

Warren County AVTS

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		105628007
Address 1		
347 East 5th Avenue		
Address 2		
City	State	Zip Code
Warren	PA	16365
Chief School Administrator		Chief School Administrator Email
Mr Gary L Weber		weberg@wcsdpa.org
Single Point of Contact Name		
James Evers		
Single Point of Contact Email		
eversj@wcsdpa.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
8147261260		
Principal Name		
James Evers		
Principal Email		
eversj@wcsdpa.org		
Principal Phone Number		Principal Extension
8147261260		
School Improvement Facilitator Name		School Improvement Facilitator Email
James Evers		eversj@wcsdpa.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
James Evers	Administrator	Warren County Career Center	eversj@wcsdpa.org
Ryan Betts	Community Member	Betts Industries	ryan.betts@bettsind.com
Scott Burroughs	Teacher	Warren County Career Center	burroughss@wcsdpa.org
Leyna Irwin	Student	Warren County Career Center	irwinl@wcsdpa.org
Meea Irwin	Student	Warren County Career Center	irwinm@wcsdpa.org
Sheri Henry	Community Member	Beacon Light	jbearfield@beacon-light.org
Joe Spees	Other	Jamestown Community College	burroughss@wcsdpa.org
Renee Hartzfeld	Parent	Parent	hartzfeldr@wcsdpa.org
Laura Suppa	Staff Member	Warren County Career Center	suppal@wcsdpa.org
Michael Craddock	Other	EHS Principal	craddockm@wcsdpa.org
Carrie Smaroff	Staff Member	Warren County Career Center	smaroffc@wcsdpa.org
Andrew Haight	Student	Warren County Career Center	haightann@wcsdpa.org
Lisa Card	Community Member	Warren County Visitors Center	cardl@wcvc.org
Jason Harkins	Community Member	Ellwood	jharkins@elwd.com
Thomas Srnka	Community Member	SafeWire Electric	safewireelectric@yahoo.com
Liz Kent	Data Analyst	Warren County School District	kentel@wcsdpa.org
Eric Mineweaser	Data Analyst	Warren County School District	mineweasere@wcsdpa.org

LEA Profile

The Warren County Career Center (Warren County AVTS) is an integral part of the Warren County School District. The Warren County School District is located in Northwestern Pennsylvania. The district serves students across a 788 square mile area, which makes the district the second largest in the state in terms of geography. The Warren County AVTS provides career and technical education to students from each of the four high schools within the district in grades 10-12. The Warren County AVTS currently offers 13 different vocational programs in the five different pathways - Science & Health, Arts and Communication, Human and Public Services, Business, Finance and Information Technology, and Engineering and Industrial Technology. In addition to providing vocational training, the Warren County AVTS also provides training in professional skill development including professionalism, confidence building, teamwork and leadership. The Warren County AVTS, as part of the Warren County School District is committed to developing a culture of accountability and promoting equitable learning opportunities for students. The Warren County AVTS, in partnership with the Warren County School District, will continue the long-term continuous improvement plan for academic excellence and professional skill development, through focused efforts on improved staff effectiveness, improved student-centered support and services, improved curriculum, instruction, and assessment, and lastly develop and implement framework for efficient program delivery.

Mission and Vision

Mission

The mission of the Warren County Career Center is to empower students who want to benefit from real-world experience to develop confidence, teamwork and leadership skills while discovering direct pathways to college and the workforce.

Vision

The vision of the Warren County Career Center is to provide a learning environment where students: - Develop technical skills necessary for post-secondary/industry success. - Are engaged and supported academically, socially and emotionally. - Attain career readiness skills to be productive citizens in a 21st Century Global Society.

Educational Values

Students

Belong: Students: Welcome students and provide a safe and open learning environment. Benefit: Students: Students benefit because they earn certifications and gain knowledge and skills prior to high education. Develop: Students: Using hands on learning and group projects to develop teamwork, public speaking, and organization. Discover: Students: Job shadowing, COOP and community involvement allows students to view different career pathways and opportunities.

Staff

Belong Staff: Support individual goals by providing a non-threatening and welcoming environment. Benefit Staff: Provide opportunities to develop skills for success upon graduation. Develop Staff: Through the development of individual goals, employability skills and teamwork, students develop confidence to use in their future. Design Staff: Through experiences at school (WCCC) and with community involvement, students will discover diverse opportunities.

Administration

Belong Administration: Belong to a welcoming community of students and teachers. Benefit Administration: Students benefit from real-world experiences. Develop Administration: Develop confidence, teamwork, and leadership skills. Discover Administration: Discover pathways to college and the workforce.

