

Profile and Plan Essentials

LEA Type		AUN
Western Montgomery Career and Technology Center		123469007
Address 1		
77 Grateford Road		
Address 2		
City	State	Zip Code
Limerick	PA	19468
Chief School Administrator		Chief School Administrator Email
David Livengood		dlivengood@westerncenter.org
Single Point of Contact Name		
David Livengood		
Single Point of Contact Email		
dlivengood@westerncenter.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
4849444702		
Principal Name		
Mark Holtzman		
Principal Email		
mholtzman@westerncenter.org		
Principal Phone Number		Principal Extension
6104897272		206
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Livengood	Administrator	Western Montgomery Career and Technology Center	dlivengood@westerncenter.org
Craig Robinson	Administrator	Western Montgomery Career and Technology Center	mholtzman@westerncenter.org
Allyn Roche	Administrator	Upper Perkiomen School District	aroche@upsd.org
Cindy Prindle	Teacher	Western Montgomery Career and Technology Center	Cprindle@westerncenter.org
Donald Bray	Teacher	Western Montgomery Career and Technology Center	dbray@westerncenter.org
Angela Reichert	Teacher	Western Montgomery Career and Technology Center	areichert@westerncenter.org
Tim McGinnis	Teacher	Western Montgomery Career and Technology Center	tmcginnis@westerncenter.org
PJ King	Teacher	Western Montgomery Career and Technology Center	pking@westerncentr.org
Megan Alaniz	Staff Member	Western Montgomery Career and Technology Center	malaniz@westerncenter.org
Ann Marie Yusko	Staff Member	Western Montgomery Career and Technology Center	ayusko@westerncenter.org
Candice Landis	Teacher	Western Montgomery Career and Technology Center	clandis@westerncenter.org
Julia Powers	Teacher	Western Montgomery Career and Technology Center	jpowers@westerncenter.org
Jay Strunk	Board Member	Pottsgrove School District	jaystrunk@pgsd.org
Wendy Earle	Board Member	Spring Ford School District	wendy_earle@spring-ford.net
Dana Hipszer	Board Member	Upper Perkiomen School District	dehipszer@upsd.org
Ajani Andrews	Student	WMCTC Student	
Mathena Andrews	Parent	WMCTC Parent	andrewsmathena@yahoo.com
Brenda Diehl	Community Member	Bracalente Manufacturing - Human Resource Manager	bdiehl@bracalente.com
James Vergara	Student	WMCTC Student	
Tracy Vergara	Parent	WMCTC Parent	tracyvergara@gmail.com
Jennifer Butler	Community Member	Montgomery County Workforce Development	JButler@montcopa.org
Kyle Longacre	Community Member	Montgomery County Community College	klongacre@mc3.edu
Dan Chominski	Community Member	Montco Works Now	dchominski@mciu.org
Barb Mueller	Teacher	Western Montgomery CTC	bmueller@westerncenter.org

LEA Profile

Western Montgomery Career and Technology Center is a joint venture of three public school districts in Montgomery County, Pennsylvania, organized under the Public School Code of Pennsylvania. WMCTC provides career and technical education programs for high school students of the participating districts. The participating districts include Pottsgrove School District, Spring-Ford School District, and Upper Merion School District. WMCTC is governed by its Joint Operating Committee, which consists of nine members representing each of the three-member districts.

Eighteen approved vocational/technical areas are offered to students of the three sending districts. As of the 2022-2023 school year, approximately 750 students are enrolled in the half-day programming for grades 9-12. Close to 40% of the student population is labeled special education, and 28.5% as economically disadvantaged.

Mission and Vision

Mission

To prepare quality citizens for lifelong productivity in a challenging world by forming innovative partnerships among family, school and community.

Vision

Western Montgomery Career and Technology Center is dedicated to providing a high quality technical education program that prepares students for the world of work, post-secondary education and lifelong learning. Students will learn a trade and earn national certifications in their chosen technical area. Technical skills are supplemented with academic instruction integrated into the core curriculum.

Educational Values

Students

At WMCTC, STUDENTS will help the LEA successfully attain the school's mission and vision by respectfully and fully participating in their Program of Study to the best of their ability. In addition, students will work to become good citizens, valued future employees, and lifelong learners.

Staff

At WMCTC, STAFF will help the LEA successfully attain the school's mission and vision by devoting themselves to developing and executing a first-rate curriculum and physical space where all students can achieve their full potential within their Program of Study. Staff will work cooperatively with peers and administration, lead a viable Occupational Advisory Committee and work to maintain an up-to-date knowledge of their field as it advances over time.

