is committed to continuous improvement needed to provide students with the best technical education possible.

Mission and Vision

Mission

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

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 Values

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 program's 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.

Future Ready PA Index and DCTS Performance Levels

Indicate the grade levels served by your school.

Students attend DCTS during Grade 10, Grade 11, and Grade 12

Review of Delaware County Technical Schools Level of Performance

Proficient or Advanced in English Language Arts/Literature: This content is not offered at DCTS. It is provided through our partnering school districts.

Proficient or Advanced in Mathematics/Algebra: This content is not offered at DCTS. It is provided through our partnering school districts.

Proficient or Advanced in Sciences/Biology: This content is not offered at DCTS. It is provided through our partnering school districts.

Regular Attendance

The consistent attendance of students is a concern. High number of students missing over 10% of CTE time partially due to transportation difficulties with districts' busing and district high school conflict days when testing/other event prevents the student from attending DCTS.

Career Standards Benchmark

Significant increase in 2024-2025 school year on the number of students successfully completing an industry credential. Over 98% of students completed an industry credential during the 2024-2025 school year.

Significant increase in 2024-2025 school year on the number of students achieving at a competent/advanced level on NOCTI. Over 85% of students taking the NOCTI End of Program Pennsylvania State Assessment achieved at a competent/advanced level during the 2024-2025 school year.

High School Graduation Rate Four-Year Cohort

The High School Graduation Rate is calculated from the percentage of students successfully graduating through our partnering high schools. The graduation rate at DCTS is significantly above the Pennsylvania required level.

Career and Technical Education (CTE) Programs

21 Approved Career and Technical Programs Offered

Over 85% of students taking the NOCTI End of Program Pennsylvania State Assessment achieved at a competent/advanced level during the 2024-2025 school year.

Over 98% of students completed an industry credential during the 2024-2025 school year.

Articulation Agreements

Articulation agreements and/or dual credit agreements exist for all DCTS Approved Career and Technical programs as required by the Pennsylvania Department of Education.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous Improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary of Conditions for Leadership, Teaching, and Learning

Strengths

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

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Foster a culture of high expectations for success for all students, educators, families, and community members
Continuously monitor implementation of the school improvement plan and adjust as needed
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Challenges

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

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Foster a culture of high expectations for success for all students, educators, families, and community members
Implement evidence-based strategies to engage families to support learning

Summary of Strengths, Challenges, and Other Areas for Consideration from the Needs Assessment

Strengths

Review the strengths listed. Adjust the list to include 3-6 strengths that have had the most significant impact in addressing your most pressing challenges.

1. Use of systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
2. Foster a culture of high expectations for success for all students, educators, families, and community members
3. Continuously monitoring implementation of school improvement plans and adjust as needed
Outcome of Above Items - Significant increase in 2024-2025 school year on the number of students successfully completing an industry credential.
Outcome of Above Items - Significant increase in 2024-2025 school year on the number of students achieving at a competent/advanced level on NOCTI.

Challenges

Review the challenges listed. Adjust the list to include 3-6 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets and achieving your mission and vision.

1. Strengthen alignment of technical instructional practices, school climate/culture programming, and organizational structure to strengthen a culture of continuous improvement. Data: instructional practices, attendance, NOCTI advanced levels, technical program placements, climate data
2. Strengthen high-quality technical instruction through PLCs and Coaching. Data: needed to maintain industry credentials, NOCTI, and placement performance levels
3. Strengthen career readiness and transition outcome to ensure that all students are ready to learn and able to transition into identified career pathways. Data: instructional practices, attendance, NOCTI advanced levels, technical program placements, climate data

- | |
|---|
| 4. Collaborate with school and business/industry community partners to review existing programs, consider emerging technologies, and strategically expand programming. Data: waitlist, workforce development needs, new areas emerging, enrollment trends; Integrate Artificial Intelligence and Emerging Technologies; need for early career pathway awareness |
| 5. Integrate Artificial Intelligence and Emerging Technologies to enhance instruction, assessment, and planning. Data: rapid change in the business and industry is happening due to technology changes; needed to maintain NOCTI and placement outcomes |
| 6. Collaborate with school and business/industry community partners to expand early career pathway awareness. Data: waitlist, workforce development needs, new areas emerging, enrollment trends |

