

LENAPE TECH

2215 Chaplin Avenue

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Lenape Tech will develop the foundation for students to succeed in an ever changing, technological world by providing an active learning environment which will lead to a prosperous and rewarding future for self, family, and community.

VISION STATEMENT

The Lenape Technical School will provide technical education on the secondary level to those students of Armstrong County that have the interests and abilities to benefit from this type of educational experience. In addition to skills and techniques, the Lenape experience is intended to utilize and develop the beliefs, opinions and characteristics that reflect academic training. This training will prepare students for their roles in the rapidly changing technological world. We believe that our school plant, with its modern facilities, shops, laboratories and classrooms, will help to develop a healthy atmosphere, conducive to a quality learning experience. In addition to preparing students for a technical occupation, we believe that our educational program should emphasize the duties, responsibilities and privileges of good citizenship in a democratic society; and that independent, creative thought and study should be encouraged. We believe that the program should provide fundamental training and study to the fullest extent possible. A balance must be maintained between the laboratories and the academic areas of instruction, being flexible enough to permit adjustments to the challenges of the present and future technological world. We can, by enlisting the material and human resources of the world around us, build and maintain a strong and valuable program in technical education in Armstrong County.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students of Lenape Tech will participate in a comprehensive learning experience that will challenge each individual to:

- Take responsibility for their personal and professional growth and development
- Be an active participant in their technical training and academic coursework
- Engage in intellectual curiosity and creativity
- Create connections within the school community, our society, and the larger world
- Prepare for a lifetime of learning and growing, ethical conduct, and service to others

STAFF

Instructional and support staff of Lenape Tech will serve as ethical, compassionate, and inspiring role models for all students by:

- Building respectful and meaningful relationships with all students
- Designing, planning, and implementing rigorous and engaging learning activities
- Using best-practices for instruction and assessment
- Using the tools and technologies of a changing world
- Ensuring each student gets what they need to be successful

ADMINISTRATION

School leaders and administrators will strategically plan and create an organizational vision that focusing on teaching and learning by:

- Demonstrating a commitment to ethical and legal responsibilities
- Contributing to and leading our unique and diverse school community
- Promoting collaboration and communication with families, business and industry partners, and members of the school community
- Solving problems creatively and constructively
- Accessing information about the student, family, learning environment, and community that may impact student achievement, and use that knowledge to strive for continuous school improvement

PARENTS

Lenape Tech strongly believes that parent and family engagement is essential to student success. Through our school and family partnership, parents and Lenape Tech will work together to:

- Create a supportive environment for learning both in and outside of the classroom
- Maximize prevention and intervention strategies to help students respond to the challenges they face both in and outside of the classroom
- Develop

realistic and appropriate career goals that align with their child's unique talents, skills, and abilities • Maintain frequent and meaningful communication regarding their child's progress • Develop strategies to solve problems and serve as problem-solvers

COMMUNITY

The entire school community has an essential role in raising a child, and a well-integrated school and community program supports students and learning by:

- Providing information, support, and guidance that will expand and improve the quality of career and technical education and academic success
- Strengthen and enhance the relationship between business, industry, and educational programs
- Identify tools, resources, materials, supplies, and funding sources that can offset the rising cost of providing quality career and technical education
- Promote and participate in Career and Technical Student Organizations
- Recommend and support the recruitment and employment of Lenape Tech students, graduates, and adult education participants

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Jason Gurski	Administrator	Lenape Technical School
Carla Thimons	Administrator	Lenape Technical School
Grant Gourley	Administrator	Lenape Technical School
Lars Rosell	Administrator	Lenape Technical School
Michele Ligus	Staff Member	Lenape Technical School
Lauren Reilly	Staff Member	Lenape Technical School
Mark Gizler	Teacher	Lenape Technical School
Jason Zimmerman	Teacher	Lenape Technical School
Marla Betts	Teacher	Lenape Technical School
Kelsey Moore	Teacher	Lenape Technical School
Richel Fink	Teacher	Lenape Technical School
Mari Zilla	Teacher	Lenape Technical School
Tim Lehner	Community Member	Armstrong County Memorial Hospital

Name	Position	Building/Group
Lynda Pozzuto	Community Member	Alle Kiski Strong Chamber
Karen Zapp	Community Member	Butler County Community College
CJ Sloan	Community Member	Sloan Lubrication
Kelly Kirsch	Staff Member	Lenape Adult Education
Don Palmer	Community Member	Manor Township Supervisor
Anthony Shea	Board Member	Lenape Joint Operating Committee Chairman