Administration

At WMCTC, ADMINISTRATION will help the LEA successfully attain the school's mission and vision by fully devoting its knowledge, skills, and passion to the advancement of the school. Program by program, administrators will study, promote and support the needs of students and all staff. Administrators will work cooperatively with sending schools, local business leaders, staff, and students to assure that the organization will achieve its place as a valued workforce development resource for the community and region.

Parents

At WMCTC, PARENTS will help the LEA successfully attain the school's mission and vision by supporting their child as he/she pursues the knowledge and skills required to complete his/her Program of Study. Parents will maintain open communication with instructors and administrators and stay current with the activities and events of the school community.

Community

At WMCTC, COMMUNITY MEMBERS will help the LEA successfully attain the school's mission and vision by Participating in committees that support the many and varied needs of the instructors and administrators serving the school. The community must contribute its time, talents, and treasure if the school is to achieve its place as a valued resource for the community.

Other (Optional)

At WMCTC, EMPLOYERS/BUSINESS PARTNERS will help the LEA successfully attain the school's mission and vision by Participating in committees that support the many and varied needs of the instructors and administrators serving the school. The EMPLOYERS/BUSINESS PARTNERS must contribute their time, talents, and treasure if the school is to achieve its place as a valued resource for the workforce.

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Percent Scoring Competent or Advanced on NOCTI/NIMS	Since 2019 the Average for passing NOCTI/NIMS is at 92.3%
Percent Earned Industry-Recognized Credential	95% of student population receives an industry-recognized certification

Challenges

Indicator	Comments/Notable Observations
Accepting all students	We had over 100 students that could not participate in WMCTC programs due to the lack of space/instructors in program areas.

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

Strengths

Indicator Students Receive OSHA 10 certification ESSA Student Subgroups	Comments/Notable Observations All students at WMCTC receive at least 1 industry-recognized credential while they attend WMCTC. OSHA 10 safety certification is important for all industries. This also fits the ACT 158 requirements for the graduation pathway.
Indicator Number of students scoring proficient or advanced on Nocti/Nims ESSA Student Subgroups	Comments/Notable Observations Test Scores on these exams have been in the 90% or higher since 2014, except in 2021 the year following COVID and which was at an 89% pass rate. Last year 94% of our seniors scored advanced or competent on this exam.

Challenges

Indicator Students attending from three school districts ESSA Student Subgroups	Comments/Notable Observations
Indicator Space for more students to attend ESSA Student Subgroups	Comments/Notable Observations We had over 100 students that could not participate in WMCTC programs due to the lack of space/instructors in program areas.

Summary

Strengths

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

Students receiving OSHA 10 certification
--

Number of students scoring proficient or advanced on Nocti/Nims

Challenges

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

Students attending from three school districts
--

Space/Instructors for more students to attend

Local Assessment

English Language Arts

Data	Comments/Notable Observations
FRI for Test Scores from Partner Schools	PG 16.7% Proficient or Advanced, SF 86.7% Proficient or Advanced

English Language Arts Summary

Strengths

Test Scores are above the state average as a whole.

Challenges

Offering more students the possibility to be enrolled at WMCTC, also having them placed in Job placement, college/trade school, or military upon graduation.

Mathematics

Data	Comments/Notable Observations
FRI for Test Scores from Partner Schools	PG 59.9% Proficient or Advanced, SF 94.7% Proficient or Advanced, UP 64.4% Proficient or Advanced

Mathematics Summary

Strengths

Test Scores are above the state average as a whole.

Challenges

Offering more students the possibility to be enrolled at WMCTC, also having them placed in Job placement, college/trade school, or military upon graduation.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
FRI for Test Scores from Partner Schools	68.5% Proficient or Advanced, SF 97.4% Proficient or Advanced, UP 71.6% Proficient or Advanced

Science, Technology, and Engineering Education Summary

Strengths

Test Scores are above the state average as a whole.