Analyzing (Strengths and Challenges)

Analyzing Strengths

Analyzing Strengths	Discussion Points
Significant increase in 2024-2025 school year on the number of students successfully completing an industry credential.	Maintain the focus on growing the quality of technical programming through industry credentials and competent/advanced level on NOCTI
Significant increase in 2024-2025 school year on the number of students achieving at a competent/advanced level on NOCTI.	Maintain the focus on growing the quality of technical programming through industry credentials and competent/advanced level on NOCTI
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Discussions around changing technology and the use of AI in the various technical fields
Foster a culture of high expectations for success for all students, educators, families, and community members	
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Continue utilizing the various partnerships to best serve students and develop the future capacity of current and potential DCTS students

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Strengthen alignment of technical instructional practices, school climate/culture programming, and organizational structure to strengthen a culture of continuous improvement. Data: instructional practices, attendance, NOCTI advanced levels, technical program placements, climate data	Reviewed data and discussed: instructional practices, attendance, NOCTI advanced levels, technical program placements, climate data	Yes
Strengthen high-quality technical instruction through PLCs and Coaching. Data: needed to maintain industry credentials, NOCTI, and placement performance levels	Reviewed data and discussed: needed to maintain industry credentials, NOCTI, and placement performance levels	Yes
Strengthen career readiness and transition outcome to ensure that all students are ready to learn and able to transition into identified career pathways. Data: instructional practices, attendance, NOCTI advanced levels, technical program placements, climate data	Reviewed data and discussed: instructional practices, attendance, NOCTI advanced levels, technical program placements, climate data	Yes
Collaborate with school and business/industry community partners to review existing programs, consider emerging technologies, and strategically expand programming. Data: waitlist, workforce development needs, new areas emerging, enrollment trends; Integrate Artificial Intelligence and Emerging Technologies; need for early career pathway	Reviewed data and discussed: waitlist, workforce development needs, new areas emerging, enrollment trends; Integrate Artificial Intelligence and Emerging Technologies; need for early career pathway awareness	Yes

awareness		
Integrate Artificial Intelligence and Emerging Technologies to enhance instruction, assessment, and planning. Data: rapid change in the business and industry is happening due to technology changes; needed to maintain NOCTI and placement outcomes	Reviewed data and discussed -- likely will be under another priority area	Yes
Collaborate with school and business/industry community partners to expand early career pathway awareness. Data: waitlist, workforce development needs, new areas emerging, enrollment trends	Reviewed data and discussed -- likely will be under another priority area	Yes

Goal Setting

Priority: DCTS will continue the implementation of a unified, data-informed continuous improvement framework that aligns leadership practices, instructional decision-making, and student supports across all programs to improve organizational coherence and student outcomes.

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
Delaware County Technical Schools (DCTS) will continue the implementation of a unified, data-informed continuous improvement framework that aligns leadership practices, instructional decision-making, and student supports across all programs to improve organizational coherence and student outcomes.		
Measurable Goal Nickname (35 Character Max)		
Increased Alignment of CTE Practices		
Target Year 1	Target Year 2	Target Year 3
Year 1 (2026-2027): Establish a standardized annual review cycle integrating Comprehensive Local Needs Assessment (CLNA) data, PDE Approved Technical Program Evaluation data, enrollment trends, and performance indicators.	Year 2 (2027-2028): Implement shared data dashboards and various stakeholder feedback processes to inform program-level decisions.	Delaware County Technical Schools (DCTS) will continue the implementation of a unified, data-informed continuous improvement framework that aligns leadership practices, instructional decision-making, and student supports across all programs to improve organizational coherence and student outcomes.

Priority: DCTS will strengthen instructional quality and consistency across all technical programs by expanding Professional Learning Communities (PLCs) and job-embedded coaching, with targeted supports for early-career and newly hired technical teachers.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By June 2029, DCTS will strengthen instructional quality and consistency across all technical programs by expanding Professional Learning Communities (PLCs) and job-embedded coaching, with targeted supports for early-career and newly hired technical teachers.		
Measurable Goal Nickname (35 Character Max)		
Strengthen Instructional Quality		
Target Year 1	Target Year 2	Target Year 3
Year 1 (2026–2027): Refine PLC structures to increase the focus on curriculum alignment, assessment practices, and instructional consistency.	Year 2 (2027–2028): Expand instructional coaching supports/training for new and developing teachers across program areas.	By June 2029, DCTS will strengthen instructional quality and consistency across all technical programs by expanding Professional Learning Communities (PLCs) and job-embedded coaching, with targeted supports for early-career and newly hired technical teachers.