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The Career Standard Indicator identifies the percentage of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. During the first year of implementation, school entities will be expected to demonstrate that students who are identified as meeting criteria have at least two pieces of evidence that year. In future years, the number of pieces of evidence increases in each grade within the bands. Lenape Tech will continue to enhance these opportunities and ensure that tracking of student work-based learning and participation in the CEWS.	Career Standards Benchmark
Local practice, structure, and systems have responded rapidly to the changing dynamics of education since the start of the pandemic. The social, emotional, and academic stressor that students have experienced as a result of the impact of the pandemic often manifest as behaviors or actions that are barriers to learning. The inclusion of a positive behavior support program will address the challenging behaviors in a restorative and student-centered way.	School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy	
PBIS Plan	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS	Lenape Tech will fully implement a Positive Behavior Interventions Support model to promote behavioral

Goal Nickname	Measurable Goal Statement (Smart Goal)		
	expectations that are consistent and student-centered and are modeled by all staff to ensure fidelity and alignment to industry and employer expectations.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review literature and resources to identify an evidence-based PBIS program that can be applied to a career and technical school setting.	2022-08-01 - 2022-10-31	Mr. Gourley/Dean of Students	Literature review, time, data analysis.
Observe and track discipline data through Power School and study for patterns/foci.	2022-08-22 - 2023-05-26	Mr. Gourley/Dean of Students	Time, data analysis.
Data analysis, alignment of PBIS with focus areas for behavior.	2023-06-16 - 2023-08-16	Mr. Gourley/Dean of Students Administrative Team	Time, data analysis.
Roll-out of PBIS.	2023-08-16 - 2024-05-16	Mr. Gourley/Dean of Students Administrative Team	PD Resources, parent communication plan, data analysis
Monitor and evaluate PBIS program. (ongoing)	2024-08-16 - 2025-05-16	Mr. Gourley/Dean of Students Administrative Team	Staff, student, parent feedback data, discipline data.
Anticipated Outcome			

Successful implementation of a PBIS program.

Monitoring/Evaluation

Staff, student, parent feedback data, discipline data.

Evidence-based Strategy

Career Standards Benchmark

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Career Benchmark

To ensure that all students participate in evidence-based career exploration and preparation activities aligned with the Career Education and Work Standards, the administration and guidance team will engage with the member districts to verify participation of work-based experiences delayed by the pandemic in an effort to meet the Career Standards Benchmark established for the Future Ready Index report.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Comprehensive review of current and incoming students to identify missing career evidence items and PIMS reporting criteria.

2022-08-22 -
2022-10-31

Mrs.
Ligus/Guidance
Counselor

Member district career benchmark
evidence records, historical local
evidence data. PIMS manual

Ensure access to career evidence learning activities and

2022-11-01 -

Mrs.

Member district career benchmark

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
projects that meet the requirements for benchmarking.	2023-05-16	Ligus/Guidance Counselor	evidence records, historical local evidence data.
Submission of career benchmark data to PIMS for FRI calculations.	2023-06-05 - 2023-08-16	Mrs. Ligus/Guidance Counselor	PIMS manual, career benchmark records.

Anticipated Outcome

Meet or exceed the Career Standards benchmark for the Future Ready Index report state average.

Monitoring/Evaluation

Ongoing monitoring of career benchmark activity completion, communication with member districts, and review of PIMS calculations.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Lenape Tech will fully implement a Positive Behavior Interventions Support model to promote behavioral expectations that are consistent and student-centered and are modeled by all staff to ensure fidelity and alignment to industry and employer expectations. (PBIS)	PBIS Plan	Roll-out of PBIS.	08/16/2023
			- 05/16/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

NOCTI/ NIMS: his indicator is the percentage of 12th graders that demonstrate at least one of the following: Scored competent or advanced on Industry Standards-Based Competency Assessments (NOCTI/NIMS). Lenape Tech exceeds the statewide average and achieves a 100% relating to Industry-based Learning including 84.9% scoring advanced on NOCTI/NIMS.

Student Certification: This indicator is the percentage of 12th graders that demonstrate earning an industry-recognized credential. Local data for the class of 2022 includes 177 graduates who earned a total of 410 state-approved certifications, with an FRI score of 95.2%

Work-Based Experience: his indicator is the percentage of 12th graders that demonstrate completion of one or more Work-Based Learning Experiences. Lenape Tech maintains a 100% achievement in this area.