Challenges

Offering more students the possibility to be enrolled at WMCTC, also having them placed in Job placement, college/trade school, or military upon graduation.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Percent Industry-Based Learning	UP 14.9%, SF 6.6% PG 13.7% of their student population involved in a Rigorous Course of Study at WMCTC
Percent Scoring Competent or Advanced on NOCTI/NIMS	WMCTC school culture strongly and successfully emphasizes Proficient and Advanced scores on the NOCTI/NIMS tests. This same focus and attention to detail that has produced good NOCTI/NIMS test results.
Percent Earned Industry-Recognized Credential	WMCTC has been successful in facilitating the completion of Industry Credentials for all student groups. The increased knowledge and skills acquired to earn Industry Certifications allow students to excel on NOCTI tests and better prepare all students for Work-based Learning opportunities, especially Co-op.
Corporative Education	WMCTC has had an average of 40 students on CO-OP

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
11.901 Computer Systems Networking and Telecommunications	
12.0401 Cosmetology/ Cosmetologist	
12.0508 Institutional Food Workers	
19.0708 Child Care and Support Services Management	
43.9999 Homeland Security, Law Enforcement, Firefighting, and Related	
46.00201 Carpentry/Carpenter	
46.0399 Electrical and Power Transmission Installers	
47.0201 Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	
47.0603 Autobody/ Collision and Repair Technology/Technician	
47.0604 Automobile/Automotive Mechanics Technology/ Technician	
47.0613 Medium/ Heavy Vehicle and Truck Technology/ Technician	
48.0501 Machine Tool Technology/ Machinist	
48.0508 Welding Technology/Welder	
50.0402 Commercial and Advertising Art	
51.0601 Dental Assisting/Assistant	
51.0899 Health/Medical Assisting Services, Other	
51.2604 Rehabilitation Aide	

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

Strengths

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

Nocti/Nims testing accountability
Industry Recognized Credentials for all students
Non-Traditional Student Enrollment
WMCTC Increased enrollment

Challenges

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

WMCTC needs to grow the number of students who are participating in a CO-OP program
With the continuous growth of program popularity, students can not always get into a program due to space issues.
The growing number of students and staff population stays the same.
Systems approach writing curriculum and student task tracking.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Student Population with a disability	41.1 % of our students have a special education identification

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

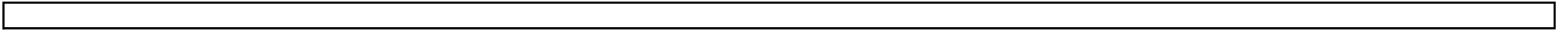
Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

WMCTC currently has 3 Student Success Coordinators that work with individual school districts to attend IEP meetings as well with meeting student needs at WMCTC
WMCTC has invested in industry-standard equipment and facilities for our students to have the equipment available to learn what they will see in the job world.

Challenges

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

With the growing number of students that are identified as special education, we only have 5 Instructional Assistants to help students with disabilities and 3 Student Success Coordinators to perform at a high level of support.



Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Student Services	We looked at enrollment procedures.
K-12 Guidance Plan (339 Plan)	Our programs are evaluated and audited by the state every 5 years
Perkins Local Comprehensive Needs Assessment	The local needs assememnts looks at our student enrollment numbers and data of our students to make sure we are hitting the mark of providing high-quality programs.
Progam Evaluations	WMCTC has looked at the Progam evaulations that our OAC committees have done for us and came up with a budgetary plan and investment for the equipment and facility needed to keep our programs in line with industry standards.

Strengths

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

All programs our of High quality, in Demand, High Wage occupations for Montgomery County
WMCTC has invested in industry-standard equipment and facilities for our students to have the equipment available to learn what they will see in the job world.

Challenges

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

Offering more programing to more students.
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Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
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	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Not Yet Evident
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Summary

Strengths

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

Nocti/Nims scores of the student's performance

Industry Credentials recieved by students
Number of students who are attending WMCTC
WMCTC enrolment of Non-Traditional Students

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?

Special Education and ESL support
Growth of Cooperative Education Opportunities
Increase Non-Traditional Students
Increase Job Placement/ Trade School/ College/ Military Placement after graduation

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Students receiving OSHA 10 certification	True
Number of students scoring proficient or advanced on Nocti/Nims	True
Test Scores are above the state average as a whole.	False
Test Scores are above the state average as a whole.	False
Nocti/Nims testing accountability	False
Industry Recognized Credentials for all students	True
Non-Traditional Student Enrollment	True
WMCTC Increased enrollment	False
WMCTC currently has 3 Student Success Coordinators that work with individual school districts to attend IEP meetings as well with meeting student needs at WMCTC	False
Nocti/Nims scores of the student's performance	False
Industry Credentials recieved by students	False
Test Scores are above the state average as a whole.	False
All programs our of High quality, in Demand, High Wage occupations for Montgomery County	False
WMCTC has invested in industry-standard equipment and facilities for our students to have the equipment available to learn what they will see in the job world.	False
WMCTC has invested in industry-standard equipment and facilities for our students to have the equipment available to learn what they will see in the job world.	True
Number of students who are attending WMCTC	False
WMCTC enrolment of Non-Traditional Students	False