Priority: DCTS will sustain and enhance student career readiness outcomes by expanding aligned work-based learning, credential attainment, and postsecondary transition opportunities.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By June 2029, DCTS will sustain and enhance student career readiness outcomes by expanding aligned work-based learning, credential attainment, and postsecondary transition opportunities.		
Measurable Goal Nickname (35 Character Max)		
Strengthen Student Outcomes		
Target Year 1	Target Year 2	Target Year 3
Year 1 (2026–2027): Review and align career readiness indicators, credentials, and work-based learning opportunities across programs.	Year 2 (2027–2028): Expand student participation in work-based learning and aligned credential pathways.	By June 2029, DCTS will sustain and enhance student career readiness outcomes by expanding aligned work-based learning, credential attainment, and postsecondary transition opportunities.

Priority: DCTS will continue implementation of recurring process to review and, when appropriate, expand or reconfigure CTE programming in response to workforce demand, enrollment trends, emerging technologies, facility capacity, and creating programming for early career pathway awareness.

Outcome Category		
Industry-Based Learning		
Measurable Goal Statement (Smart Goal)		
By June 2029, DCTS will implement a responsible and sustainable approach to artificial intelligence that enhances instruction, assessment, and planning while ensuring ethical use, data privacy, and alignment with educational best practices.		
Measurable Goal Nickname (35 Character Max)		
Use of AI/emerging technologies		
Target Year 1	Target Year 2	Target Year 3
Year 1 (2026–2027): Provide additional foundational professional learning on AI literacy, instructional applications, ethical considerations, and continued use of AI CTE supported tools	Year 2 (2027–2028): Expand the use of approved AI-supported tools aligned to technical instructional and industry needs.	By June 2029, DCTS will implement a responsible and sustainable approach to artificial intelligence that enhances instruction, assessment, and planning while ensuring ethical use, data privacy, and alignment with educational best practices.

Outcome Category		
Industry-Based Learning		
Measurable Goal Statement (Smart Goal)		
By June 2029, DCTS will continue the implementation of a process similar to PDE ATPE process to review and when appropriate expand or reconfigure CTE		

programming in response to workforce demand, enrollment trends, emerging technology, and facility capacity.		
Measurable Goal Nickname (35 Character Max)		
Expansion and Evolution of CTE		
Target Year 1	Target Year 2	Target Year 3
Year 1 (2026–2027): Conduct enrollment, application, and labor-market analyses to identify high-demand areas for expansion.	Year 2 (2027–2028): Implement approved program changes aligned to demand and capacity.	By June 2029, DCTS will continue the implementation of a process similar to PDE’s ATPE process to review and when appropriate expand or reconfigure CTE programming in response to workforce demand, enrollment trends, emerging technology, and facility capacity.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By June 2029, DCTS will collaborate with sending districts and DCIU partners to expand developmentally appropriate career awareness and exploration opportunities for elementary and middle school students, with intentional alignment to DCTS career pathways.		
Measurable Goal Nickname (35 Character Max)		
Early Career Pathway Awareness		
Target Year 1	Target Year 2	Target Year 3
Year 1 (2026–2027): Continue design of age-appropriate career awareness resources and pilot exploratory experiences.	Year 2 (2027–2028): Expand outreach and participation across additional schools and grade levels.	By June 2029, DCTS will collaborate with sending districts and DCIU partners to expand developmentally appropriate career awareness and exploration opportunities for elementary and middle school students, with intentional alignment to DCTS career pathways.