Cohort graduation rates: Percent Graduation 4-Year Cohort: This indicator is the percentage of students who graduate with a high school diploma in a four-year cohort group. This measurement is a lagging indicator. Percent Graduation 5-Year Cohort: This indicator is the percentage of students who graduate with a high

Challenges

Nontraditional participation and completion: Although Lenape Tech does not meet the 4S1 / 3P1 Nontraditional indicator under Perkins V, we have developed an improvement plan that centers on continuing our success of retention and placement of non-traditional students.

Post-Secondary Transition to School, Work, or the Military: This indicator is the percentage of high school graduates who have enrolled in an institution of higher education, enlisted in the military, or entered the workforce within sixteen (16) months after their graduation date. This is a lagging indicator. Lenape Tech continues to focus on growth and improvement through additional efforts to accurately capture post-graduate outcomes. Our mission is not to pigeon-hole students into a singular post-secondary focus. Rather, we work to ensure that students and families are provided with the education, tools, and resources needed to make a post-secondary transition that meets their needs and career goals.

As special education participation continues to grow, funding and resources that are often provided by the LEA are often not continued at the CTC, as the special education monies do not follow the student. Frequent communication is maintained with

Strengths

school diploma in a five-year cohort group. This measurement is a lagging indicator. Lenape Tech routinely exceeds the Four Year federal accountability measure when compared against the statewide average and the statewide 2030 goal. Additionally, Lenape Tech exceeds the five year cohort when compared to the state average.

Aware Team (SAP) Referrals: referral and early intervention for at-risk students to assist both student and parents with available resources & services. First indicators are usually grade/attendance problems. Our 10 member team manages a caseload that averages between 90-120 students who are identified as at-risk academically or emotionally and are in need of additional supports or interventions.

Lenape Tech historically maintains a special education enrollment of 30-35%. This information is used to create student schedules, class sizes, and distribution of resources to support students with disabilities including co-teaching classrooms and para-professionals/instructional assistants in the career/technical areas.

The enrollment of economically disadvantaged students at Lenape Tech ranges between 40-45% of the total population. Lenape Tech utilizes several school and community based programs to provide supports for these students to ensure their success. Community donations, grants, and charity works by the teacher's association provide daily essentials, toiletries, dress

Challenges

the member district representatives to find creative ways to ensure that the CTC can provide as many supports as possible or appreciate for students.

Collectively shape the vision for continuous improvement of teaching and learning

Implement an evidence-based system of school wide positive behavior interventions and supports

Implement evidence-based strategies to engage families to support learning

English Language Arts/Literature All Student Group. This performance measure represents the percentage of all students, enrolled for a full academic year, scoring Advanced on the Keystone end of course exams (for federal accountability, Pennsylvania reports students' best score to date by 11th grade) for Literature. This outcome is related to the ongoing implementation of the PA Core Standards For English Language Arts. Lenape Tech does not teach Keystone trigger courses. Therefore, communication with the member districts and careful review transcripts of students enrolling at the career center ensure that appropriate supports can be in place. Additionally, our Keystone remediation program includes focused practice sessions for students who have not scored proficient or advanced on the Literature keystones. These sessions are taught by ELA instructors

Strengths

clothes for job interviews, and support in purchasing school or work uniforms and career apparel. This allows students to focus on learning and offset costs often associated with career acquisition and retention.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

Identify and address individual student learning needs

Implement a multi-tiered system of supports for academics and behavior

Four-Year Cohort All Student Group Meets 2030 Statewide Goal. Percent Graduation 4-Year Cohort: This indicator is the percentage of students who graduate with a high school diploma in a four-year cohort group. This measurement is a lagging indicator. Lenape Tech meets exceeds the statewide goal. Regular student attendance promotes student success.

Advanced on Industry-Based Competency Assessment All Student Group. This indicator is the percentage of 12th graders that demonstrate at least one of the following: Scored competent or advanced on Industry Standards-Based Competency Assessments (NOCTI/NIMS). Lenape Tech exceeds the statewide average.

Teachers are provided with professional development time to

Challenges

and are designed to progress toward incremental score improvement for students needing additional support. As a CTC, Lenape does not have the advantage of historical monitoring of students as they progress through the ELA standards. ELA instructors consider all available degree of readiness and progress monitoring data to understand the unique learning needs in the areas assessed by the Literature exam.