Challenges

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

Strength	Check for Consideration in Plan
Students attending from three school districts	False
Space/Instructors for more students to attend	True
WMCTC needs to grow the number of students who are participating in a CO-OP program	True
Offering more students the possibility to be enrolled at WMCTC, also having them placed in Job placement, college/trade school, or military upon graduation.	False
Offering more students the possiblity to be enrolled at WMCTC, also having them placed in Job placement, college/trade school, or military upon graduation.	False
With the continuous growth of program popularity, students can not always get into a program due to space issues.	True
The growing number of students and staff population stays the same.	True
Systems approach writing curriculum and student task tracking.	False

Special Education and ESL support	False
Growth of Cooperative Education Opportunities	False
Increase Non-Traditional Students	False
Increase Job Placement/ Trade School/ College/ Military Placement after graduation	True
Offering more students the possibility to be enrolled at WMCTC, also having them placed in Job placement, college/trade school, or military upon graduation.	False
Offering more programing to more students.	False
With the growing number of students that are identified as special education, we only have 5 Instructional Assistants to help students with disabilities and 3 Student Success Coordinators to perform at a high level of support.	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Space/Instructors for more students to attend	We currently offer a 4-year model to deliver the task grid. Would a 3-year model be a better option to grow the student population, or would it hurt the growth and popularity of our programming for 9th-grade students?	False
WMCTC needs to grow the number of students who are participating in a CO-OP program	With the growing number in the building, being able to get more students on CO-OP will help with instruction for younger students. We have to look at the industry needs and why some of our companies will not take CO-OP students. Is this a start and end time issue? Companies may want the students to start at the beginning of the day versus mid-morning.	True
With the continuous growth of program popularity, students can not always get into a program due to space issues.	Looking at the different areas to adjust our programming. Do we add more space and will need to hire new staff, or do we change our delivery method back to a 3-year model? Look at past, current, and future trends to determine this need.	True
The growing number of students and staff population stays the same.	We have added a over 200 students over the past few years, but our staff has stayed the same. We need more support to support the needs of the students.	False
Increase Job Placement/ Trade School/ College/ Military Placement after graduation	We need to grow the number of articulation agreements as well as offer dual enrollment options for our students if they choose post-secondary education. For students that want to go directly to the workforce, we need to give them plenty of opportunities to interview and be hired by employers while at WMCTC.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
WMCTC has invested in industry-standard equipment and facilities for our students to have the equipment available to learn what they will see in the job world.	This has to be maintained as a priority throughout the future.
Students receiving OSHA 10 certification	All 2-year or 10th-grade students receive OSHA Certification. This certification helps the students and school districts with an artifact that will be used for ACT 158
Number of students scoring proficient or advanced on Nocti/Nims	With the continuous improvement of our programs, our students can perform at a high level on the end-of-program testing. This rigorous programming will help students to be ready to participate and co-op and prepare for life after WMCTC.
Industry Recognized Credentials for all students	With more industry-recognized credentials and accreditations, this will lead to more students being able to be placed in high-wage in-demand jobs. These credentials will also help place students in meaningful Co-Op positions.
Non-Traditional Student Enrollment	We have met state requirements for our non-traditional enrollment numbers. However, it is still important to promote careers to students that they might think they are not a good fit for due to past industry stigmas.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To provide our local community with the next generation of workers, WMCTC will work with numerous business partners to provide opportunities to our students. We will connect with our local industries to inform them how CO-OP opportunities will help grow their businesses.
	We will work with our partner schools to determine the best option for our programming here at WMTC. We will look at different models of delivery as well as enrollment trends for programs to see if an expansion of the school is needed or a change in the delivery model.
	WMCTC will review processes already in place to determine the best way to make sure our students are prepared for life after high school. We will work with different industry partners to help conduct mock interviews, as well as hire our current students.

Goal Setting

Priority: To provide our local community with the next generation of workers, WMCTC will work with numerous business partners to provide opportunities to our students. We will connect with our local industries to inform them how CO-OP opportunities will help grow their businesses.