Action Plan

Measurable Goals

Increased Alignment of CTE Practices	Strengthen Instructional Quality
Strengthen Student Outcomes	Use of AI/emerging technologies
Expansion and Evolution of CTE	Early Career Pathway Awareness

Action Plan For: Goal 1 - Strategy 1: Alignment of CTE Practices

<p>Measurable Goals:</p> <ul style="list-style-type: none"> Delaware County Technical Schools (DCTS) will continue the implementation of a unified, data-informed continuous improvement framework that aligns leadership practices, instructional decision-making, and student supports across all programs to improve organizational coherence and student outcomes.
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Action Step	Anticipated Start Date	Anticipated Completion Date
Delaware County Technical Schools (DCTS) will continue the implementation of a unified, data-informed continuous improvement framework that aligns leadership practices, instructional decision-making, and student supports across all programs to improve organizational coherence and student outcomes.	2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Director of CTE/Principals/Supervisor of Student Services/Supervisor of Practical Nursing Program	Access to professional development on Approved Technical Program Evaluation process; professional development approval to participate in required site visits	Yes
		Com Step?
		Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
IF DCTS continues the implementation of an unified, data-informed continuous improvement framework that aligns leadership practices, instructional decision-making, and student supports across all programs, this will improve student outcomes including NOCTI achievement levels, program completion rates, and program placement rates.	The Leadership Team will gather data annually through NOCTI achievement levels, completion rates, and yearly follow-up student placement surveys.

Action Plan For: Goal 2 -- Strategy 1: Instructional Practice/Quality

Measurable Goals:
<ul style="list-style-type: none"> By June 2029, DCTS will strengthen instructional quality and consistency across all technical programs by expanding Professional Learning Communities (PLCs) and job-embedded coaching, with targeted supports for early-career and newly hired technical teachers.

Action Step		Anticipated Start Date	Anticipated Completion Date
DCTS will strengthen instructional quality and consistency across all technical programs by expanding Professional Learning Communities (PLCs) and job-embedded coaching, with targeted supports for early-career and newly hired technical teachers through weekly large or small group PLCs facilitated by building principal and instructional coaches.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of CTE/Principals/Supervisor of Student Services/Supervisor of Practical Nursing Program	Continued access to professional learning and instructional coaching regional and state-wide professional development; use of the designated professional development time built into CTE schedule; DCIU Teaching and Learning specialists to assist in facilitation of program and PLCs	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
IF DCTS continues the implementation of an unified, data-informed continuous improvement framework that aligns leadership practices, instructional decision-making, and student supports across all programs, this will improve student outcomes including NOCTI achievement levels, program completion rates, and program placement rates.	The Leadership Team will gather data annually through NOCTI achievement levels, completion rates, and yearly follow-up student placement surveys.

Action Plan For: Goal 3 -- Strategy 1: Strengthen Student Outcomes

Measurable Goals:
<ul style="list-style-type: none"> By June 2029, DCTS will sustain and enhance student career readiness outcomes by expanding aligned work-based learning, credential attainment, and postsecondary transition opportunities.

Action Step		Anticipated Start Date	Anticipated Completion Date
By June 2029, DCTS will sustain and enhance student career readiness outcomes by expanding aligned work-based learning, credential attainment, and postsecondary transition opportunities.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of CTE/Principals/Supervisor of Student Services/Supervisor of Practical Nursing Program	This initiative will require staff time for outreach and coordination, digital platforms for communication and program management, and professional development for participants.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The anticipated output of this action step is larger, more diverse work-based learning opportunities that provide broader support and student skill development for each CTE program. Expanded work-based learning will provide a wider range of careers, businesses, and community partners resulting in richer work-based learning, and credentialing, as well as increased opportunities for students for networking, mentorship, and placement.	Monitoring and evaluation for this action step will be led by the principals, supervisor of student services, and program instructors. A listing of work-based experiences will be maintained and reviewed on a quarterly basis by administrators and at every OAC meeting for the various technical program. Methods will include maintaining an updated work-based database, comparing year to year learning opportunities and documenting recruitment and outreach efforts.

Action Plan For: Goal 4 -- Strategy 1: Use of AI/emerging technologies

Measurable Goals:
<ul style="list-style-type: none"> By June 2029, DCTS will implement a responsible and sustainable approach to artificial intelligence that enhances instruction, assessment, and planning while ensuring ethical use, data privacy, and alignment with educational best practices.

