

Central PA Institute of Science & Technology

Comprehensive Plan | 2025 – 2028

Draft: January 10, 2025

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		110141607
Address 1		
540 North Harrison Road		
Address 2		
City	State	Zip Code
Pleasant Gap	PA	16823
Chief School Administrator		Chief School Administrator Email
Mrs MaryAnn E Volders		mavolders@cpi.edu
Single Point of Contact Name		
MaryAnn E Volders		
Single Point of Contact Email		
mavolders@cpi.edu		
Single Point of Contact Phone Number		Single Point of Contact Extension
814-359-2793		221
Principal Name		
Jessica Martin		
Principal Email		
jmartin@cpi.edu		
Principal Phone Number		Principal Extension
814-359-2793		240
School Improvement Facilitator Name		School Improvement Facilitator Email
MaryAnn Volders		mavolders@cpi.edu

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
MaryAnn Volders	Administrator	Central PA Institute of Science and Tech	mavolders@cpi.edu
Todd Taylor	Administrator	Central PA Institute of Science and Tech	ttaylor@cpi.edu
Keri O'Shea	Community Member	Central PA Builders Association	koshea@centralpabuilders.com
Brian Redmond	Community Member	Redmond's Complete Comfort	redmondscompletecomfort@hotmail.com
Mindi Tobias	Staff Member	Central PA Institute of Science and Tech	mtobias@cpi.edu
Randy Fetterolf	Community Member	Cleveland Brothers	rfetterolf@clevelandbrothers.com
John Fike	Staff Member	Central PA Institute of Science and Tech	jfike@cpi.edu
Kim Weaver	Board Member	Bellefonte Area School District	kimberly.weaver@beasd.net
Domer Smeltzer	Board Member	Penns Valley Area School District	dsmeltzer@pennsvalley.net
Doreen Koleno	Community Member	PFG, Inc.	dkoleno@pfginc.com
Dr. Sherri Connell	Administrator	Penns Valley Area School District	bgriffith@pennsvalley.org
John Ewing	Community Member	Penn State University	jce122@psu.edu
Jessica Martin	Administrator	Central PA Institute of Science and Technology	martin@cpi.edu
Todd Dolbin	Community Member	Chamber of Business and Industry Centre County	tdolbin@cbicc.org
Shane Dickey	Community Member	Spring Township SRO/Parent	sdickey@cpi.edu
Francine Endler	Administrator	CIU10	fendler@ciu10.orf
Lisa Hackenberg	Community Member	Juniper Village	Lisa.Hackenberg@JuniperCommunities.com

LEA Profile

Demographics

540 North Harrison Road
Pleasant Gap, PA 16823
(814)359-2793

Planning Process

The comprehensive planning process at CPI is an ongoing and continuous effort that encompasses a tremendous effort by the staff, administration, parents, business and industry, and community partners to ensure high student performance and achievement. The planning process will provide CPI with a comprehensive plan which will act as a guide throughout the next several years. The first step included informing the entire staff of the process and the commitment that it would take from all stakeholders to ensure the needs of the students, schools, and local business and community were met. While all meetings were held at CPI or via Zoom, informal discussions occurred outside of the school in preparation for each of the meetings. The steps taken include:

1. Inform staff of the comprehensive planning process
2. Establish a Comprehensive Planning Core Group
3. Conduct Core Group meetings and establish Focus Groups for each area
4. Conduct Focus Group meetings to develop the Master Plan
5. Solicit input from the CPI students, staff, and parents
6. Conduct Core Group meetings to define/redefine beliefs, vision, and mission statement
7. Develop all aspects of the Master Plan based on committee and staff recommendations
8. Approval of the Joint Operating Committee of the developed Master Plan
9. Further discussion of the Master Plan by the Core Group
10. Review and discuss each section of the comprehensive plan
11. Presentation of Master Plan to the Community

The administration of CPI is responsible for all aspects of the planning process and also all communication with the educational stakeholders. Agendas and notes were prepared for each meeting and provided to committee members.

Educational Community

Located in Pleasant Gap in Centre County, PA, the Central PA Institute of Science and Technology (CPI) was founded in 1969 as the Centre County Vocational-Technical School. Originally, CPI was built to meet the career and technical needs of secondary students in the Bald Eagle, Bellefonte Area, Penns Valley Area and State College School Districts. Since its founding, CPI has added a number of adult programs to its curriculum and redesigned many of the 16 secondary program areas to meet the needs of today's learners and regional employment needs.

In 1998, the school's name was changed to CPI to reflect its competencies in scientific and technical education for high school students and the adult community. CPI is an integral source of technical training for business and industry in Centre County and surrounding areas. Well-equipped laboratories and classrooms, highly skilled instructors, and curriculum based on industry standards and certifications prepare students to pursue post-secondary education and/to enter the workforce/military.

CPI offers Cooperative Education, Job Shadow, and Internship opportunities to all high school and adult learners. Articulation agreements are available in all program areas and assist students with advanced college credit at colleges and universities throughout the commonwealth. Several student organizations exist at CPI to enhance the leadership and technical skills of our students. These organizations include: National Technical Honor Society, FCCLA, FFA, and SkillsUSA.

The need for certified, trained technical professionals in central Pennsylvania has never been greater. In an effort to meet local workforce demand, CPI offers certificates, diplomas, associate in specialized technology degrees, and/or industry certification programs in the following areas:

CIP Code	Program Title
01.0601	Applied Horticulture/Horticultural Operations, General
11.0901	Computer Systems Networking and Telecommunications
12.0401	Cosmetology/Cosmetologist, General
12.0508	Institutional Food Workers

19.0708	Child Care and Support Services Management
43.9999	Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other
46.0201	Carpentry/Carpenter
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician
47.0603	Autobody/Collision and Repair Technology/Technician
47.0604	Automobile/Automotive Mechanics Technology/Technician
47.0613	Medium/Heavy Vehicle and Truck Technology/Technician
48.0508	Welding Technology/Welder
49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation
50.0402	Commercial and Advertising Art