Parents

Belong Parents: Insist on good attendance and find fellowship with like-minded peers. Benefit Parents: Students will benefit by acquiring employability skills and knowledge to be job-ready upon graduation. Develop Parents: Build a mindset of valued soft and hard skills to foster success in the workplace. Discover Parents: Students have the potential to follow any pathway to reach their goals.

Community

Belong Community: Provide an environment for students that is supportive, welcoming, and engaging. Benefit Community: Students will benefit from community support and backing and real-world opportunities. Develop Community: Provide access to real-world experiences aligned with their academic studies. Discover Community: Provide students with the ability to explore work experience through job-shadowing and internships.

Other (Optional)

Omit selected.

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations

Challenges

Indicator	Comments/Notable Observations

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator	Comments/Notable Observations

ESSA Student Subgroups	
-------------------------------	--

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

The WCCC has met/exceeded state graduation expectations for the past three years
The WCCC has met/exceeded state non-traditional enrollment expectations for the past year
The WCCC has met/exceeded state Industry recognized certification expectations for the past three years.

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

The WCCC Keystone Literature results are below state expectations and have not met negotiated rates for the past three years
The WCCC Keystone Algebra results are below state expectations and have not met negotiated rates for the past three years
The WCCC Keystone Biology results are below state expectations and have not met negotiated rates for the past year.
The WCCC post-program placement (survey) results were below state expectations for the past year.
The WCCC skill attainment scores are below the state expectations and have not met negotiated rates for the past three years.

Local Assessment

English Language Arts

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

English Language Arts Summary

Strengths

Challenges

Mathematics

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

Mathematics Summary

Strengths

Challenges

Science, Technology, and Engineering Education

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

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
2023-2024 College and Career Readiness	100% of 12th graders completed the required 8 items
2024-2025 College and Career Readiness	100% of 12th graders completed the required 8 items

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
2022-2023 Graduation Rate	WCCC was 97.65% - State Expectations was 95.78
2022-2023 Keystone Literature	WCCC was 43.75% - Meaningful progress was 78.57
2022-2023 Keystone Algebra	WCCC was 34.62% - Meaningful progress was 70.60
2022-2023 Post Program Placement	WCCC was 100% - State Expectation was 92.33
2022-2023 Non-traditional enrollment	WCCC was 13.68% - Meaningful progress was 11.40
2022-2023 Recognized Certifications	WCCC was 88.37% - State Expectation was 80.54
2022-2023 Skill Attainment	WCCC was 78.57 - State Expectation was 82.34
2023-2024 Graduation Rate	WCCC was 98.94% - Meaningful progress was 96.18
2023-2024 Keystone Algebra	WCCC was 37.04 - Meaningful progress was 70.60
2023-2024 Keystone Biology	WCCC was 38.86% - Meaningful progress was 45.56
2023-2024 Post Program Placement	WCCC was 85.71% - Meaningful progress was 97.91
2023-2024 Non-traditional enrollment	WCCC was 16.18% - Meaningful progress was 11.40
2023-2024 Recognized Certifications	WCCC was 85.87% - Meaningful progress was 62.34
2023-2024 Skill Attainment	WCCC was 79.12% - Meaningful progress was 93.87
2024-2025 Graduation Rate	WCCC was 100% - Meaningful progress was 96.72
2024-2025 Non-traditional Enrollment	WCCC was 16.31% - Meaningful progress was 12.26
2024-2025 Recognized Certifications	WCCC was 100% - Meaningful progress was 65.42
2024-2025 Skill Attainment	WCCC was 89.47 - Meaningful progress was 95.29

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Erie Community College

Agreement Type

Local Articulation

Program/Course Area

Health-Medical Assisting

Uploaded Files

Erie County Community College Articulation Agreement (1) SIGNED_4410fcb7.pdf

2025-2026 Articulation Agreement - EC3 - Warren County School District (1).pdf

Erie County Community College Articulation Agreement (1) SIGNED.pdf

Partnering Institution

Penn West (Edinboro)

Agreement Type

Local Articulation

Program/Course Area

Protective Services

Uploaded Files

PW-26-00303 Warren County Career Center - Criminal Justice Articulation Agreement - signed Protective Services.pdf

Partnering Institution

Penn West (Edinboro)

Agreement Type

Local Articulation

Program/Course Area

Early Childhood Development

Uploaded Files

PW-26-00304 Warren County Career Center - Education Articulation Agreement -signed HMA.pdf

Partnering Institution

Penn West (Edinboro)