Action Step		Anticipated Start Date	Anticipated Completion Date
By June 2029, DCTS will implement a responsible and sustainable approach to artificial intelligence that enhances instruction, assessment, and planning while ensuring ethical use, data privacy, and alignment with educational best practices.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of CTE/Principals/Supervisor of Student Services/Supervisor of Practical Nursing Program	Professional development time during In-Service and faculty planning time will be required. Additional support from the Administrative Team, Instructional Coaches, and Teaching & Learning Department will also be required.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By integrating AI and other emerging technologies into CTE programs, DCTS can expect to see higher completion rates, improved NOCTI achievement, and greater student participation in other work-based education opportunities. The use of AI-powered programming, skills progress tracking, and interventions allows teachers to more quickly identify and support students who may be falling behind, boosting retention and credential attainment. With frequent, industry-aligned practice assessments, students gain confidence and technical mastery ahead of the NOCTI, resulting in stronger performance. Personalized virtual career exploration and matching tools expand awareness of work-based learning options and facilitate timely placement in experiences aligned to students' interests and skills.	Monitoring and evaluation of the impact on CTE program completion, NOCTI achievement, and work-based learning participation will be led by CTE administrators, instructional coaches, and a review of the data. The team should review real-time analytics from the AI programming dashboards on a quarterly basis, tracking key metrics such as student progress toward credentials, NOCTI test performance, and placement in work-based learning. Data will be supplemented by teacher and student feedback surveys to assess engagement and instructional effectiveness. Annual evaluation cycles will summarize outcomes, inform instructional adjustments, and guide professional development priorities, ensuring AI and other emerging technologies continues to drive improvements in student achievement and readiness for careers or additional training.

Action Plan For: Goal 4 -- Strategy 2: Expansion and Evolution of CTE

Measurable Goals:
<ul style="list-style-type: none"> By June 2029, DCTS will continue the implementation of a process similar to PDE ATPE process to review and when appropriate expand or reconfigure CTE programming in response to workforce demand,, enrollment trends, emerging technology, and facility capacity.

Action Step		Anticipated Start Date	Anticipated Completion Date
By June 2029, DCTS will continue the implementation of a process similar to PDE's ATPE process to review and when appropriate expand or reconfigure CTE programming in response to workforce demand,, enrollment trends, emerging technology, and facility capacity.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of CTE/Principals/Supervisor of Student Services/Supervisor of Practical Nursing Program	Access to professional development on Approved Technical Program Evaluation process; professional development approval to participate in required site visits	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The anticipated output of this action step will be greater student achievement, expanded CTE program offerings, and increased access for all learners. Through targeted program and facility planning aligned to workforce needs, more students will complete high-quality technical pathways and earn credentials that prepare them for successful careers in growing industries.	Monitoring and evaluation of this action plan will be led by the administration team. They will meet at least quarterly. They will use performance data, enrollment data, and stakeholder feedback to assess progress toward student achievement and access goals. Findings will be reviewed collaboratively and guide ongoing adjustments to fiscal, facility, and technical programming to ensure planning remains responsive to workforce development needs and student needs.

Action Plan For: Goal 4 -- Strategy 3: Early Career Pathway Awareness

Measurable Goals:
<ul style="list-style-type: none"> By June 2029, DCTS will collaborate with sending districts and DCIU partners to expand developmentally appropriate career awareness and exploration opportunities for elementary and middle school students, with intentional alignment to DCTS career pathways.

Action Step		Anticipated Start Date	Anticipated Completion Date
By June 2029, DCTS will collaborate with sending districts and DCIU partners to expand developmentally appropriate career awareness and exploration opportunities for elementary and middle school students, with intentional alignment to DCTS career pathways.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of CTE/Principals/Supervisor of Student Services/Supervisor of Practical Nursing Program	This initiative will require staff time for outreach and coordination, platforms for communication and program management, and professional development for participants.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Expansion of developmentally appropriate career awareness and exploration opportunities for elementary and middle school students, with intentional alignment to DCTS career pathways.	Monitoring and evaluation of this action plan will be led by the administration team. They will meet at least quarterly. They will use stakeholder's feedback surveys on the expanded developmentally appropriate career awareness and exploration opportunities for elementary and middle school students.

Expenditure Tables

School Improvement Set Aside Grant

School does not receive School Improvement Set Aside Grant and therefore does not include an expenditure table.