51.0601	Dental Assisting/Assistant
51.9999	Health Professions and Related Clinical Sciences, Other

CPI offers 16 secondary programs, over 60 in-house adult and continuing education programs, and more than 350 online courses. Annually, approximately 500 secondary students and 1,000 adult learners receive training to upgrade their current skills, learn new skills, or make a career change. 94.3% of students are white, 3.7% of students are African American, and 2.0% of the student population is Hispanic. An important aspect of today’s educational environment focuses on preparing students for post-secondary success. Therefore, the CPI faculty and staff do not consider core academics solely the responsibility of the sending schools. More than ever before, success in CTE programs is directly correlated to proficiency in mathematics, reading, and science. Therefore, the CPI faculty make every effort to reinforce academics in their program areas. These efforts include faculty-led professional development seminars addressing academic integration into CTE programs, Collins Writing, MaxTeaching, Emotional Intelligence, Growth Mindsets, and ongoing work with sending school teachers who emphasize the academic component associated with career and technical education. Integrating each of these focus areas into career and technical education provides CPI students with the tools necessary for post-secondary or workforce success.

Mission and Vision

Mission

CPI will produce highly competent individuals who are prepared and motivated to pursue the high skill careers of the 21st century.

Vision

Our vision at CPI is that every student will receive a high-quality career and technical education in a safe environment. Students will leave CPI with the skills necessary for post-secondary training, the workforce, or the military. By combining academics with technical training, industry recognized certifications, concurrent dual enrollment opportunities, and articulated credits, CPI is uniquely poised to prepare students for post-secondary education and long-term career success. While CPI will continue to serve the employment training needs of high school students, the leadership team will continue to look to significantly expand the business, industry, and adult student training

opportunities available in Central Pennsylvania. Given our location off of the I-99 corridor and over 40 years of technical training experience, CPI envisions the development of expanded secondary and post-secondary certificate/degree offerings that will directly serve the Central Pennsylvania job market.

Educational Values

Students

Maintain a high standard of integrity and performance leading to the achievement of academic and career goals as well as personal development. Demonstrate responsibility, accountability, and respect in all aspects of the educational process. Maintain high ethical standards in all interactions at all levels. Become school and community leaders by participating in extracurricular opportunities, competitions, and community service activities. Become a life-long learner that promotes independent thinking in yourself and others. Complete all the competencies associated with your chosen Programs of Study. Earn industry certifications and credentials that better prepare you for the workforce. Master essential soft skills such as communication, teamwork, and professionalism to ensure their success in post-secondary education, careers, and life beyond high school.

Staff

Produce highly competitive individuals who are prepared and motivated to pursue high-skill, high-wage, and/or in-demand careers in today's constantly changing world of business and industry. Deliver rigorous and relevant curricula meeting student needs, preferences, and workforce requirements. Provide students with appropriate career counseling information to make informed decisions throughout their high school experience and upon graduation. Create a school climate where all team members work to develop respect and trust among themselves, the students, the parents, and the community. Meet student needs by creating an educational environment in which students can attain a variety of goals. Assist the sending districts in the implementation of career-oriented curriculum and programs. Participate in professional development and teacher collaboration to attain maximum achievement for our students and school. Foster a learning community in which the diverse values, goals, and learning styles of all students are recognized and supported. Teach essential soft skills such as communication, teamwork, and professionalism to ensure student success in post-secondary education, careers, and life beyond high school.

Administration

Continue to build a respected career and technical school in the Central Region and throughout the Commonwealth. Deliver rigorous and relevant curricula meeting student needs, preferences, and workforce requirements. Communicate with community leaders, industry representatives, sending schools, and parents to ensure that students are receiving the services that they need for success in future endeavors. Create a school climate where all school team members work to develop respect and trust among themselves, the students, the parents, and the community. Continue to expand and upgrade secondary program offerings based on labor market and workforce development needs. Strive to provide state-of-the-art equipment, instructional technology, and facilities. Ensure excellent relations with students, parents, member schools, and the business community. Assist the sending districts in the implementation of career-oriented curriculum and programs. Provide a collaborative community environment that will allow teachers, students, administration, parents and other stakeholders to work together on the various facets of the career and technical education experience. Foster a learning community in which the diverse values, goals, and learning styles of all students are recognized and supported. Ensure the safety of students and staff in the school setting so that students can focus on their individual career goals.

Parents

Support the academic and career and technical education process both at school and at home. Promote the need for excellent attendance and hard work as part of the educational process. Develop a partnership with the program area teacher, staff, and administration. Encourage students to be responsible, respectful, and ethical in all situations. Work with school staff and educators to revise and improve perceptions and school climate. Actively support and hold students accountable for applying the soft skills learned in school, reinforcing the importance of communication, teamwork, and professionalism in their daily lives.

Community

Provide work-based experiences and apprenticeship opportunities that reinforce career and technical training to students and teachers. Participate in CPI's Local and Occupational Advisory Committees to offer expertise on safety, curriculum, workforce needs, and additional training needed for success in local business and industry. Collaborate with all educational stakeholders to promote the expectations of the workforce in the areas of core employment skills and technical training. Provide available resources to strengthen the educational process. Hire CPI students as part of the local workforce. Provide guest speakers and field trip opportunities to the school and/or specific program areas. Assist the school and instructors by providing students with the tools and opportunities needed to excel in their career and technical education.

Future Ready PA Index

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

False 7	False 8	True 9	True 10	True 11	True 12
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Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Industry Based Learning	CPI has excellent NOCTI scores and work-based learning completion by all students.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	
Career Standards Benchmark	

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

Strengths

Indicator Industry Based Learning ESSA Student Subgroups Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	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 Regular Attendance	Comments/Notable Observations
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ESSA Student Subgroups Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	
Indicator Career Standards Benchmark ESSA Student Subgroups Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	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.

Industry Based Learning
Graduation Rate

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.

Regular Attendance
Career Standards Benchmark

Related Academics

Career Readiness

Data	Comments/Notable Observations
Certification and Credential Completion	Before completing their CPI program, all CPI students earn at least one industry credential recognized by either local and/or state employers.
Graduation Rates	99% of CPI students graduate from their sending school each year.
Technical Skills Attainment	95% of students completed their PDE approved task list at the advanced and competent level.