Agreement Type

Local Articulation

Program/Course Area

Health-Medical Assisting

Uploaded Files

PW-26-00305 Warren County Career Center - BS Medical Imaging signed - HMA.pdf

Partnering Institution

Rosedale

Agreement Type

Local Articulation

Program/Course Area

Auto Body Collision

Uploaded Files

Auto Body Collision.pdf

Partnering Institution

Rosedale

Agreement Type

Local Articulation

Program/Course Area

Building Construction

Uploaded Files

BCO - Construction Electricity.pdf

BCO - Industrial Electricity.pdf

Partnering Institution

Rosedale

Agreement Type

Local Articulation

Program/Course Area

Power Equipment Technology

Uploaded Files

PET - Industry Electricity.pdf

Partnering Institution

Rosedale

Agreement Type

Local Articulation

Program/Course Area

Welding

Uploaded Files

Welding.pdf

Partnering Institution

Thaddeus Stevens

Agreement Type

Local Articulation

Program/Course Area

Welding

Uploaded Files

Warren County Career Center, AWFT, 11.3.25 (1).pdf

Warren County Career Center, WELD, 11.3.25 (1).pdf

Partnering Institution

Thaddeus Stevens

Agreement Type

Local Articulation

Program/Course Area

Information Technology

Uploaded Files

Warren County Career Center, CNSA, 11.3.25 (1).pdf

Partnering Institution

Thaddeus Stevens

Agreement Type

Local Articulation

Program/Course Area

Auto Body Collision

Uploaded Files

Warren County Career Center, COURT, 11.3.25 (1).pdf

Partnering Institution

Thaddeus Stevens

Agreement Type

Local Articulation

Program/Course Area

Pre-Engineering

Uploaded Files

Warren County Career Center, ECAD, 11.3.25 (1).pdf

Partnering Institution

Thaddeus Stevens

Agreement Type

Local Articulation

Program/Course Area

Building Construction

Uploaded Files

Warren County Career Center, RMDL, 11.3.25 (1).pdf

Summary

Strengths

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

Graduation Rate
Industry Recognized Certifications
Part-Time Mathematics tutor employed using Carl D. Perkins Funding
Part-Time English tutor employed using Carl D. Perkins Funding
Part-Time Industrial Aide employed using Carl D. Perkins Funding

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.

Skill Attainment

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
2022-2023 Skill attainment	54% of students scored proficient/advanced compared to 78% for the total population
2023-2024 Skill attainment	63% of students scored proficient/advanced compared to 74% for the total population
2024-2025 Skill Attainment	88% of students scored proficient/advanced compared to 82% for the total population

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
2022-2023 Skill Attainment	73% of students scored proficient/advanced compared to 78% for the total population
2023-2024 Skill Attainment	81% of students scored proficient/advanced compared to 74% for the total population
2024-2025 Skill Attainment	85% of students scored proficient/advanced compared to 82% of the total population

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.

Students with disabilities have continued to improve over the past three years
Students considered economically disadvantaged have improved over the past three years

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.

None noted

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The WCCC is included in the WCSD Special Education Plan
Title 1 Program	NA
Student Services	The WCCC is included in the WCSD Student Services
K-12 Guidance Plan (339 Plan)	The WCCC is included in the WCSD K-12 Guidance Plan
Technology Plan	The WCCC is included in the WCSD Technology Plan
English Language Development Programs	The WCCC is included in the WCSD English Language Development Program

Strengths

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

None Noted

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.

None Noted

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	Exemplary
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	Exemplary
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	Emerging
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

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

Strengths

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

>

Routine collaboration with local businesses, community organizations and 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?

>

Implement evidence-based strategies to engage families to support learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
The WCCC has met/exceeded state graduation expectations for the past three years	True
The WCCC has met/exceeded state non-traditional enrollment expectations for the past year	False
The WCCC has met/exceeded state Industry recognized certification expectations for the past three years.	True
Graduation Rate	True
Industry Recognized Certifications	True
Part-Time Mathematics tutor employed using Carl D. Perkins Funding	True
Students with disabilities have continued to improve over the past three years	False
Part-Time English tutor employed using Carl D. Perkins Funding	True
Part-Time Industrial Aide employed using Carl D. Perkins Funding	False
Students considered economically disadvantaged have improved over the past three years	False
None Noted	False
Routine collaboration with local businesses, community organizations and agencies to meet the needs of the school	True

Challenges

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

Strength	Check for Consideration in Plan
The WCCC Keystone Literature results are below state expectations and have not met negotiated rates for the past three years	False
The WCCC Keystone Algebra results are below state expectations and have not met negotiated rates for the past three years	False
The WCCC Keystone Biology results are below state expectations and have not met negotiated rates for the past year.	False
The WCCC post-program placement (survey) results were below state expectations for the past year.	False
The WCCC skill attainment scores are below the state expectations and have not met negotiated rates for the past three years.	True
Skill Attainment	True

