Lebanon County CTC
Comprehensive Plan | 2023 - 2026

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		113384307
Address 1		
833 Metro Drive		
Address 2		
City	**State**	**Zip Code**
Lebanon	PA	17042
Chief School Administrator		**Chief School Administrator Email**
Ms Andra Groller		agroller@lcctc.edu
Single Point of Contact Name		
Marilyn Lathrop		
Single Point of Contact Email		
mlathrop@lcctc.edu		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
7172738551		2109
Principal Name		
Alexander DiMarzio		
Principal Email		
adimarzio@lcctc.edu		
Principal Phone Number		**Principal Extension**
7172738551		2139
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Andra Groller	Administrator	Lebanon County Career and Technology Center	agroller@lcctc.edu
Marilyn Lathrop	Administrator	Lebanon County Career and Technology Center	mlathrop@lcctc.edu
Alexander DiMarzio	Administrator	Lebanon County Career and Technology Center	adimarzio@lcctc.edu
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Eric Tanger	Teacher	Lebanon County Career and Technology Center	etanger@lcctc.edu
Robert Corle	Teacher	Lebanon County Career and Technology Center	bcorle@lcctc.edu
Julia Vicente	Community Member	ELCO	jvicente@elcosd.org
Karen Groh	Community Member	Lebanon Valley Chamber President	kgroh@lvchamber.org
Janet Garchinsky	Teacher	Lebanon County Career and Technology Center	jgarchinsky@lcctc.edu
Carrie Boyer	Community Member	Woodland Contractors, Inc	cboyer@woodlandcontractors.com
Michael Gerhart	Administrator	ELCO School District	mgerhart@elcosd.org
Lauren Holubec	Community Member	Emerge Education, LLC, Senior VP	lholubec@emergeedu.com

LEA Profile

The Lebanon County Career and Technology Center began the planning process in the Fall of 2022. The Comprehensive Planning Team and subcommittees will meet periodically from October through the end of February. The Joint Operating Committee is also updated at the monthly board meetings. All meetings take place at the Lebanon County Career and Technology Center. The Administrative Director has the responsibility for coordinating the planning process.

Mission and Vision

Mission

Our mission is to provide all students with quality career and technical education that prepares students for high skill, innovative, and in-demand occupations to be career ready in a global economy.

Vision

Our vision is to lead the transformation and expansion of career and technical pathways, continuously improving and diversifying educational offerings, bridging the gap between evolving industries and skilled talent.

Educational Values

Students

Students will provide feedback on their programs and other specific courses that would be important to future students. Students will provide input on the support services offered and what supports are beneficial to CTC students. Students will be career and college ready to participate in the global world upon graduation. Students will be prepared to enter the workforce with technical and employability skills to be successful.

Staff

Continuous improvement on curriculum and method of delivery of tasks. Continuously improve teaching skills to improve instruction and student learning through conferences, webinars, workshops, and visiting trade related colleagues. Maintain strong connections with Business, Industry, and Post-secondary. Develop work-based learning activities for all students - shadowing, internships, clinicals, externships and cooperative education. Provide continuous professional development for teachers to stay current in the field.

Administration

Administration will base financial decisions on providing the best education for all students while being good stewards of taxpayer money. Administration will continuously provide support to all Staff and Students, promoting a positive culture with continuous collaboration for improvement. Advocate for expanding career and technical education opportunities for Lebanon County students from legislative action to conversations with school districts, families, students, businesses, and community organizations. Ensure equitable access to our programs to all students in all participating districts and attempt to increase opportunities in areas where demand is great. Engage with local businesses to understand their workforce needs and to support them as much as possible.

Parents

Survey parents to learn what programs they would like to see offered at the CTC Provide input on their child's time at the CTC and how we can improve. Maintain communication with Lebanon County CTC Staff to support the student's learning goals and objectives.

Community

Awareness of the programs and benefits CTC students provide to the local and global workforce in supporting their employment needs. Community support and collaboration in fostering collaborative and productive relationships.

Other (Optional)

Work with participating districts to understand Career and Technical Education, Lebanon CTC mission, vision, goals and program content to support CTE students. Advocate for expanding career and technical education opportunities for students from legislative action to conversations with school districts, families, students, businesses, and community organizations. Ensure equitable access to our programs to all students in all participating districts and attempt to increase opportunities in areas where demand is great. Engage with local businesses to understand their workforce needs and attempt to support them as much as possible. Continue to establish operations at Lebanon CTC in accordance with PA School Code, JOC Policies, and other legal requirements as well as continuously improve our efficiency and effectiveness.

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	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Career Benchmark Standards	95.56% of our students are meeting this standard. Students' complete industry certifications.

Challenges

Indicator	Comments/Notable Observations
Industry Based Learning	
Regular Attendance	There is regular communication with the six sending districts and parents, and student attendance plans are put into place to help improve attendance.

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

Strengths

Indicator Benchmark Standards **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 100% of economically disadvantaged students met career benchmarks
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator	**Comments/Notable Observations**

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

Challenges

Indicator	Comments/Notable Observations
Indicator Attendance **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Attendance is lowest for economically disadvantaged students.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

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.