Job Shadow/Internship/Cooperative Education Participation	It is expected that 80% of all CPI students will complete and internship, job shadow, or Cooperative Education experience before completing their CPI program.
Work-Based Learning Completion	100% of CPI Students complete work-based learning.

Career and Technical Education (CTE) Programs

Data	Comments/Notable Observations
Advertising and Commercial Arts	
Automotive Technology	
Collision Repair Technology	
Cosmetology	
Culinary Arts	
Carpentry	
Early Childhood Education	
Diesel Repair Technology	
Dental Assisting	
Information Technology	
Heavy Equipment Operations	
HVAC	
Medical Science	
Horticulture and Landscaping	
Emergency Services	
Welding	

Articulation Agreements

Partnering Institution

PDE SOAR Program

Agreement Type

Statewide Articulation

Program/Course Area

All Programs

Uploaded Files

Perkins Statewide Articulation Agreement.pdf

Partnering Institution

Central PA Institute of Science and Technology

Agreement Type

Local Articulation

Program/Course Area

Cosmetology

Uploaded Files

CPI -Cosmo.pdf

Partnering Institution

Central PA Institute of Science and Technology

Agreement Type

Local Articulation

Program/Course Area

Heavy Equipment Operations

Uploaded Files

CPI.pdf

Partnering Institution

Central PA Institute of Science and Technology

Agreement Type

Local Articulation

Program/Course Area

Medical Science

Uploaded Files

CPI-HCM.pdf

Partnering Institution

Central PA Institute of Science and Technology

Agreement Type

Local Articulation

Program/Course Area

HVAC

Uploaded Files

CPI-HVAC.pdf

Partnering Institution

Penn Highlands Community College

Agreement Type

Dual Credit

Program/Course Area

Cosmetology

Uploaded Files

Penn Highlands.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.

Industry-Recognized Credential Attainment: Emphasizing certifications as a core program outcome has been instrumental in improving student employability. Credentials provide immediate verification of skills, which appeals to employers and addresses the challenge of preparing students for immediate entry into the workforce.

Job Shadowing, Internship, and Cooperative Education Programs: These work-based learning opportunities allow students to explore various careers, develop critical skills, and build connections with potential employers. Job shadowing, internships, and cooperative education placements have been instrumental in helping students clarify their career goals and transition smoothly into the workforce or post-secondary training.

Positive School Culture and Supportive Environment: Creating a positive school culture focused on respect, growth, and support has fostered student engagement and a sense of belonging. This supportive environment encourages students to take ownership of their learning, participate actively in skill-building opportunities, and feel prepared for their career paths.

Emphasis on School Safety and Compliance: Safety is central to our school’s culture, creating a trustworthy environment for students, parents, and staff. From labs to workshops, we prioritize safety protocols that students internalize and bring with them into professional settings. This focus on safety not only prepares students for industry standards but also reinforces a culture of responsibility and professionalism.

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.

Enhancing Soft Skills and Career Standards Integration: Soft skills and career standards, such as professionalism, communication, and critical thinking, are critical for long-term career success but are not consistently integrated across all programs. Standardizing these competencies in the curriculum would help students develop a well-rounded skill set and meet industry expectations more effectively.

Improving Student Attendance: Attendance issues hinder students’ ability to complete hands-on training and develop core skills. Addressing barriers to consistent attendance through targeted initiatives would boost student engagement, leading to better retention of skills and knowledge essential for career readiness.

Ensuring Equitable Access to High-Demand Programs and Post-Secondary Pathways: Ensuring that students from all backgrounds have equal access to high-demand programs and post-secondary pathways is essential for meeting industry needs and promoting workforce diversity. Strengthening outreach efforts, support systems, and dual-enrollment options would help fulfill our mission to provide equitable career readiness opportunities.

Equity Considerations

English Learners

Data	Comments/Notable Observations
Attendance Records	
Program Retention and Completion	

Students with Disabilities

Data	Comments/Notable Observations
Attendance Records	
Formative and Summative Assessment Scores	

Behavioral Incidents	
IEP Goal Attainment Data	

Students Considered Economically Disadvantaged

Data	Comments/Notable Observations
Attendance Records	
Formative and Summative Assessment Scores	
Behavioral Incidents	

Student Groups by Race/Ethnicity

Student Groups	Comments/Notable Observations
2 or More Races	
Hispanic	
Black	

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.

Industry-Recognized Credential Attainment: Emphasizing certifications as a core program outcome has been instrumental in improving student employability. Credentials provide immediate verification of skills, which appeals to employers and addresses the challenge of preparing students for immediate entry into the workforce.
Job Shadowing, Internship, and Cooperative Education Programs: These work-based learning opportunities allow students to explore various careers, develop critical skills, and build connections with potential employers. Job shadowing, internships, and cooperative education placements have been instrumental in helping students clarify their career goals and transition smoothly into the workforce or post-secondary training.
Positive School Culture and Supportive Environment: Creating a positive school culture focused on respect, growth, and support has fostered student engagement and a sense of belonging. This supportive environment encourages students to take ownership of their learning, participate actively in skill-building opportunities, and feel prepared for their career paths.

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.

Improving Student Attendance: Attendance issues hinder students' ability to complete hands-on training and develop core skills. Addressing barriers to consistent attendance through targeted initiatives would boost student engagement, leading to better retention of skills and knowledge essential for career readiness.
Ensuring Equitable Access to High-Demand Programs and Post-Secondary Pathways: Ensuring that students from all backgrounds have equal access to high-demand programs and post-secondary pathways is essential for meeting industry needs and promoting workforce diversity. Strengthening outreach efforts, support systems, and dual-enrollment options would help fulfill our mission to provide equitable career readiness opportunities.

Supplemental LEA Plans

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

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	Emerging
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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
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	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

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	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

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

Summary

Strengths

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

Empower Leadership
Foster Quality Professional Learning

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?