Schoolwide Title 1 Funding Allocation

School does not receive Schoolwide Title 1 funding and therefore does not include an expenditure table.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Goal 1 - Strategy 1: Alignment of CTE Practices	Delaware County Technical Schools (DCTS) will continue the implementation of a unified, data-informed continuous improvement framework that aligns leadership practices, instructional decision-making, and student supports across all programs to improve organizational coherence and student outcomes.
Goal 2 -- Strategy 1: Instructional Practice/Quality	DCTS will strengthen instructional quality and consistency across all technical programs by expanding Professional Learning Communities (PLCs) and job-embedded coaching, with targeted supports for early-career and newly hired technical teachers through weekly large or small group PLCs facilitated by building principal and instructional coaches.
Goal 3 -- Strategy 1: Strengthen Student Outcomes	By June 2029, DCTS will sustain and enhance student career readiness outcomes by expanding aligned work-based learning, credential attainment, and postsecondary transition opportunities.
Goal 4 -- Strategy 1: Use of AI/emerging technologies	By June 2029, DCTS will implement a responsible and sustainable approach to artificial intelligence that enhances instruction, assessment, and planning while ensuring ethical use, data privacy, and alignment with educational best practices.
Goal 4 -- Strategy 2: Expansion and Evolution of CTE	By June 2029, DCTS will continue the implementation of a process similar to PDE's ATPE process to review and when appropriate expand or reconfigure CTE programming in response to workforce demand, enrollment trends, emerging technology, and facility capacity.
Goal 4 -- Strategy 3: Early Career Pathway Awareness	By June 2029, DCTS will collaborate with sending districts and DCIU partners to expand developmentally appropriate career awareness and exploration opportunities for elementary and middle school students, with intentional alignment to DCTS career pathways.

Goal 1 - Strategy 1: Alignment of CTE Practices

Action Step		
<ul style="list-style-type: none"> Delaware County Technical Schools (DCTS) will continue the implementation of a unified, data-informed continuous improvement framework that aligns leadership practices, instructional decision-making, and student supports across all programs to improve organizational coherence and student outcomes. 		
Audience		
Administration, instructional coaches, teachers, student support professional staff		
Topics to be Included		
Continuous improvement cycle, high quality leadership practices, technical program design, student outcome data analysis		
Evidence of Learning		
Use of continuous improvement cycle, observation of data analysis driving technical program design, student outcome increases		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of CTE, Principals, Supervisors	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	PLC for expanded leadership team meeting on a twice a month basis
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 	
This Step Meets the Requirements of State Required Trainings	
Nontraditional (equity) Regional Workshops	

Goal 2 -- Strategy 1: Instructional Practice/Quality

Action Step		
<ul style="list-style-type: none"> DCTS will strengthen instructional quality and consistency across all technical programs by expanding Professional Learning Communities (PLCs) and job-embedded coaching, with targeted supports for early-career and newly hired technical teachers through weekly large or small group PLCs facilitated by building principal and instructional coaches. 		
Audience		
Administration, instructional coaches, teachers, student support professional staff		
Topics to be Included		
Continuous improvement cycle, high quality instructional practices, technical program design, student outcome data analysis		
Evidence of Learning		
Use of continuous improvement cycle, observation of data analysis driving technical program design, student outcome increases		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of CTE, Principals, Supervisors	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly during shared technical planning time
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2a: Creating an Environment of Respect and Rapport 	

- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 4f: Showing Professionalism
- 4e: Growing and Developing Professionally

This Step Meets the Requirements of State Required Trainings

Professional Ethics

Goal 3 -- Strategy 1: Strengthen Student Outcomes

Action Step		
<ul style="list-style-type: none"> • By June 2029, DCTS will sustain and enhance student career readiness outcomes by expanding aligned work-based learning, credential attainment, and postsecondary transition opportunities. 		
Audience		
Administration, instructional coaches, teachers, student support professional staff		
Topics to be Included		
Continuous improvement cycle, high quality instructional practices, technical program design, student outcome data analysis, creating high quality work based experiences		
Evidence of Learning		
Use of continuous improvement cycle, observation of data analysis driving technical program design, student outcome increases		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of CTE, Principals, Supervisors, Instructional Coaches	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly discussions
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Goal 4 -- Strategy 1: Use of AI/emerging technologies