100% of economically disadvantaged students met career benchmarks

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.

Attendance is lowest for economically disadvantaged students.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Scores reflect the 22-23 School Year: Public Speaking Skills Unit • 100% scored 80% or higher	Students are gaining skills to communicate effectively in their respective industries.
Technical Writing Skills Unit • 95% scored 70% or higher	Resumes, business letters, proposals, and similar skills. The majority of students are successful in this area.
Employability Skills Unit • 100% scored 90% or higher	Students are gaining skills that make them employable.
Entrepreneur Unit • 96% scored 75% or higher	Students are gaining skills that will open up leadership opportunities in their industries.

English Language Arts Summary

Strengths

Students are gaining skills to communicate effectively in their respective industries.
Resumes, business letters, proposals, and similar skills. The majority of students are successful in this area.
Students are gaining skills that make them employable.
Students are gaining skills that will open up leadership opportunities in their industries.

Challenges

English course is on track providing CTC students necessary skills to succeed for College and Career readiness.

Mathematics

Data	Comments/Notable Observations
23-24 1st Semester Data (2023 - 24) Applied Math - 6/6 passed (100%) - All 6 had A's - Class average =95%	Applied math is on track and students are meeting goals.
Geometry - 6/6 passed (100%) - A = 2 , B = 2 , C = 1 , D =1 - Class average = 81.3%	Geometry is on track and students are meeting goals.
Algebra 2 - 1/1 passes (100%) - Student earned an A - Class average = 92%	Algebra 2 is on track and students are meeting goals.
Prob & Stats - 3/3 passed (100%) - A = 2 , C = 1 - Class average = 87.7%	Probability and Statistics are on track and students are meeting goals.

Mathematics Summary

Strengths

All students passed their math courses, which are self-paced and individually focused.
Programs have begun taking advantage of the personal finance seminars.

Challenges

All students are meeting math goals. No changes are needed to the math instruction at this time.

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
All 358 seniors attended college and career fair annually in October with over 100 vendors combined including post-secondary institutions and military representatives.	This has grown each year with additional vendors. This year counselors added an assignment which included questions to ask college admissions and business representatives to learn from and engage with them.
Post-Secondary Planning: All seniors attending full day participate in 1-1 college and career counseling appointment with the counselors. Half day students have the option of also meeting with the counselors.	Counselors commented that seniors often come to them unprepared and unsure of their future college and career goals and interests. The result of meeting is students leave with clearer goals and many return for additional support meetings.
Work Based Learning: 40 students are participating in co-op this year and over 50 are participating in job shadowing experiences.	
Over 20 students participated in a FAFSA workshop and a mini session discussing life after high school including job interviewing and dressing for a job interview	
Over 40 students participated in a workshop for college/scholarship essay writing and resume building	Counselors would like to add mock interview workshops for all students.
Financial Literacy: This workshop is coordinate an 8 week session first semester, and then the math teacher provides additional education.	
Colleges and Military branches present to students throughout the year to share opportunities.	
2023 Graduate Survey Post Secondary Survey: 50% entered workforce, 37% pursued post-secondary education, 8% enlisted in the military, 5% were undecided.	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI Scores	2023-2024 School Year: 174 students earned advanced and 104 achieved competent on the NOCTI exam

Program Completers- CTE ACS 558 students completed 50% or more of the required hours and tasks for their respective programs in the 22-23 school year. 212 students completed their programs and graduated.	
Certifications and Credentials: We were underreporting certifications and credentials. This year we are focused on capturing all certifications and credentials being completed and on submitting requests for additional ones to be recognized by PDE, as well as ensuring all students leave with a credential.	
Autobody Collision & Repair Technology 47.0603	In the 23-24 school year, students earned a combined total of 268 credentials including ICAR certifications Part I & II and OSHA. Three students earned competent and nine earned advanced on the NOCTI. 24-25 enrollment: over-enrolled
Automotive Technology 47.0604	In the 23-24 school year, students earned a combined total of 113 credentials including Emissions, Safety, Valvoline Motor Oil S/P2 and S/P2 Safety and Pollutions Prevention, Lifting it Right, WD40 and Valvoline Motor Oil and Motor Fluids. Two students earned competent and five earned advanced on the NOCTI. 24-25 enrollment: over-enrolled
Carpentry 46.0201	In the 23-24 school year, students earned a combined total of 44 credentials including Step Ladder, Single and Extension Ladder, and the Pennsylvania Builders Association Certificate. Three students earned competent and twelve earned advanced on the NOCTI. 24-25 enrollment: over-enrolled
Commercial Art and Design-Commercial & Advertising Art 50.0402	In the 23-24 school year, students earned a combined total of 28 credentials including Adobe Certified Associate Visual Communication using Adobe Photoshop, Adobe Certified Visual Communication Using Adobe Illustrator, Adobe Certified Print and Design Media Publication. Five students earned competent and eight earned advanced on the NOCTI. 24-25 enrollment: full
Cosmetology 12.0401	In the 23-24 school year, students earned a combined total of 36 credentials including Barbicide Certification and OSHA 10 Careersafe. Eight out of nine earned advanced on the NOCTI. 24-25 enrollment: over-enrolled
Culinary Arts- Institutional Food Workers 12.0508	In the 23-24 school year, students earned a combined total of