Focus on Continuous Improvement of Instruction
Provide Student-Centered Support Systems

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
Industry Based Learning	False
Graduation Rate	False
Industry-Recognized Credential Attainment: Emphasizing certifications as a core program outcome has been instrumental in improving student employability. Credentials provide immediate verification of skills, which appeals to employers and addresses the challenge of preparing students for immediate entry into the workforce.	True
Job Shadowing, Internship, and Cooperative Education Programs: These work-based learning opportunities allow students to explore various careers, develop critical skills, and build connections with potential employers. Job shadowing, internships, and cooperative education placements have been instrumental in	True

helping students clarify their career goals and transition smoothly into the workforce or post-secondary training.	
Positive School Culture and Supportive Environment: Creating a positive school culture focused on respect, growth, and support has fostered student engagement and a sense of belonging. This supportive environment encourages students to take ownership of their learning, participate actively in skill-building opportunities, and feel prepared for their career paths.	True
Industry-Recognized Credential Attainment: Emphasizing certifications as a core program outcome has been instrumental in improving student employability. Credentials provide immediate verification of skills, which appeals to employers and addresses the challenge of preparing students for immediate entry into the workforce.	False
Job Shadowing, Internship, and Cooperative Education Programs: These work-based learning opportunities allow students to explore various careers, develop critical skills, and build connections with potential employers. Job shadowing, internships, and cooperative education placements have been instrumental in helping students clarify their career goals and transition smoothly into the workforce or post-secondary training.	False
Positive School Culture and Supportive Environment: Creating a positive school culture focused on respect, growth, and support has fostered student engagement and a sense of belonging. This supportive environment encourages students to take ownership of their learning, participate actively in skill-building opportunities, and feel prepared for their career paths.	False
Emphasis on School Safety and Compliance: Safety is central to our school's culture, creating a trustworthy environment for students, parents, and staff. From labs to workshops, we prioritize safety protocols that students internalize and bring with them into professional settings. This focus on safety not only prepares students for industry standards but also reinforces a culture of responsibility and professionalism.	False
Empower Leadership	True
Foster Quality Professional Learning	False

Challenges

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

Strength	Check for Consideration in Plan
Regular Attendance	False
Career Standards Benchmark	False

Enhancing Soft Skills and Career Standards Integration: Soft skills and career standards, such as professionalism, communication, and critical thinking, are critical for long-term career success but are not consistently integrated across all programs. Standardizing these competencies in the curriculum would help students develop a well-rounded skill set and meet industry expectations more effectively.	True
Improving Student Attendance: Attendance issues hinder students' ability to complete hands-on training and develop core skills. Addressing barriers to consistent attendance through targeted initiatives would boost student engagement, leading to better retention of skills and knowledge essential for career readiness.	True
Ensuring Equitable Access to High-Demand Programs and Post-Secondary Pathways: Ensuring that students from all backgrounds have equal access to high-demand programs and post-secondary pathways is essential for meeting industry needs and promoting workforce diversity. Strengthening outreach efforts, support systems, and dual-enrollment options would help fulfill our mission to provide equitable career readiness opportunities.	False
Improving Student Attendance: Attendance issues hinder students' ability to complete hands-on training and develop core skills. Addressing barriers to consistent attendance through targeted initiatives would boost student engagement, leading to better retention of skills and knowledge essential for career readiness.	False
Ensuring Equitable Access to High-Demand Programs and Post-Secondary Pathways: Ensuring that students from all backgrounds have equal access to high-demand programs and post-secondary pathways is essential for meeting industry needs and promoting workforce diversity. Strengthening outreach efforts, support systems, and dual-enrollment options would help fulfill our mission to provide equitable career readiness opportunities.	False
Focus on Continuous Improvement of Instruction	True
Provide Student-Centered Support Systems	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.

During the needs assessment process, several comments and notable observations stood out as particularly important to the challenges we identified for consideration in our comprehensive plan. One key observation was the significant impact of industry-based learning opportunities on students' career readiness. Team members noted that providing hands-on experiences, such as job shadowing, internships, and cooperative education programs, not only enhances students' practical skills but also helps them establish valuable connections with potential employers. Additionally, the need to improve soft skill attainment emerged as a critical focus, as team members emphasized that skills like communication, teamwork, and problem-solving are essential for both career success and adaptability in diverse workplace environments. The emphasis on creating a positive school culture and supportive learning environment was also highlighted as a

crucial factor in fostering student engagement and retention. Feedback indicated that when students feel valued and supported, they are more likely to take ownership of their learning and pursue career pathways with confidence. Furthermore, addressing attendance issues was identified as essential for ensuring that students can fully engage in hands-on training and skill development. The need for targeted, student-centered interventions to support at-risk students was recognized as vital in promoting consistent attendance and overall academic success. Lastly, the integration of employer partnerships and continuous industry feedback was acknowledged as critical for aligning our curriculum with current workforce needs, ensuring that students are equipped with in-demand skills. Collectively, these insights will guide our comprehensive plan, addressing our core challenges and ultimately enhancing our students' preparedness for successful careers.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Enhancing Soft Skills and Career Standards Integration: Soft skills and career standards, such as professionalism, communication, and critical thinking, are critical for long-term career success but are not consistently integrated across all programs. Standardizing these competencies in the curriculum would help students develop a well-rounded skill set and meet industry expectations more effectively.	Focus on curriculum and not soft skills; limited opportunities for practice; and socio economic factors.	True
Improving Student Attendance: Attendance issues hinder students' ability to complete hands-on training and develop core skills. Addressing barriers to consistent attendance through targeted initiatives would boost student engagement, leading to better retention of skills and knowledge essential for career readiness.	Social issues, mental health concerns; family dynamics; economic barriers; and engagement and motivation.	True
Focus on Continuous Improvement of Instruction	Inadequate teacher preparation training; rigor; and diverse learning needs	True
Provide Student-Centered Support Systems	Diverse learning needs; mental health and well being; changing family dynamics, and social emotional learning	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Industry-Recognized Credential Attainment: Emphasizing certifications as a core program outcome has been instrumental in improving student employability. Credentials provide immediate verification of skills, which appeals to employers and addresses the challenge of preparing students for immediate entry into the workforce.	Work-based learning; Cooperative Education/Job Shadowing/Internships; strong industry partnerships; access to resources; and relevant curriculum and training.
Job Shadowing, Internship, and Cooperative Education Programs: These work-based learning opportunities allow students to explore various careers, develop critical skills, and build connections with potential employers. Job shadowing, internships, and cooperative education placements have been instrumental in helping students clarify their career goals and transition smoothly into the workforce or post-secondary training.	Work-based learning; strong industry partnerships; and relevant curriculum and training.
Positive School Culture and Supportive Environment: Creating a positive school culture focused on respect, growth, and support has fostered student engagement and a sense of belonging. This supportive environment encourages students to take ownership of their learning, participate actively in skill-building opportunities, and feel prepared for their career paths.	Strong leadership; positive relationships; supportive staff; clear expectations; effective communication; recognition and celebration; and a safe and welcoming environment.
Empower Leadership	Strong organizational culture; supportive leadership structure; collaboration and teamwork; autonomy and trust; and community and stakeholder engagement.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To ensure our students are well-prepared for long-term career success, it is imperative to prioritize the integration of soft skills and career standards—such as professionalism, communication, and critical thinking—into all educational programs. By standardizing these competencies within our curriculum, we will equip students with a comprehensive skill set that aligns with industry expectations and enhances their employability. This initiative will foster a holistic learning environment, enabling students to thrive not only academically but also in their future professional endeavors, ultimately contributing to a skilled workforce ready to meet the challenges of an evolving job market.
	To enhance student engagement and ensure the successful development of essential skills for career readiness, it is crucial to prioritize improving student attendance. Attendance issues significantly impede students' opportunities to participate in hands-on training and fully engage in their learning experiences. By identifying and addressing the