Science/Biology All Student Group. This performance measure represents the percentage of all students, enrolled for a full academic year, scoring Advanced on the Keystone end of course exams (for federal accountability, Pennsylvania reports students' best score to date by 11th grade) for Biology. This outcome is related to the ongoing implementation of the PA Core Standards For Science and Technology and Engineering Education. Lenape Tech does not teach Keystone trigger courses. Therefore, communication with the member districts and careful review transcripts of students enrolling at the career center ensure that appropriate supports can be in place. Additionally, our Keystone remediation program includes enrolling who have not scored proficient or advanced on the Biology Exam in a remediation course designed to provide additional review and support relating to these concepts. As a CTC, Lenape does not have the advantage of historical monitoring of students as they progress through the science standards. Science instructors consider all available degree of readiness and progress monitoring data to understand the unique learning needs in the areas assessed by

Strengths

analyze all data. This includes progress monitoring for special education students, which has been expanded to include all students in English and Math Classes

Continuation of professional development series including Collins Writing from the SREB and MAX Teaching provide best practices and strategies to improve student performance in ELA content as well as the transfer of those skills to other academic areas,

Lenape does provide tutoring for Language Arts two days a week for one hour each day. Tutoring is provided by Lenape certified teachers.

Implementation of a tiered support program to measure where students are academically and how they have been impacted by school closures and attendance resulting from the pandemic.

Using both the Keystones and the Study Island benchmarking, students are grouped according to similar weaknesses. These groups are then provided with extra help (outside of normal class time) to increase their proficiency towards the academic standards. For individual teachers, Lenape has developed a degree of readiness "form" that compile a comprehensive data collection system that includes all incoming students 9th/10th grade English and Math, grades 9th & 10th grade attendance, applicable Keystones scores and PVAAS projections. We are only providing remediation since we do not teach any Keystone

Challenges

the Biology exam.

Career Standards Benchmark All Student Group Did Not Meet Performance Standard. This Career Standard Indicator identifies the percentage of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. During the first year of implementation, school entities will be expected to demonstrate that students who are identified as meeting criteria have at least two pieces of evidence that year. In future years, the number of pieces of evidence increases in each grade within the bands. As a CTC, communication with the member districts is essential to ensure proper reporting of evidence relating to the Career Benchmarks. This is the first year that Lenape Tech has not exceeded the indicator. Previous year (before pandemic) 18-19 showed a 99.4% benchmark.

Impact from the pandemic and school closures have had a strong influence on overall academic performance. Lenape Tech has established procedures for obtaining baseline data on student grade-level progress to allow for early intervention and support. Additional time is needed to properly assess student grade-level progress as well as providing increased instructional time for remediation and support.

Obtaining information and historical performance from member districts creates an additional step for both parties.

Strengths

related courses. The math department routinely meets and makes curricular adjustments and share resources to support improvement.

Use of progress monitoring data collection in the math classrooms has proven beneficial to students. Teachers are able to use data to modify lesson and make adjustments based on student-need. Concurrently, this data is collected by the appropriate learning support teachers for monitoring progress toward goals for students with IEP's.

Using both the Keystones and the Study Island benchmarking, students are grouped according to similar weaknesses. These groups are then provided with extra help (outside of normal class time) to increase their proficiency towards the academic standards. For individual teachers, Lenape has developed a degree of readiness "form" that compile a comprehensive data collection system that includes all incoming students 9th/10th grade English and Math, grades 9th & 10th grade attendance, applicable Keystones scores and PVAAS projections. We are only providing remediation since we do not teach any Keystone related courses. The science department routinely meets and makes curricular adjustments and share resources to support improvement.

Use of progress monitoring data collection in the math classrooms has proven beneficial to students. Teachers are able to use data

Challenges

Impact from the pandemic and school closures have had a strong influence on overall academic performance. Lenape Tech has established procedures for obtaining baseline data on student grade-level progress to allow for early intervention and support. Additional time is needed to properly assess student grade-level progress as well as providing increased instructional time for remediation and support.

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The impact from the pandemic and school closures have had a strong negative influence on overall academic performance. Lenape Tech has established procedures for obtaining baseline data on student grade-level progress to allow for early intervention and support. Additional time is needed to properly assess student grade-level progress as well as providing increased instructional time for remediation and support.

Obtaining information and historical performance from member districts creates an additional step for both parties.

Strengths

to modify lesson and make adjustments based on student-need. This data is also collected by the appropriate learning support teachers for monitoring progress toward goals for students with IEP's.