Action Step		
<ul style="list-style-type: none"> By June 2029, DCTS will implement a responsible and sustainable approach to artificial intelligence that enhances instruction, assessment, and planning while ensuring ethical use, data privacy, and alignment with educational best practices. 		
Audience		
Administration, instructional coaches, teachers, student support professional staff		
Topics to be Included		
Use of AI/emerging technologies, high quality instructional practices, technical program design, student outcome data analysis, creating high quality work based experiences		
Evidence of Learning		
Observation of the use of AI/emerging technologies in technical instruction, observation of data analysis driving technical program design, student outcome increases		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of CTE, Principals, Supervisors, Instructional Coaches	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly during shared technical planning time
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4d: Participating in a Professional Community 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Goal 4 -- Strategy 2: Expansion and Evolution of CTE

Action Step	
<ul style="list-style-type: none"> By June 2029, DCTS will continue the implementation of a process similar to PDE's ATPE process to review and when appropriate expand or reconfigure CTE programming in response to workforce demand,, enrollment trends, emerging technology, and facility capacity. 	
Audience	
Administration, instructional coaches, teachers, student support professional staff	
Topics to be Included	
Continuous improvement cycle, high quality CTE practices, technical program design, student outcome data analysis	

Evidence of Learning		
Use of continuous instructional improvement cycle, observation of data analysis driving technical program design, student outcome increases		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of CTE, Principals, Supervisors	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2e: Organizing Physical Space • 3a: Communicating with Students • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Goal 4 -- Strategy 3: Early Career Pathway Awareness

Action Step		
<ul style="list-style-type: none"> • By June 2029, DCTS will collaborate with sending districts and DCIU partners to expand developmentally appropriate career awareness and exploration opportunities for elementary and middle school students, with intentional alignment to DCTS career pathways. 		
Audience		
Administration, instructional coaches, teachers, student support professional staff, stakeholder partners in sending districts schools		
Topics to be Included		
career awareness, interest inventory, career pathways, technical programming		
Evidence of Learning		
Career portfolio artifacts, feedback survey from partner districts staff		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals, supervisors, outreach coordinator	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Yearly during spring; as decided upon
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3a: Communicating with Students • 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Goal 1 - Strategy 1: Alignment of CTE Practices					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	School leaders, partner districts/schools staff, parents, board	Keys about continuous improvement process	Director of CTE, Principals, Supervisors	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Email	As needed
Presentation	Yearly to district leaders and board

Goal 2 -- Strategy 1: Instructional Practice/Quality

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> DCTS will strengthen instructional quality and consistency across all technical programs by expanding Professional Learning Communities (PLCs) and job-embedded coaching, with targeted supports for early-career and newly hired technical teachers through weekly large or small group PLCs facilitated by building principal and instructional coaches. 	School leaders, partner districts/schools staff, parents, board	Keys about strengthening the quality of technical program instruction	Director of CTE, Principals, Supervisors	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Newsletter	Quarterly

Goal 3 -- Strategy 1: Strengthen Student Outcomes

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> By June 2029, DCTS will sustain and enhance student career readiness outcomes by expanding aligned work-based learning, credential attainment, and postsecondary transition opportunities. 	School leaders, partner districts/schools staff, parents, board	Keys about strengthening the quality of technical program instruction	Director of CTE, Principals, Supervisors	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Newsletter	Quarterly

Goal 4 -- Strategy 1: Use of AI/emerging technologies

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	School leaders, partner districts/schools staff, parents, board	Keys about the integration of AI/emerging technologies at DCTS	Director of CTE, Principals, Supervisors	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Newsletter	Quarterly, TBD

Goal 4 -- Strategy 2: Expansion and Evolution of CTE

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> By June 2029, DCTS will continue the implementation of a process similar to PDE's ATPE process to review and when appropriate expand or reconfigure CTE programming in response to workforce demand,, enrollment trends, emerging technology, and facility capacity. 	School leaders, partner districts/schools staff, parents, board	Keys about the ATPE process and program changes at DCTS	Director of CTE, Principals, Supervisors	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Presentation	Yearly

Goal 4 -- Strategy 3: Early Career Pathway Awareness

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	School leaders, partner districts/schools staff, parents, board	Keys about early career pathway awareness	Principals, supervisor, community outreach coordinator	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Presentation	Yearly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date