	barriers that contribute to inconsistent attendance through targeted initiatives, we can foster a supportive environment that encourages regular participation. This commitment to improving attendance will not only enhance students' retention of vital skills and knowledge but also pave the way for their long-term success in the workforce.
	To cultivate a dynamic learning environment that meets the evolving needs of our students, it is essential to prioritize the continuous improvement of instruction. By systematically evaluating and refining teaching practices, integrating innovative instructional strategies, and leveraging data-driven insights, we can enhance the quality of education provided. This commitment to ongoing professional development for educators will ensure that instruction is not only relevant and engaging but also tailored to support diverse learning styles. By fostering a culture of continuous improvement, we will empower students to achieve their full potential and prepare them for success in their future careers.
	To ensure that all students thrive academically, socially, and emotionally, it is essential to prioritize the development and implementation of comprehensive student-centered support systems. By creating an inclusive framework that addresses the diverse needs of our student population, we can provide tailored interventions and resources that promote engagement, resilience, and success. This initiative will involve fostering strong relationships among educators, counselors, and families, as well as integrating mental health services and academic support into our educational practices. By prioritizing student-centered support, we will empower every learner to overcome challenges, maximize their potential, and achieve their career readiness goals.

Goal Setting

Priority: To ensure our students are well-prepared for long-term career success, it is imperative to prioritize the integration of soft skills and career standards—such as professionalism, communication, and critical thinking—into all educational programs. By standardizing these competencies within our curriculum, we will equip students with a comprehensive skill set that aligns with industry expectations and enhances their employability. This initiative will foster a holistic learning environment, enabling students to thrive not only academically but also in their future professional endeavors, ultimately contributing to a skilled workforce ready to meet the challenges of an evolving job market.

Outcome Category
Career Standards Benchmark
Measurable Goal Statement (Smart Goal)
By June 2028, integrate a standardized curriculum for soft skills and career standards across all programs to ensure that 100% of students demonstrate proficiency in key areas such as communication, teamwork, and professionalism. Progress will be tracked through quarterly

assessments, employer feedback on student hands-on work experiences, and student self-evaluations to measure growth and readiness for industry expectations.		
Measurable Goal Nickname (35 Character Max)		
The Soft Skills Advantage		
Target Year 1	Target Year 2	Target Year 3
By June 2026, integrate a standardized curriculum for soft skills and career standards across all programs to ensure that 80% of students demonstrate proficiency in key areas such as communication, teamwork, and professionalism. Progress will be tracked through quarterly assessments, employer feedback on student internships, and student self-evaluations to measure growth and readiness for industry expectations.	By June 2027, integrate a standardized curriculum for soft skills and career standards across all programs to ensure that 90% of students demonstrate proficiency in key areas such as communication, teamwork, and professionalism. Progress will be tracked through quarterly assessments, employer feedback on student internships, and student self-evaluations to measure growth and readiness for industry expectations.	By June 2028, integrate a standardized curriculum for soft skills and career standards across all programs to ensure that 100% of students demonstrate proficiency in key areas such as communication, teamwork, and professionalism. Progress will be tracked through quarterly assessments, employer feedback on student hands-on work experiences, and student self-evaluations to measure growth and readiness for industry expectations.

Priority: To enhance student engagement and ensure the successful development of essential skills for career readiness, it is crucial to prioritize improving student attendance. Attendance issues significantly impede students' opportunities to participate in hands-on training and fully engage in their learning experiences. By identifying and addressing the barriers that contribute to inconsistent attendance through targeted initiatives, we can foster a supportive environment that encourages regular participation. This commitment to improving attendance will not only enhance students' retention of vital skills and knowledge but also pave the way for their long-term success in the workforce.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
By June 2028, the Central PA Institute of Science and Technology (CPI) will increase the overall student attendance rate to at least 95% through targeted initiatives which include improved communication with parents, regular attendance tracking, and incentives for students, ensuring that all students can fully engage in their hands-on training and prepare for their future careers.		
Measurable Goal Nickname (35 Character Max)		
Strive for 95!		
Target Year 1	Target Year 2	Target Year 3