	205 credentials including OSHA, CFC, Servsafe Food Handler, Beef Certification, Interview Skills, communication Skills, Time Management, Cybersecurity Essentials, Teamwork, Written Communication, Materials Management, Personal Financial Management, Human Resource Management, Lamb Certification, PSU Nutrition 101, Roubxbe Egg Course, Servsafe Allergen, Lentil Certification, and Critical Thinking. Four earned competent and seven out of nineteen earned advanced on the NOCTI. 24-25 enrollment: full
Dental Assistant 51.0601	In the 23-24 school year, students earned a combined total of 61 credentials including OSHA, Adult CPR, Bloodborne and Airborne Pathogens, and Radiation Health & Safety. Three earned competent and five out of nineteen earned advanced on the NOCTI. 24-25 enrollment: 2 openings
Diesel Truck Technology- Medium & Heavy Vehicle & Truck Technology 47.0613	In the 23-24 school year, students earned a combined total of 98 credentials including Snap On Meter, Certified Emissions Inspector, Certified Safety Inspector cat I, S/P2 Safety and Pollution Preventions, Valvoline Motor Oil, WD 40, and S/P2 Automotive. Twelve out of thirteen earned advanced on the NOCTI. 24-25 enrollment: over-enrolled
Electrical- Electrical & Power Transmission Installers, Other 46.0399	In the 23-24 school year, students earned a combined total of 129 credentials including OSHA, Step Ladder, Single and Extension Ladder, Articulated Ladder, Mobile Ladder, First Aid and CPR, AED. Three earned competent and nine out of thirteen earned advanced on the NOCTI. 24-25 enrollment: over-enrolled
Electromechanical Technology/Electromechanical Engineering Technology 15.0403	In the 23-24 school year, students earned a combined total of 29 credentials including OSHA and Snap On Meter. Five earned competent and four out of nine earned advanced on the NOCTI. 24-25 enrollment: 1 opening
Health Careers Technology- Health/Medical Assisting Services, Other 51.0899	In the 23-24 school year, students earned a combined total of 257 credentials including OSHA, Adult CPR, Infant and Child CPR AED, First Aid, Stop the Bleed . Twelve earned competent and five out of twenty-nine earned advanced on the NOCTI. 24-25 enrollment: over-enrolled

Landscape and Horticulture- Applied Horticulture 01.0601	In the 23-24 school year, students earned a combined total of 25 credentials including OSHA Certification Agriculture. Three earned competent and two out of nine earned advanced on the NOCTI. 24-25 enrollment: full
Law Enforcement and Security- Criminal Justice/Police Science 43.0107	In the 23-24 school year, students earned a combined total of 552 credentials including OCAT, NIMS IS 100, 200, 700, and 800 Series, SALT Mass Casualty Triage, Naloxone Training Act 139, Stop the Bleed, and Act 31 Child Abuse Training. Fourteen earned competent and twenty-seven out of forty-two earned advanced on the NOCTI. 24-25 enrollment: over-enrolled
Masonry 46.0101	In the 23-24 school year, students earned a combined total of 37 credentials including OSHA 40, Step Ladder, Single and Extension Ladder, Articulated Ladder, and Mobile Ladder. Two earned competent and four out of seven earned advanced on the NOCTI. 24-25 enrollment: full
Media Communications- Cinematography & Film/Video Production 50.0602	in the 23-24 school year, students earned a combined total of 56 credentials including Adobe Certified Associates Visual Communication, Video Certification, Digital Video Using Adobe, Interview Skills, and Adobe Premiere. Six students earned competent and seven earned advanced on the NOCTI. 24-25 enrollment: 15 openings This enrollment is not typical for this program.
Medical Assistant 51.0801	In the 23-24 school year, students earned a combined total of 178 credentials including Certified Clinical Medical Assistant OSHA Healthcare, Adult & Pediatric First Aid & CPR, and Stop the Bleed. Fourteen earned competent and nine out of twenty-three earned advanced on the NOCTI. 24-25 enrollment: over-enrolled
Network Technology-o Computer Systems Networking & Telecommunications 11.0901	In the 23-24 school year, students earned a combined total of 36 credentials including OSHA, PC Pro, Network Pro LabSim. Two earned competent and nine out of nineteen earned advanced on the NOCTI. 24-25 enrollment: 6 openings
Pastry Arts- Baking & Pastry Arts/Baker/Pastry Chef 12.0501	In the 23-24 school year, students earned a combined total of 186 credentials including OSHA 10, ServSafe/Manager Food Safety, Pro-Start National Certificate, Servsafe Allergen, CFPC,