Most Notable Observations/Patterns

Challenges

Impact from the pandemic and school closures have had a strong influence on overall academic performance. Lenape Tech has established procedures for obtaining baseline data on student grade-level progress to allow for early intervention and support. Additional time is needed to properly assess student grade-level progress as well as providing increased instructional time for remediation and support.

Discussion Point

The true impact of the 2020 school closure and continued educational disruptions caused by health and safety concerns and quarantines has yet to be fully realized. Lenape Tech will continue to employ and expand our comprehensive efforts to measure and monitor student grade-level expectations and adjust instructional targets to meet these fundamental needs. Through the use of a modified MTSS, early indicators of potential content and grade-level concerns can be identified and allow teachers to inform their instruction to

Priority for Planning

Challenges**Discussion Point****Priority for Planning**

establish requisite skills. The consequence will likely be the ability to provide more enrichment and scaffolding until grade-level benchmarks can be met.

Career Standards Benchmark All Student Group Did Not Meet Performance Standard. This Career Standard Indicator identifies the percentage of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. During the first year of implementation, school entities will be expected to demonstrate that students who are identified as meeting criteria have at least two pieces of evidence that year. In future years, the number of pieces of evidence increases in each grade within the bands. As a CTC, communication with the member districts is essential to ensure proper reporting of evidence relating to the Career Benchmarks. This is the first year that Lenape Tech has not exceeded the indicator. Previous year (before pandemic) 18-19 showed a 99.4% benchmark.

We find discrepancy in local data monitoring systems and those reported in the FRI. This is a cause for investigation to determine the source-data for reporting and ensure alignment and accurate reporting. Local graduation requirements include many of the measures included in the Career Standards Benchmark for All Students. As a CTC, communication with the member districts is essential to ensure proper reporting of evidence relating to the Career Benchmarks. This is the first year that Lenape Tech has not exceeded the indicator. Previous year (before pandemic) 18-19 showed a 99.4% benchmark.

ADDENDUM B: ACTION PLAN

Action Plan: PBIS Plan

Action Steps		Anticipated Start/Completion Date	
Review literature and resources to identify an evidence-based PBIS program that can be applied to a career and technical school setting.		08/01/2022 - 10/31/2022	
Monitoring/Evaluation		Anticipated Output	
Staff, student, parent feedback data, discipline data.		Successful implementation of a PBIS program.	
Material/Resources/Supports Needed		PD Step	Comm Step
Literature review, time, data analysis.		no	no

Action Steps	Anticipated Start/Completion Date
Observe and track discipline data through Power School and study for patterns/foci.	08/22/2022 - 05/26/2023

Monitoring/Evaluation	Anticipated Output
Staff, student, parent feedback data, discipline data.	Successful implementation of a PBIS program.

Material/Resources/Supports Needed	PD Step	Comm Step
Time, data analysis.	no	no

Action Steps	Anticipated Start/Completion Date
Data analysis, alignment of PBIS with focus areas for behavior.	06/16/2023 - 08/16/2023

Monitoring/Evaluation	Anticipated Output
Staff, student, parent feedback data, discipline data.	Successful implementation of a PBIS program.

Material/Resources/Supports Needed	PD Step	Comm Step
Time, data analysis.	no	no

Action Steps		Anticipated Start/Completion Date	
Roll-out of PBIS.		08/16/2023 - 05/16/2024	
Monitoring/Evaluation		Anticipated Output	
Staff, student, parent feedback data, discipline data.		Successful implementation of a PBIS program.	
Material/Resources/Supports Needed		PD Step	Comm Step
PD Resources, parent communication plan, data analysis		yes	yes

Action Steps	Anticipated Start/Completion Date
Monitor and evaluate PBIS program. (ongoing)	08/16/2024 - 05/16/2025

Monitoring/Evaluation	Anticipated Output
Staff, student, parent feedback data, discipline data.	Successful implementation of a PBIS program.

Material/Resources/Supports Needed	PD Step	Comm Step
Staff, student, parent feedback data, discipline data.	yes	no

Action Plan: Career Standards Benchmark

Action Steps**Anticipated Start/Completion Date**

Comprehensive review of current and incoming students to identify missing career evidence items and PIMS reporting criteria.

08/22/2022 - 10/31/2022

Monitoring/Evaluation**Anticipated Output**

Ongoing monitoring of career benchmark activity completion, communication with member districts, and review of PIMS calculations.

Meet or exceed the Career Standards benchmark for the Future Ready Index report state average.