By June 2026, the Central PA Institute of Science and Technology (CPI) will increase the overall student attendance rate to at least 91.5% through targeted initiatives which include improved communication with parents, regular attendance tracking, and incentives for students, ensuring that all students can fully engage in their hands-on training and prepare for their future careers.	By June 2027, the Central PA Institute of Science and Technology (CPI) will increase the overall student attendance rate to at least 93.5% through targeted initiatives which include improved communication with parents, regular attendance tracking, and incentives for students, ensuring that all students can fully engage in their hands-on training and prepare for their future careers.	By June 2028, the Central PA Institute of Science and Technology (CPI) will increase the overall student attendance rate to at least 95% through targeted initiatives which include improved communication with parents, regular attendance tracking, and incentives for students, ensuring that all students can fully engage in their hands-on training and prepare for their future careers.
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Priority: To cultivate a dynamic learning environment that meets the evolving needs of our students, it is essential to prioritize the continuous improvement of instruction. By systematically evaluating and refining teaching practices, integrating innovative instructional strategies, and leveraging data-driven insights, we can enhance the quality of education provided. This commitment to ongoing professional development for educators will ensure that instruction is not only relevant and engaging but also tailored to support diverse learning styles. By fostering a culture of continuous improvement, we will empower students to achieve their full potential and prepare them for success in their future careers.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By June 2028 the Central PA Institute of Science and Technology (CPI) will achieve a 10% increase in student certification and end-of-program scores and a 15% increase in teacher confidence in instructional practices by providing targeted coaching/mentoring, quarterly peer observations, and targeted professional development, ensuring continuous improvement of instructional quality across all programs.		
Measurable Goal Nickname (35 Character Max)		
Impact by Instruction		
Target Year 1	Target Year 2	Target Year 3
By June 2026 the Central PA Institute of Science and Technology (CPI) will achieve a 4% increase in student certification and end-of-program scores and a 5% increase in teacher confidence in instructional practices by providing targeted coaching/mentoring, quarterly peer observations, and targeted professional	By June 2027 the Central PA Institute of Science and Technology (CPI) will achieve a 7.5% increase in student certification and end-of-program scores and a 10% increase in teacher confidence in instructional practices by providing targeted coaching/mentoring, quarterly peer observations, and targeted professional	By June 2028 the Central PA Institute of Science and Technology (CPI) will achieve a 10% increase in student certification and end-of-program scores and a 15% increase in teacher confidence in instructional practices by providing targeted coaching/mentoring, quarterly peer observations, and targeted professional

development, ensuring continuous improvement of instructional quality across all programs.	development, ensuring continuous improvement of instructional quality across all programs.	development, ensuring continuous improvement of instructional quality across all programs.
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Priority: To ensure that all students thrive academically, socially, and emotionally, it is essential to prioritize the development and implementation of comprehensive student-centered support systems. By creating an inclusive framework that addresses the diverse needs of our student population, we can provide tailored interventions and resources that promote engagement, resilience, and success. This initiative will involve fostering strong relationships among educators, counselors, and families, as well as integrating mental health services and academic support into our educational practices. By prioritizing student-centered support, we will empower every learner to overcome challenges, maximize their potential, and achieve their career readiness goals.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By June 2028, establish and enhance a comprehensive, student-centered support system that includes tutoring, mental health services, positive-behavior intervention program, social-emotional learning in every program area, and career guidance, aiming to improve student engagement and overall well-being by 15%. Progress will be measured through quarterly student feedback surveys, increased utilization rates of support services, and monitoring student engagement and retention metrics.		
Measurable Goal Nickname (35 Character Max)		
Thrive and Connect		
Target Year 1	Target Year 2	Target Year 3
By June 2026, establish and enhance a comprehensive, student-centered support system that includes tutoring, mental health services, positive-behavior intervention program, social-emotional learning in every program area, and career guidance, aiming to improve student engagement and overall well-being by 5%. Progress will be measured through quarterly student feedback surveys, increased utilization rates of support services, and monitoring student engagement and retention metrics.	By June 2027, establish and enhance a comprehensive, student-centered support system that includes tutoring, mental health services, positive-behavior intervention program, social-emotional learning in every program area, and career guidance, aiming to improve student engagement and overall well-being by 10%. Progress will be measured through quarterly student feedback surveys, increased utilization rates of support services, and monitoring student engagement and retention metrics.	By June 2028, establish and enhance a comprehensive, student-centered support system that includes tutoring, mental health services, positive-behavior intervention program, social-emotional learning in every program area, and career guidance, aiming to improve student engagement and overall well-being by 15%. Progress will be measured through quarterly student feedback surveys, increased utilization rates of support services, and monitoring student engagement and retention metrics.

Action Plan

Measurable Goals

Strive for 95!	Impact by Instruction
The Soft Skills Advantage	Thrive and Connect

Action Plan For: Scenario Based Learning

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By June 2028, integrate a standardized curriculum for soft skills and career standards across all programs to ensure that 100% of students demonstrate proficiency in key areas such as communication, teamwork, and professionalism. Progress will be tracked through quarterly assessments, employer feedback on student hands-on work experiences, and student self-evaluations to measure growth and readiness for industry expectations.

Action Step		Anticipated Start/Completion Date	
Develop and Implement a Standardized Soft Skills Curriculum that includes the creation of a curriculum development committee, selecting an appropriate soft skills curriculum framework, developing learning modules and assessment tools, gathering feedback, training instructors on the curriculum delivery, and monitoring and evaluating the program		2025-08-11	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jessica Martin, Vice President of Secondary Education	Online and classroom curriculum framework and materials; assessment tools and evaluation materials; instructor training materials and workshops; funding for curriculum; and an online platform	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased employment opportunities for students; higher job retention after graduation; increased industry partnerships and available Cooperative Education experiences; and positive feedback from industry partners and students.	Monitored quarterly by Vice President of Secondary Education, School Counselor, Instructors, and Industry Partners through employment rates, industry partner satisfaction, and number of student certifications earned

Action Plan For: Positive Behavioral Interventions and Supports (PBIS) framework

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By June 2028, establish and enhance a comprehensive, student-centered support system that includes tutoring, mental health services, positive-behavior intervention program, social-emotional learning in every program area, and career guidance, aiming to improve student engagement and overall well-being by 15%. Progress will be measured through quarterly student feedback surveys, increased utilization rates of support services, and monitoring student engagement and retention metrics.
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Action Step		Anticipated Start/Completion Date	
Develop and implement a School-Wide PBIS Framework that includes classroom level system clear behavioral and attendance expectations; tiered intervention system; response to misbehavior; restorative practices		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jessica Martin, Vice President of Secondary Education and Brianna Sten, School Counselor	PBIS Committee; Professional Development and Training; Behavioral and Data Collection Systems; Reinforcement Materials and Incentive Prizes; Curriculum and Instructional Resources; Communication Tools; and Release Time for Staff Members	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased attendance; decreased student discipline; increased enrollment; better communication with families; increased school-wide and program area retention; and increased academic and technical achievement.	Monitored monthly by the PBIS team, School Counselor, Vice President of Secondary Education and Instructors through data analysis

Action Plan For: Check and Connect Program

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By June 2028, the Central PA Institute of Science and Technology (CPI) will increase the overall student attendance rate to at least 95% through targeted initiatives which include improved communication with parents, regular attendance tracking, and incentives for students, ensuring that all students can fully engage in their hands-on training and prepare for their future careers.