	Critical Thinking, Interview Skills, Communication Skills, Time management, Cybersecurity Essentials for Work, Written Communication, Materials management, Personal Financial Management, Workplace Financial Management, Lamb Certification, Lentil Certification Course, PSU Nutrition 101, Rouxbe Egg Course, Beef Certification . Eight out of thirteen earned advanced on the NOCTI. 24-25 enrollment: 4 openings
Plumbing/Heating/Air Conditioning- Plumbing Technology/Plumber 46.0503	In the 23-24 school year, students earned a combined total of 61 credentials including OSHA, Adult CPR, Bloodborne and Airborne Pathogens, and Radiation Health & Safety. Three earned competent and five out of nineteen earned advanced on the NOCTI. 24-25 enrollment: over-enrolled
Precision Machining- Machine Tool Technology/Machinist 48.0501	In the 23-24 school year, students earned a combined total of 213 credentials including OSHA, Interview Skills, Time Management, Titan CAD 1-10M, Titan CAD 84L-93L, Titan CAM 1M-9M. Eight out of twelve earned the NIMS Machining Level Measurement, Materials and Safety certification. 24-25 enrollment: Full
Sports Therapy Sciences- Rehabilitation Aide 51.2604	In the 23-24 school year, students earned a combined total of 128 credentials including OSHA Healthcare, Concussion Wise, Cardiac Wise, Heat Wise, and Stop the Bleed. Six earned competent and nine out of nineteen earned advanced on the NOCTI. 24-25 enrollment: Full
Welding Technology/Welder 48.0508	In the 23-24 school year, students earned a combined total of 29 credentials including OSHA. Thirteen earned competent and one out of fifteen earned advanced on the NOCTI. 24-25 enrollment: over-enrolled

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.

Programs have had significant increases to industry credentials earned.
Enrollment in the majority of programs has increased to full and multiple programs have waiting lists.
The majority of students are earning competent or advanced on the NOCTI exam.
Students are well prepared for high skill, innovative, and in-demand occupations and career and college ready when successful in earning industry credentials.

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.

We were underreporting certifications and credentials. This year we are focused on capturing all certifications and credentials being completed and on submitting requests for additional ones to be recognized by PDE, as well as ensuring all students leave with a credential.
Some industry credentials earned are not yet recognized by PDE.
Increasing enrollment in the lower interest area occupations

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Future Ready PA Index has listed "Data Does Not Apply" to all student groups in English, Math/Algebra, Science/Biology for state assessments, meeting annual academic growth expectations for PVAAS.	CTC Students take Keystone exams at their home districts.
Future Ready PA Index has listed "Data Does Not Apply" to all student groups in English language growth and attainment.	Sending districts provide all ELD services to students.
In Future Ready PA Index, there was an insufficient sample of EL's for the group breakdown of regular attendance in this category.	
Sample for Industry-Based learning is insufficient. Statewide performance standard is 96.1%	
Future Ready Index Enrollment data: 3.6% English Learners	

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready PA Index has listed "Data Does Not Apply" to all student groups in English, Math/Algebra, Science/Biology for state assessments, meeting annual academic growth expectations for PVAAS.	CTC Students take Keystone exams at their home districts.
In the Future Ready PA Index students with disabilities have about 60.9% attendance, which does not meet the target of 94.1%.	
Future Ready PA Index: Not meeting statewide goal or interim target for Career Standards Benchmarks at 91.5%, this is a decrease from the previous year's performance. Statewide Performance Standard is 98%.	
Industry-based learning measure for students with disabilities is 89%, which meets or exceeds the interim target but is down from the previous year. Statewide performance standard is 96.1%. 43.9% of	

students with disabilities earned advanced on industry-based competency assessments.	
Rigorous Courses of Study: statewide average is 79.6% there is no statewide performance standard. Students with disabilities earned 90.2%	
Future Ready Index Enrollment data: 29.8% Special Education	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready PA Index has listed "Data Does Not Apply" to all student groups in English, Math/Algebra, Science/Biology for state assessments, meeting annual academic growth expectations for PVAAS.	CTC Students take Keystone exams at their home districts.
In the Future Ready PA Index economically disadvantaged students have about 57.3% attendance, which does not meet the target of 94.1%.	
Future Ready PA Index: Meets or exceeds statewide goal standards for Career Standards Benchmarks at 100%, maintained level performance from the previous year. Statewide Performance Standard is 98%.	
Industry-based learning measure for students with disabilities is 97.4%, which meets or exceeds the statewide goal and is an increase from the previous year. Statewide performance standard is 96.1%. 51.3% of economically disadvantaged students earned advanced on industry-based competency assessments.	
Rigorous Courses of Study: statewide average is 79.6% there is no statewide performance standard. Economically disadvantaged students earned 93.4%	
Future Ready Index Enrollment data: 23.1% Economically Disadvantages	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	In the Future Ready PA Index Hispanic students have about 60% attendance, which does not meet the target of 94.1%.