None noted	False
None Noted	False
Implement evidence-based strategies to engage families to support learning	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
The WCCC skill attainment scores are below the state expectations and have not met negotiated rates for the past three years.	Root Cause: Students who change programs or drop the WCCC after 2 years count negatively against overall skill attainment results	True
Skill Attainment	Root Cause: A large percentage of students on full-time COOP perform poorly on testing.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The WCCC has met/exceeded state graduation expectations for the past three years	Efforts from the tutors and guidance ensure all students meet graduation requirements and pass all course work.
The WCCC has met/exceeded state Industry recognized certification expectations for the past three years.	Each student in every program is required to earn a certification. The majority of programs require at least one certification in the first year prior to working in the shop area.
Graduation Rate	Students are monitored annually to ensure they have sufficient credit
Industry Recognized Certifications	WCCC emphasis on certifications is pushed in each program and funded through the WCCC.
Routine collaboration with local businesses, community organizations and agencies to meet the needs of the school	Local industries and agencies strongly support the programs and participate in a variety a meetings. They provide financial support to most programs
Part-Time Mathematics tutor employed using Carl D. Perkins Funding	Math tutor works closely with students to ensure they are passing the required mathematics courses.
Part-Time English tutor employed using Carl D. Perkins Funding	Language arts tutor works closely with students to ensure they are passing the required English courses.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Skill attainment scores will increase by providing remediation following the fall Pre-Nocti exam
	Students planning on participating in COOP will be provided with remediation following the pre-NOCTI exam through the COOP coordinator.

Goal Setting

Priority: Skill attainment scores will increase by providing remediation following the fall Pre-Nocti exam

Outcome Category		
Industry-Based Learning		
Measurable Goal Statement (Smart Goal)		
Skill Attainment results will by 16.88% by providing students will remediation following the Fall Pre-NOCTI.e		
Measurable Goal Nickname (35 Character Max)		
Remediation		
Target Year 1	Target Year 2	Target Year 3
Skill Attainment results will improve by 8.44% by providing remediation following the fall pre-NOCTI exams	Skill attainment results will improve by 8.44% by providing remediation following the fall Pre-Nocti exam.	Skill Attainment results will by 16.88% by providing students will remediation following the Fall Pre-NOCTI.e

Priority: Students planning on participating in COOP will be provided with remediation following the pre-NOCTI exam through the COOP coordinator.

Outcome Category		
Industry-Based Learning		
Measurable Goal Statement (Smart Goal)		
Skill Attainment scores will improve by 16.88% by providing NOCTI remediation following the fall Pre-NOCTI exam.		
Measurable Goal Nickname (35 Character Max)		
COOP testing		
Target Year 1	Target Year 2	Target Year 3
Skill attainment will improve by 8.44% by providing remediation following the fall pre-nocti exam.	Skill attainment will improve by 8.44% by providing remediation following the pre-nocti exam.	Skill Attainment scores will improve by 16.88% by providing NOCTI remediation following the fall Pre-NOCTI exam.

Action Plan

Measurable Goals

Remediation	COOP testing
-------------	--------------

Action Plan For: Remediation from Pre-NOCTI

Measurable Goals:
Skill Attainment results will be 16.88% by providing students with remediation following the Fall Pre-NOCTI.e

Action Step		Anticipated Start Date	Anticipated Completion Date
Students who indicated they will not return to the WCCC for their 12th grade year and/or are switching programs for their 12th grade year will be provided an opportunity to participate in NOCTI testing at the end of their junior year.		2026-04-01	2028-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Guidance	NOCTI testing	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Juniors from specific programs (Welding and Automotive Technology) who plan to participate in COOP will be provided with remediation following the fall pre-nocti exam through the COOP coordinator.		2026-04-01	2028-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
COOP coordinator	NOCTI prep	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Overall NOCTI scores will show an improvement	Perkins annual reporting

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
Remediation from Pre-NOCTI	Students who indicated they will not return to the WCCC for their 12th grade year and/or are switching programs for their 12th grade year will be provided an opportunity to participate in NOCTI testing at the end of their junior year.

COOP NOCTI testing

Action Step		
Students who indicated they will not return to the WCCC for their 12th grade year and/or are switching programs for their 12th grade year will be provided an opportunity to participate in NOCTI testing at the end of their junior year.		
Audience		
WCCC Instructional Staff		
Topics to be Included		
NOCTI preparation		
Evidence of Learning		
Improved overall Skill Attainment results		
Lead Person/Position	Anticipated Start	Anticipated Completion
Guidance	2026-04-01	2028-05-30

Learning Format

Type of Activities	Frequency
Lesson studies	Daily
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Communications Activities

Junior Testing					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Students who anticipate dropping the WCCC or switching programs their senior year.	Information related NOCTI testing and NOCTI test preparation in the program of study	Guidance and Instructor	04/01/2026	06/29/2028

Communications

Type of Communication	Frequency
Presentation	Once per year and as needed due to scheduling changes.

Approvals & Signatures

Uploaded Files

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