Outcome Category		
Industry-Based Learning		
Measurable Goal Statement (Smart Goal)		
Over the next three years, all WMCT instructors and students will become familiar with and supportive of all Work-based Learning opportunities available to WMCTC students. With the increase of information for students, work-based learning should increase by 10% a year.		
Measurable Goal Nickname (35 Character Max)		
Work Based Learning		
Target Year 1	Target Year 2	Target Year 3
The Work-based learning instructor will visit all classrooms to discuss the process of being part of the work-based learning program and will work with seniors to get them experiences within the first 9 weeks of school. The work-based learning instructor will develop resources available to staff and students so that the instructor can discuss this opportunity with students.	Work-based learning will increase the number of opportunities for students by 10%. There should also be a 10% growth in students participating in work-based learning experiences.	Over the next three years, all WMCT instructors and students will become familiar with and supportive of all Work-based Learning opportunities available to WMCTC students. With the increase of information for students, work-based learning should increase by 10% a year.

Outcome Category		
Industry-Based Learning		
Measurable Goal Statement (Smart Goal)		
WMCTC will provide students with the best facilities and equipment for industry-based fields to have them prepare in an environment reflective of the workforce.		
Measurable Goal Nickname (35 Character Max)		
Program Funding for equipment/building		
Target Year 1	Target Year 2	Target Year 3
6 programs receive \$30,000 for equipment or facility to help replace old equipment in the program area.	6 programs receive \$30,000 for equipment or facility to help replace old equipment in the program area.	WMCTC will provide students with the best facilities and equipment for industry-based fields to have them prepare in an environment reflective of the workforce.

Priority: We will work with our partner schools to determine the best option for our programming here at WMTC. We will look at different models of delivery as well as enrollment trends for programs to see if an expansion of the school is needed or a change in the delivery model.

Outcome Category		
Community school model		
Measurable Goal Statement (Smart Goal)		
WMCTC will examine the data over the past two years to develop the best possible solution to our enrollment increases and implement a plan to help more students obtain a Career and Technology education from WMCTC. We will also look at past, current, and future trends to develop the best delivery model for our students.		
Measurable Goal Nickname (35 Character Max)		
WMCTC Enrollment		
Target Year 1	Target Year 2	Target Year 3

WMCTC will review enrollment and application data, to target programs in high demand to determine if building expansion is needed or change of the program delivery model needs to be changed. We will also look at past, current and future trends to develop the best type of delivery model for our students.	WMCTC will develop a plan to either stay in a four-year delivery model or change to a 3-year delivery model, to fit the needs of our partner schools. We will also look at the option to expand popular programs on application data trends. We will also look at past, current and future trends to develop the best type of delivery model for our students.	WMCTC will examine the data over the past two years to develop the best possible solution to our enrollment increases and implement a plan to help more students obtain a Career and Technology education from WMCTC. We will also look at past, current, and future trends to develop the best delivery model for our students.
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Priority: WMCTC will review processes already in place to determine the best way to make sure our students are prepared for life after high school. We will work with different industry partners to help conduct mock interviews, as well as hire our current students.

Outcome Category		
Post-secondary transition to school, military, or work		
Measurable Goal Statement (Smart Goal)		
Students will be able to prepare for job interview skills as well as prepare resumes being able to obtain employment after High School. The students will be exposed to potential jobs they can apply for during and after graduation. Students will also be followed after graduation to make sure they have gained meaningful employment or schooling/ military at 100%		
Measurable Goal Nickname (35 Character Max)		
Post Graduation Placement		
Target Year 1	Target Year 2	Target Year 3
Students will be able to prepare for job interview skills as well as prepare resumes to be able to obtain employment after High School. The students will be exposed to potential jobs they can apply for during and after graduation. Students will also be followed after graduation to make sure they have gained meaningful employment or schooling/ military.	Students will be able to prepare for job interview skills as well as prepare resumes being able to obtain employment after High School. The students will be exposed to potential jobs that they can apply for during and after graduation. Students will also be followed after graduation to make sure they have gained meaningful employment or schooling/ military at 100%	Students will be able to prepare for job interview skills as well as prepare resumes being able to obtain employment after High School. The students will be exposed to potential jobs they can apply for during and after graduation. Students will also be followed after graduation to make sure they have gained meaningful employment or schooling/ military at 100%

Action Plan

Measurable Goals

WMCTC Enrollment	Work Based Learning
Program Funding for equipment/building	Post Graduation Placement

Action Plan For: Increase Co-op opportunities by 10%

Measurable Goals:
Over the next three years, all WMCT instructors and students will become familiar with and supportive of all Work-based Learning opportunities available to WMCTC students. With the increase of information for students, work-based learning should increase by 10% a year.