Action Step		Anticipated Start/Completion Date	
Implement a Check and Connect Attendance Monitoring System that includes identifying the targeted student population, recruiting mentors, creation of individualized attendance plans, analyzing data, engaging families and community members, and providing awards and incentives.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jessica Martin, Vice President of Secondary Education	Attendance data and software; attendance plan template; mentors; student rewards and incentives; communication tools; and financial support from the general operating budget	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased attendance; increased enrollment; better communication with families; increased school-wide and program retention; and increased academic and technical achievement.	Monitored monthly by Vice President of Secondary Education, School Counselor, Attendance Secretary, School Counselor, and Instructors through data analysis.

Action Plan For: Instructional Coaching and Peer Observations

Measurable Goals:
<ul style="list-style-type: none"> By June 2028 the Central PA Institute of Science and Technology (CPI) will achieve a 10% increase in student certification and end-of-program scores and a 15% increase in teacher confidence in instructional practices by providing targeted coaching/mentoring, quarterly peer observations, and targeted professional development, ensuring continuous improvement of instructional quality across all programs.

Action Step		Anticipated Start/Completion Date	
Develop and Implement a Comprehensive Coaching, Mentoring, and Peer Observation Program that includes establishing and coaching and mentoring framework, peer observations and feedback, targeted professional development, and data-driven monitoring and evaluation		2025-08-11	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Jessica Martin, Vice President of Secondary Education and MaryAnn Volders, President/Executive Director	Instructional coach training; release time for coaches and teachers; professional development training on specific topics; video recording equipment; technology; curriculum and instructional materials; funds from the general budget to support the instructional coach and peer observation process; and networking opportunities with other schools and affiliated post-secondary institutions	Yes	No
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased attendance; increased number of student certifications; increased end-of program assessment scores; better retention of teachers; increased program quality; strengthened school culture; and increased academic and technical achievement.	Monitored monthly by the Vice President of Secondary Education, President/Executive Director, and Instructors through data analysis

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Scenario Based Learning	Develop and Implement a Standardized Soft Skills Curriculum that includes the creation of a curriculum development committee, selecting an appropriate soft skills curriculum framework, developing learning modules and assessment tools, gathering feedback, training instructors on the curriculum delivery, and monitoring and evaluating the program
Positive Behavioral Interventions and Supports (PBIS) framework	Develop and implement a School-Wide PBIS Framework that includes classroom level system clear behavioral and attendance expectations; tiered intervention system; response to misbehavior; restorative practices
Instructional Coaching and Peer Observations	Develop and Implement a Comprehensive Coaching, Mentoring, and Peer Observation Program that includes establishing and coaching and mentoring framework, peer observations and feedback, targeted professional development, and data-driven monitoring and evaluation

Curriculum Design Fundamentals

Action Step		
<ul style="list-style-type: none"> Develop and Implement a Standardized Soft Skills Curriculum that includes the creation of a curriculum development committee, selecting an appropriate soft skills curriculum framework, developing learning modules and assessment tools, gathering feedback, training instructors on the curriculum delivery, and monitoring and evaluating the program 		
Audience		
Instructors, School Leaders, Instructional Assistants, and School Counselor		
Topics to be Included		
Backward design, alignment with standards, integrating real-world applications, setting clear learning objectives, designing assessments and rubrics, scope and sequence, differentiating instruction, and using technology to enhance instructional practice		
Evidence of Learning		
Teacher observation, peer observation and feedback loop, student surveys, industry partner feedback, and classroom assessments		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jessica Martin, Vice President of Secondary Education	2025-08-11	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	2 times each year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1f: Designing Student Assessments 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Learning Format

Type of Activities	Frequency
Inservice day	2 times each year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3c: Engaging Students in Learning 	

This Step Meets the Requirements of State Required Trainings
Common Ground: Culturally Relevant Sustaining Education

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	9 times each year

Observation and Practice Framework Met in this Plan
<ul style="list-style-type: none"> • 1f: Designing Student Assessments • 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning

This Step Meets the Requirements of State Required Trainings
Common Ground: Culturally Relevant Sustaining Education

Evaluating, Selecting, Designing, and Assessing a Soft Skills Curriculum Framework

Action Step		
<ul style="list-style-type: none"> • Develop and Implement a Standardized Soft Skills Curriculum that includes the creation of a curriculum development committee, selecting an appropriate soft skills curriculum framework, developing learning modules and assessment tools, gathering feedback, training instructors on the curriculum delivery, and monitoring and evaluating the program 		
Audience		
Instructors, School Leaders, Instructional Assistants, and School Counselor		
Topics to be Included		
Criteria for selection (relevance, ease of implementation, and comprehensiveness), understanding the core soft skills and their relevance in different career fields, learning objectives, lesson plans, activity development, use of multimedia tools to teach soft skills, criteria for assessing soft skills, formative and summative assessments, using assessments to guide instruction, and decision-making processes.		
Evidence of Learning		
Self-Assessments and Reflection Journals, Learning Objective Statements, Lesson Plans, Sample Activities and Materials, Evidence of Technology Integration, Assessment Rubrics and Tools, Examples of Assessments, Student Feedback, and Meeting Notes and Reflections		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jessica Martin	2025-07-01	2026-06-14

Learning Format

Type of Activities	Frequency
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Inservice day	2 Times
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1f: Designing Student Assessments • 4a: Reflecting on Teaching • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Workshop(s)	2 Times
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	2 times
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy • 1f: Designing Student Assessments 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Pedagogical Training for Soft Skills Instruction