	Future Ready PA Index: Meets or exceeds standards for Career Standards Benchmarks at 98.4%, this is a decrease from previous years. Statewide Performance Standard is 98%. Industry-based learning measure for students with disabilities is 90.1%, which meets or exceeds the interim target but is down from the previous year. Statewide performance standard is 96.1%. 36.6% of Hispanic students with disabilities earned advanced on industry-based competency assessments. Rigorous Courses of Study: statewide average is 79.6% there is no statewide performance standard. Hispanic Students earned 93%. Future Ready Index Enrollment data: 22.5%
White	In the Future Ready PA Index white students have about 75.7% attendance, which does not meet the target of 94.1%. Future Ready PA Index: Meets or exceeds interim targets for Career Standards Benchmarks at 94.9%; this is a decrease from previous years. Statewide Performance Standard is 98%. Industry-based learning measure for students with disabilities is 95.6%, which meets or exceeds the interim target goal and is an increase from the previous year. Statewide performance standard is 96.1% 52.7% of white students earned advanced on industry-based competency assessments. Rigorous Courses of Study: statewide average is 79.6% there is no statewide performance standard. White students earned 93.7%
2 or More Races	In the Future Ready PA Index combined ethnicity students about 60.7% attendance, which does not meet the target of 94.1%. Future Ready PA Index: Meets or exceeds interim target for Statewide goal Career Standards Benchmarks at 97.3%, this is a decrease from the previous year's performance. Statewide Performance Standard is 98%. There is insufficient data for this group regarding industry based learning measures. Future Ready Index Enrollment data: .9%
Asian	Future Ready Index Enrollment data: .6%
Hawaiian/Pacific Islander	Future Ready Index Enrollment data: .2%

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.

We employ two learning facilitators, a bilingual paraprofessional and two addition paraprofessionals to provide support to students with special needs, English Language learners and economically disadvantaged. Students' home school districts provide core support for writing IEPs, specialist services, social services, and English Language Development.
Districts employs two special education teachers and additional specialists from IU13 to provide support at the CTC for full day itinerant learning support and emotional support students, as well as bi-weekly autistic support. The social worker and psychologist are present 1-2 times a week.

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.

Overall insufficient data was available in the PA Future Ready Index for English Language Learners. Communication and collaboration with sending districts would help us to best plan for and serve these students.
Students with disabilities have a need in the area of attendance. In order to improve attendance, the CTC works with the IEP teams and the sending districts to come up with individual plans to meet their needs and goals. Lebanon County CTC also collaborates with an outside provider who provides therapeutic support on the school premises. In addition, the principal and counselors work together on SAPE plans.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	NA
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

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

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.

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	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	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	Emerging
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	Emerging

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 Data Analysis
Student Industry Certifications
Restorative Practices

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?

Regular Attendance
Improve Communication
Continuous Improvement

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
100% of economically disadvantaged students met career benchmarks	True
Students are gaining skills to communicate effectively in their respective industries.	True
Resumes, business letters, proposals, and similar skills. The majority of students are successful in this area.	True
Students are gaining skills that make them employable.	True
Students are gaining skills that will open up leadership opportunities in their industries.	True
All students passed their math courses, which are self paced and individually focused.	True
Programs have had significant increases to industry credentials earned.	True
Enrollment in the majority of programs has increased to full and multiple programs have waiting lists.	True
The majority of students are earning competent or advanced on the NOCTI exam.	True
We employ two learning facilitators, a bilingual paraprofessional and two addition paraprofessionals to provide support to students with special needs, English Language learners and economically disadvantaged. Students' home school districts provide core support for writing IEPs, specialist services, social services, and English Language Development.	True
Districts employs two special education teachers and additional specialists from IU13 to provide support at the CTC for full day itinerant learning support and emotional support students, as well as bi-weekly autistic support. The social worker and psychologist are present 1-2 times a week.	True
Students are well prepared for high skill, innovative, and in-demand occupations and career and college ready when successful in earning industry credentials.	True
NOCTI Data Analysis	True
Student Industry Certifications	True
Restorative Practices	True
Programs have begun taking advantage of the personal finance seminars.	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
Attendance is lowest for economically disadvantaged students.	True
English course is on track providing CTC students necessary skills to succeed for College and Career readiness.	True
All students are meeting math goals. No changes are needed to the math instruction at this time.	True
We were underreporting certifications and credentials. This year we are focused on capturing all certifications and credentials being completed and on submitting requests for additional ones to be recognized by PDE, as well as ensuring all students leave with a credential.	True
Some industry credentials earned are not yet recognized by PDE.	True
Increasing enrollment in the lower interest area occupations	True
Overall insufficient data was available in the PA Future Ready Index for English Language Learners. Communication and collaboration with sending districts would help us to best plan for and serve these students.	True
Students with disabilities have a need in the area of attendance. In order to improve attendance, the CTC works with the IEP teams and the sending districts to come up with individual plans to meet their needs and goals. Lebanon County CTC also works with an outside provider who provides therapeutic support on the school premises. In addition, the principal and counselors work together on SAPE plans.	True
Regular Attendance	True
Continuous Improvement	True
	True
Improve Communication	True

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.