Action Step		Anticipated Start/Completion Date	
Increase Co-op opportunities by 10%		2024-01-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Co-Op Coordinator	Computer/ Business Connections	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase the number of students participating in Co-Op opportunities	Principal

Action Plan For: WMCTC Enrollment

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Choose the proper delivery method to increase the number of students participating in programs. We will also look at past, current, and future trends to develop the best delivery model for our students.		2024-01-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Director	Funding	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
More students enrolled in the school	Joint Operating Committee

Action Plan For: Post Graduation Employment

Measurable Goals:
Students will be able to prepare for job interview skills as well as prepare resumes being able to obtain employment after High School. The students will be exposed to potential jobs they can apply for during and after graduation. Students will also be followed after graduation to make sure they have gained meaningful employment or schooling/ military at 100%

Action Step		Anticipated Start/Completion Date	
A graduation survey will be developed to collect post-graduation contact information as well as post-graduation plans. The co-op coordinator visits graduated co-op seniors at jobs to do a post-graduation check-in. Instructors do a follow-up email with their graduated senior 6 months out from graduation (December) to ask their former students to take the survey provided to them in an email. Counselors, Principals, Administrative Assistants, Student success coordinators, Instructional Assistants and directors will call students to check in and remind them to Complete the graduation survey.		2024-01-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Computer	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
More students leave with a meaningful job in their career field/ or schooling	Administrative Director

Action Plan For: Budgeting Practices

Measurable Goals:
WMCTC will provide students with the best facilities and equipment for industry-based fields to have them prepare in an environment reflective of the workforce.

Action Step		Anticipated Start/Completion Date	
Budget funding to keep equipment and facility up to industry standards		2024-01-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Director	Computer	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
More equipment replacement	JOC

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increase Co-op opportunities by 10%	Increase Co-op opportunities by 10%
WMCTC Enrollment	Choose the proper delivery method to increase the number of students participating in programs. We will also look at past, current, and future trends to develop the best delivery model for our students.
Post Graduation Employment	A graduation survey will be developed to collect post-graduation contact information as well as post-graduation plans. The co-op coordinator visits graduated co-op seniors at jobs to do a post-graduation check-in. Instructors do a follow-up email with their graduated senior 6 months out from graduation (December) to ask their former students to take the survey provided to them in an email. Counselors, Principals, Administrative Assistants, Student success coordinators, Instructional Assistants and directors will call students to check in and remind them to Complete the graduation survey.

Work Based Learning Familiarization

Action Step		
• Increase Co-op opportunities by 10%		
Audience		
Faculty		
Topics to be Included		
Definition, benefits and procedure for work-based learning.		
Evidence of Learning		
Post in-service survey		
Lead Person/Position	Anticipated Start	Anticipated Completion
Barb Muller	2024-01-25	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

WMCTC Enrollment

Action Step
• Choose the proper delivery method to increase the number of students participating in programs. We will also look at past, current, and future trends to develop the best delivery model for our students.
Audience
JOC/ Instructors/ Partner Schools
Topics to be Included

Student Enrollment Numbers and Program strengths		
Evidence of Learning		
Survey		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Director	2024-01-25	2027-06-30

Learning Format

Type of Activities	Frequency
Other	Annually
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Post Program Graduation

Action Step		
A graduation survey will be developed to collect post-graduation contact information as well as post-graduation plans. The co-op coordinator visits graduated co-op seniors at jobs to do a post-graduation check-in. Instructors do a follow-up email with their graduated senior 6 months out from graduation (December) to ask their former students to take the survey provided to them in an email. Counselors, Principals, Administrative Assistants, Student success coordinators, Instructional Assistants and directors will call students to check in and remind them to Complete the graduation survey.		
Audience		
Students		
Topics to be Included		
Plans after High School		
Evidence of Learning		
Job Placement/Schooling		
Lead Person/Position	Anticipated Start	Anticipated Completion
Counselors	2024-01-25	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Work Based Learning					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Jr/Sr Students and Business Partners	Opportunities in Work-Based Learning	CO-OP Coordinator	01/25/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Presentation			Ongoing		

Approvals & Signatures

Uploaded Files
JOC Meeting Minutes 3-4-2024 - Approved.pdf

Chief School Administrator	Date
David Livengood	2025-01-30
Building Principal Signature	Date
School Improvement Facilitator Signature	Date