Action Step		
<ul style="list-style-type: none"> Develop and Implement a Standardized Soft Skills Curriculum that includes the creation of a curriculum development committee, selecting an appropriate soft skills curriculum framework, developing learning modules and assessment tools, gathering feedback, training instructors on the curriculum delivery, and monitoring and evaluating the program 		
Audience		
Instructors, School Leaders, Instructional Assistants, and School Counselor		
Topics to be Included		
Active learning strategies, role-playing, simulations, experiential learning, and the integration of soft skills into technical instruction		
Evidence of Learning		
Teacher observation, peer observation and feedback loop, student surveys, industry partner feedback		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jessica Martin	2025-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	2 times
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4a: Reflecting on Teaching 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Student Portfolio Process

Action Step
<ul style="list-style-type: none"> Develop and Implement a Standardized Soft Skills Curriculum that includes the creation of a curriculum development committee, selecting an appropriate soft skills curriculum framework, developing learning modules and assessment tools, gathering feedback, training instructors on the curriculum delivery, and monitoring and evaluating the program
Audience
Instructors, School Leaders, Instructional Assistants, and School Counselor
Topics to be Included

Portfolio structure and design, digital portfolio tools and platforms, creating a portfolio assessment rubric, portfolio maintenance and revision; and student and family engagement		
Evidence of Learning		
Portfolio templates, learning objectives for portfolios, assessment rubrics, feedback from colleagues on lessons and rubrics, sample portfolio activities and assignments, sample of multimedia elements, portfolio showcase plans, action plans for portfolio implementation, and pilot portfolios from classroom application		
Lead Person/Position	Anticipated Start	Anticipated Completion
Brianna Sten, School Counselor and Jessica Martin, Vice President of Secondary Education	2025-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	2 days/times
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 1f: Designing Student Assessments • 4a: Reflecting on Teaching • 3c: Engaging Students in Learning • 1b: Demonstrating Knowledge of Students • 4b: Maintaining Accurate Records 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Understanding PBIS and Tiered Interventions and Supports

Action Step
<ul style="list-style-type: none"> • Develop and implement a School-Wide PBIS Framework that includes classroom level system clear behavioral and attendance expectations; tiered intervention system; response to misbehavior; restorative practices
Audience
Instructors, School Leaders, Instructional Assistants, and School Counselor
Topics to be Included
Introduction to PBIS and its components, understanding behavioral expectations and reinforcement, strategies for positive reinforcement and rewards, classroom management techniques aligned with PBIS, tiered interventions and support, and creating a positive school culture through PBIS
Evidence of Learning

Completed behavior expectation matrix, development of a positive reinforcement system, documentation of reinforcement usage, behavior tracking logs, examples of tiered intervention, behavior intervention plans, family communication logs, documented improvements in student behavior, reduction in discipline, positive student feedback results regarding classroom and school climate.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jessica Martin, Vice President of Secondary Education	2025-08-11	2026-06-05

Learning Format

Type of Activities	Frequency
Workshop(s)	4 Times
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 2b: Establishing a Culture for Learning • 1b: Demonstrating Knowledge of Students • 3a: Communicating with Students • 2a: Creating an Environment of Respect and Rapport • 1d: Demonstrating Knowledge of Resources • 4c: Communicating with Families 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learning Format

Type of Activities	Frequency
Learning walk	4 times per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 3e: Demonstrating Flexibility and Responsiveness • 3a: Communicating with Students • 2a: Creating an Environment of Respect and Rapport • 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Coaching for Differentiated Instruction and Student Engagement

Action Step		
<ul style="list-style-type: none"> Develop and Implement a Comprehensive Coaching, Mentoring, and Peer Observation Program that includes establishing and coaching and mentoring framework, peer observations and feedback, targeted professional development, and data-driven monitoring and evaluation 		
Audience		
Instructors, School Leaders, Instructional Assistants, and School Counselor		
Topics to be Included		
Building effective coaching/mentoring relationships, observational skills training, effective feedback techniques, protocols, using data to guide instruction, using data to guide decisions and to evaluate the impact of instructional coaching and mentoring.		
Evidence of Learning		
mentoring logs, reflective journals, completed observation checklists, descriptive observation notes, video observation analysis, peer reflection reports, pre and post observation notes, and meeting notes with action items		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jessica Martin, Vice President of Secondary Education and MaryAnn Volders, President/Executive Director	2025-08-11	2028-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	6 times each year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 1e: Designing Coherent Instruction 4a: Reflecting on Teaching 2c: Managing Classroom Procedures 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
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Workshop(s)	2 times per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1f: Designing Student Assessments • 1c: Setting Instructional Outcomes • 3e: Demonstrating Flexibility and Responsiveness • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 4a: Reflecting on Teaching • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Understanding the Thrive and Connect PBIS Initiative					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Develop and implement a School-Wide PBIS Framework that includes classroom level system clear behavioral and attendance expectations; tiered intervention system; response to misbehavior; restorative practices 	Parents, Students, Community Partners, and Sending Schools	Introduction to PBIS, Behavior and Attendance Expectations, Tiered Intervention System, Response to Behavior, Restorative Practices, and Family and Community Engagement	Jessica Martin, Vice President of Secondary Education and Brianna Sten, School Counselor	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Letter			2 times each year		
Email			2 times each year		

Newsletter	2 times each year
Posting on district website	Ongoing through term of plan
Presentation	1 time each year

Increasing Attendance - Strive for 95 Initiative

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement a Check and Connect Attendance Monitoring System that includes identifying the targeted student population, recruiting mentors, creation of individualized attendance plans, analyzing data, engaging families and community members, and providing awards and incentives. 	School Personnel, Parents, Students, Community Partners, and Sending Schools	Purpose and Goals of the Attendance Program, Attendance Expectations, Benefits of Improved Attendance, Support Systems for Students and Families, Incentives and Recognition, Consequences of Poor Attendance, Strategies and Interventions, Role of Families and Community, and a Call to Action	Jessica Martin, Vice President of Secondary Education	07/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Email	Monthly
Letter	2 times each year
Newsletter	2 times each year
Posting on district website	Ongoing throughout plan
Other	4 times each year
Presentation	1 time each year