A curriculum committee for addressing program needs, continued restorative practices in the classroom, student attendance improvement plan and parent engagement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Attendance is lowest for economically disadvantaged students.	Counselors and Principal will meet bi-monthly with all students who have irregular attendance patterns. A SAIP will be completed for the student with regular check ins by the counselors.	True
We were underreporting certifications and credentials. This year we are focused on capturing all certifications and credentials being completed and on submitting requests for additional ones to be recognized by PDE, as well as ensuring all students leave with a credential.		True
English course is on track providing CTC students necessary skills to succeed for College and Career readiness.		False
All students are meeting math goals. No changes are needed to the math instruction at this time.		False
Some industry credentials earned are not yet recognized by PDE.		False
Increasing enrollment in the lower interest area occupations		False
Overall insufficient data was available in the PA Future Ready Index for English Language Learners. Communication and collaboration with sending districts would help us to best plan for and serve these students.		False
Students with disabilities have a need in the area of attendance. In order to improve attendance, the CTC works with the IEP teams and the sending districts to come up with individual plans to meet their needs and goals. Lebanon County CTC also works with an outside provider who provides therapeutic support on the school premises. In addition, the principal and counselors work together on SAPE plans.	Continue attendance discussions with staff from the LEA and work together on a SAIP.	False
Regular Attendance	Improve communication to parents from the school and teacher.	True

Continuous Improvement	Provide professional development the instructors and student support staff on varied instructional strategies, developing assessments based on data analysis of pre and post NOCTI and POS task analysis of current lessons and competency guides.	True
		False
Improve Communication		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
100% of economically disadvantaged students met career benchmarks	
We employ two learning facilitators, a bilingual paraprofessional and two addition paraprofessionals to provide support to students with special needs, English Language learners and economically disadvantaged. Students' home school districts provide core support for writing IEPs, specialist services, social services, and English Language Development.	
Districts employs two special education teachers and additional specialists from IU13 to provide support at the CTC for full day itinerant learning support and emotional support students, as well as bi-weekly autistic support. The social worker and psychologist are present 1-2 times a week.	
Students are gaining skills to communicate effectively in their respective industries.	
Resumes, business letters, proposals, and similar skills. The majority of students are successful in this area.	
Students are gaining skills that make them employable.	
Students are gaining skills that will open up leadership opportunities in their industries.	
All students passed their math courses, which are self-paced and individually focused.	
Programs have had significant increases to industry credentials earned.	
Enrollment in most programs has increased to full and multiple programs have waiting lists.	
Most students are earning competent or advanced on the NOCTI exam.	Continue data analysis of NOCTI pre and post testing.
Students are well prepared for high skill, innovative, and in-demand occupations and career and college ready when successful in earning industry credentials.	Provide students a Work Based Learning opportunity through clinicals, job shadows, internships, externships and Cooperative Learning.

NOCTI Data Analysis	Continuously review the NOCTI data to see strengths and growth areas.
Student Industry Certifications	Improve student industry certifications on a local, state and national level.
Restorative Practices	All teachers use restorative practices weekly in their classrooms.
Programs have begun taking advantage of the personal finance seminars.	Continue Math seminars developed by our Math Instructor for all programs, whether financial math or program specific Math.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Work with families and participating districts to improve attendance.
	Continue to work with CSIU to ensure all certifications are uploaded to their respective programs.
	Improve attendance through the use of a SAIP in conjunction with the participating districts.
	Provide professional development to continuously improve instruction for student learning.

Goal Setting

Priority: Improve attendance through the use of a SAIP in conjunction with the participating districts.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
The CTC will improve student attendance through a SAIP and staff intervention by 5%.		
Measurable Goal Nickname (35 Character Max)		
Attendance		
Target Year 1	**Target Year 2**	**Target Year 3**
The CTC will review current SAIP and set expectations for the school year to improve by 2%.	The CTC will review current SAIP and set expectations for the school year to improve by 4%.	The CTC will improve student attendance through a SAIP and staff intervention by 5%.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
The CTC will provide additional student support with an emphasis on issues related to attendance and social and emotional learning.		
Measurable Goal Nickname (35 Character Max)		
Student Support		
Target Year 1	**Target Year 2**	**Target Year 3**
The CTC will provide additional student support with an emphasis on issues related to attendance and social and emotional learning.	The CTC will provide additional student support with an emphasis on issues related to attendance and social and emotional learning.	The CTC will provide additional student support with an emphasis on issues related to attendance and social and emotional learning.

Priority: Provide professional development to continuously improve instruction for student learning.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
Instructors will modify and develop lessons to meet the needs of all student learners.
Measurable Goal Nickname (35 Character Max)
Lessons

Target Year 1	Target Year 2	Target Year 3
Instructors will modify and develop lessons to meet the needs of all student learners.	Instructors will modify and develop lessons to meet the needs of all student learners.	Instructors will modify and develop lessons to meet the needs of all student learners.

Outcome Category		
Essential Practices 4: Foster Quality Professional Learning		
Measurable Goal Statement (Smart Goal)		
Professional Development days will provide teachers with time and training on improving instructional strategies, writing effective lessons, literacy and math development within lessons and task assessments.		
Measurable Goal Nickname (35 Character Max)		
Professional Development		
Target Year 1	**Target Year 2**	**Target Year 3**
		Professional Development days will provide teachers with time and training on improving instructional strategies, writing effective lessons, literacy and math development within lessons and task assessments.

Priority: Work with families and participating districts to improve attendance.

Priority: Continue to work with CSIU to ensure all certifications are uploaded to their respective programs.

Action Plan

Measurable Goals

Attendance	Student Support
Lessons	Professional Development

Action Plan For: Continuous Improvement - Attendance

Measurable Goals:
• The CTC will improve student attendance through a SAIP and staff intervention by 5%.

Action Step		Anticipated Start/Completion Date	
SAIP development		2024-08-26	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Principal, Counselor, Attendance Office	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Review of SAIP each quarter	Principal, Counselors and District Personnel - Monthly using a SAIP.

Action Plan For: Continuous Improvement-Student Support

Measurable Goals:
• The CTC will provide additional student support with an emphasis on issues related to attendance and social and emotional learning.

Action Step		Anticipated Start/Completion Date	
SAP Referral process and Special Services		2024-08-26	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Alex DiMarzio, Principal	Collaboration and communication with SAP committee, SAP liaison, school counselors, contracted school-based counselors, and social workers	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Data on identified student needs and use of resources offered	SAP committee meets weekly to review student data.

Action Plan For: Professional Development

Measurable Goals:
• Professional Development days will provide teachers with time and training on improving instructional strategies, writing effective lessons, literacy and math development within lessons and task assessments.

Action Step		Anticipated Start/Completion Date	
Professional development will be provided based upon research and evidence based instructional practices and strategies with ongoing implementation support.		2024-08-20	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Marilyn Lathrop, Assistant Director	Instructional Coach, Outside PD providers including IU13, access to resources, feedback from administrators to teachers	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will create more effective lesson plans and students will have increased learning and understanding.	Administrators will monitor provision and implementation of professional development. Instructional coach will provide follow up support and resources. Professional Development is provided during planned in-service and ACT 80 days, as well as individually in coaching sessions as requested by the teachers. Methods used will be in-person and online presentation of sessions.

Action Plan For: Lesson Planning

Measurable Goals:
• Instructors will modify and develop lessons to meet the needs of all student learners.

Action Step		Anticipated Start/Completion Date	
Teachers will integrate differentiated instruction into lesson plans based upon identified student needs and learning styles.		2024-08-20	2025-05-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Marilyn Lathrop, Assistant Director	Instructional Coach, Special Populations Coordinator and Facilitators, Differentiated Instruction strategies, Professional Development, Feedback from administrators	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will provide differentiated instruction and students with learning needs will increase their success rate on classroom assignments and assessments.	Administrators will review lesson plans on an ongoing basis and provide feedback to teachers. Instructional Coach and Special Populations staff will provide teachers with additional support in identifying student needs and goals, and implementing strategies into their instruction.

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
Professional Development	Professional development will be provided based upon research and evidence based instructional practices and strategies with ongoing implementation support.
Lesson Planning	Teachers will integrate differentiated instruction into lesson plans based upon identified student needs and learning styles.

Language and Literacy Acquisition for All Students

Action Step
• Professional development will be provided based upon research and evidence based instructional practices and strategies with ongoing implementation support.
Audience
All teachers
Topics to be Included
Writing strategies for CTE, research and evidence based instructional strategies, Language and Literacy acquisition for ELLs
Evidence of Learning
Teachers will apply the strategies in their lesson plans and instructional practice. Examples of student work and progress.

Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Director	2024-08-20	2027-06-04

Learning Format

Type of Activities	Frequency
Workshop(s)	Sessions during In-service and Act 80 days
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency

Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As requested by individual teachers
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Universal Design for Learning

Action Step		
• Teachers will integrate differentiated instruction into lesson plans based upon identified student needs and learning styles.		
Audience		
All teachers		
Topics to be Included		
Universal Design for Learning strategies		
Evidence of Learning		
Implementation into planning and instruction		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Director	2024-08-20	2027-06-04

Learning Format

Type of Activities	**Frequency**
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As requested by teacher need
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students	
• 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Integrating ELL's into Curriculum Planning

Action Step
• Teachers will integrate differentiated instruction into lesson plans based upon identified student needs and learning styles.
Audience
All Teachers
Topics to be Included
How to integrate and include various needs and strategies for ELLs into the curriculum

Evidence of Learning		
Lesson Plans and Instructional Activities		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Director	2024-08-20	2027-06-04

Learning Format

Type of Activities	Frequency
Workshop(s)	Once a year during in-service
Observation and Practice Framework Met in this Plan	

- 2b: Establishing a Culture for Learning
- 1b: Demonstrating Knowledge of Students
- 2a: Creating an Environment of Respect and Rapport
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction

This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

PCCD Trauma Informed Training

Action Step
• Professional development will be provided based upon research and evidence based instructional practices and strategies with ongoing implementation support.
Audience
All teachers and staff
Topics to be Included
School Safety and Security Measures
Evidence of Learning
Successful completion of assessment and observation of practice

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal	2024-08-20	2027-06-04

Learning Format

Type of Activities	Frequency
Course(s)	Once per year
Observation and Practice Framework Met in this Plan	

• 2e: Organizing Physical Space
• 2d: Managing Student Behavior
• 2a: Creating an Environment of Respect and Rapport
This Step Meets the Requirements of State Required Trainings
At Least 1-hour of Trauma-informed Care Training for All Staff

ALICE Training

Action Step
• Professional development will be provided based upon research and evidence based instructional practices and strategies with ongoing implementation support.
Audience
All staff
Topics to be Included
Behavior awareness, response to intruder in the building, safety and security measures
Evidence of Learning
Observation of Teachers and Staff during drills and discussion

Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2024-08-20	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	Once per year during in-service
Observation and Practice Framework Met in this Plan	
• 2e: Organizing Physical Space	
• 2d: Managing Student Behavior	
• 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Introduction to Professional Ethics

Action Step
• Professional development will be provided based upon research and evidence based instructional practices and strategies with ongoing implementation support.
Audience

New Teachers
Topics to be Included
PA Code for Professional Ethics and Conduct for Educators
Evidence of Learning
Discussion and response on situations and scenarios

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Director	2024-08-20	2027-06-04

Learning Format

Type of Activities	**Frequency**
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Once per year
Observation and Practice Framework Met in this Plan	
• 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	

Policies and Procedures

Action Step
• Professional development will be provided based upon research and evidence based instructional practices and strategies with ongoing implementation support.
Audience
Teachers
Topics to be Included
Review board policies annually with staff
Evidence of Learning
Observation and Discussion

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director	2024-08-20	2027-06-04

Learning Format

Type of Activities	**Frequency**
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
• 4f: Showing Professionalism	

This Step Meets the Requirements of State Required Trainings
Professional Ethics

Professional Ethics for Educators

Action Step
• Professional development will be provided based upon research and evidence based instructional practices and strategies with ongoing implementation support.
Audience
Professional Staff
Topics to be Included
PA Code of Professional Practice and Conduct for Educators, Professional Competence, Students and Boundaries, Responsibility to the Community, Ethical Use of Technology, PA Educator Discipline Act
Evidence of Learning
Final Assessment on Vector

Lead Person/Position	Anticipated Start	Anticipated Completion
Director	2024-08-20	2027-06-04

Learning Format

Type of Activities	Frequency
Course(s)	Once
Observation and Practice Framework Met in this Plan	
• 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Book Study on Belonging

Action Step
• Professional development will be provided based upon research and evidence based instructional practices and strategies with ongoing implementation support.
Audience
Professional Staff
Topics to be Included
Exploring pathways to create a culture of belonging
Evidence of Learning

Observation and discussion		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Director	2024-08-20	2027-06-04

Learning Format

Type of Activities	Frequency
Book study	Once Per Month
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning • 2a: Creating an Environment of Respect and Rapport • 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Restorative Practices

Action Step		
• Teachers will integrate differentiated instruction into lesson plans based upon identified student needs and learning styles.		
Audience		
New Teachers and Staff		
Topics to be Included		
Restorative Circles, Small Groups, Individual Meetings, Impromptu Meetings, Restorative Conferences		
Evidence of Learning		
Observation of Practice		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Director	2024-08-20	2027-06-04

Learning Format

Type of Activities	Frequency
Workshop(s)	2 Workshop Sessions
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	

Common Ground: Culturally Relevant Sustaining Education

Understanding and Integrating ELL Culture into the Curriculum

Action Step
• Teachers will integrate differentiated instruction into lesson plans based upon identified student needs and learning styles.
Audience
Professional Staff
Topics to be Included
English Language Development and English Language Learners, Cultures and Curriculum
Evidence of Learning
Lesson Plans and Observed Practice

Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Director	2024-08-20	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	Once per year
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Structured Literacy for CTE Teachers

Action Step
• Teachers will integrate differentiated instruction into lesson plans based upon identified student needs and learning styles.
Audience
Teachers holding certifications in: Early Childhood, Elementary-middle level, Special Education-PK12, English as a Second Language, and Reading Specialist.
Topics to be Included
As outlined in Chapter 49 (22 Pa. Code § 49.1), training shall address but not be limited to: • Evidence-based intervention practices on structured literacy • Explicit and systematic instruction in phonological and phonemic awareness • The alphabetic principle, encoding and decoding, fluency and vocabulary • Reading comprehension building content knowledge

Evidence of Learning		
Observation and Practice, Lesson Plans		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Director	2024-08-20	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	Twice Per Year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications Activities

SAIP Development					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• SAIP development	Relevant Student, parents/guardians, counselors, sending school attendance staff	Reason for absences-approved, and unapproved, Expectations of Attendance, possible supports and solutions, potential repercussions for ongoing illegal absences	Principal	08/26/2024	06/11/2027

Communications

Type of Communication	Frequency
Letter	As needed based upon accumulated student absences
Email	As needed based upon accumulated student absences

Student Support					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• SAP Referral process and Special Services	Relevant Student, parents/guardians, counselors	Reason for Referral, Student Services available, provider of services/agency, permission forms, information on school based counseling and social worker services to support student needs	Principal	08/26/2024	06/11/2027
Communications					
Type of Communication			**Frequency**		
Letter			Once per instance of referral or permission request for services		

Approvals & Signatures

Uploaded Files

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