Material/Resources/Supports Needed**PD Step****Comm Step**

Member district career benchmark evidence records, historical local evidence data. PIMS manual

no

no

Action Steps	Anticipated Start/Completion Date
Ensure access to career evidence learning activities and projects that meet the requirements for benchmarking.	11/01/2022 - 05/16/2023

Monitoring/Evaluation	Anticipated Output
Ongoing monitoring of career benchmark activity completion, communication with member districts, and review of PIMS calculations.	Meet or exceed the Career Standards benchmark for the Future Ready Index report state average.

Material/Resources/Supports Needed	PD Step	Comm Step
Member district career benchmark evidence records, historical local evidence data.	no	no

Action Steps	Anticipated Start/Completion Date
Submission of career benchmark data to PIMS for FRI calculations.	06/05/2023 - 08/16/2023

Monitoring/Evaluation	Anticipated Output
Ongoing monitoring of career benchmark activity completion, communication with member districts, and review of PIMS calculations.	Meet or exceed the Career Standards benchmark for the Future Ready Index report state average.

Material/Resources/Supports Needed	PD Step	Comm Step
PIMS manual, career benchmark records.	no	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Lenape Tech will fully implement a Positive Behavior Interventions Support model to promote behavioral expectations that are consistent and student-centered and are modeled by all staff to ensure fidelity and alignment to industry and employer expectations. (PBIS)	PBIS Plan	Roll-out of PBIS.	08/16/2023 - 05/16/2024
Lenape Tech will fully implement a Positive Behavior Interventions Support model to promote behavioral expectations that are consistent and student-centered and are modeled by all staff to ensure fidelity and alignment to industry and employer expectations. (PBIS)	PBIS Plan	Monitor and evaluate PBIS program. (ongoing)	08/16/2024 - 05/16/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Establish an Effective Professional Development System for PBIS	Faculty, staff, school leadership.	<p>Tier I review and connections between Tier I and II: a) increasing intensity and frequency of essential components of Tier I (targeted behaviors defined, more frequent teaching, increased positive specific feedback consistent responses to problem behavior) b) need for consistent documentation of minor behaviors c) Tier II team process • Process of Tier II: a) student identification process, b) collect & review data to clarify the problem behavior & identify function of behavior, c) select & provide interventions that match function, d) monitor student progress & make decisions • Rationale including: a) prevention of the development of new problem behaviors, b) decrease the frequency and/or intensity of problem behaviors c) standardized strategies needed to support students who do not respond to Tier I d) anticipated outcomes • Research-based intervention essential features: o Check-In/Check-Out o Social Skills Group o Check & Connect o First Steps to Success • Stake-holder input • Communication (staff, parents, community) • Train & support staff on process and practices • Implementation fidelity • Role of the coach/technical assistance</p>

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
<p>Understanding of the connections between Tier I and II • Tier II team roles/agendas/minutes/ action plan/administrator participates and promotes / communication plan for staff, students and families • Information management system(s) consistently used to assist with student identification and progress monitoring • Student identification process in place o Teacher nomination form and process o Decision rules decided to use existing school data o Standardized screening instrument • Process in place to collect and review relevant student data to clarify problem behavior and identify function • Use student data to select function-based interventions that match student needs • Collect, graph and interpret student progress monitoring data to continue, intensify, discontinue, fade or successfully exit intervention • Evaluation of Tier II system completed o implementation fidelity o social validity o student outcomes o progress monitoring • Training and support for all staff and staff implementing & monitoring interventions</p>	<p>08/16/2023 - 05/16/2024</p>	<p>Leadership Team</p>
<p>Danielson Framework Component Met in this Plan:</p>	<p>This Step meets the Requirements of State Required Trainings:</p>	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Lenape Tech will fully implement a Positive Behavior Interventions Support model to promote behavioral expectations that are consistent and student-centered and are modeled by all staff to ensure fidelity and alignment to industry and employer expectations. (PBIS)	PBIS Plan	Roll-out of PBIS.	2023-08-16 - 2024-05-16
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COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
PBIS Communications Plan	Students, parents, families	Materials District Leadership Team outcomes: a) basic knowledge of PBIS b) rationale for implementation of PBIS c) agreement to support and implement PBIS d) 3-5 year commitment d) roles and responsibilities of District Leadership Team defined, e) revise/write pertinent district policies, f) communicate with community
Anticipated Timeframe	Frequency	Delivery Method
08/16/2023 - 08/16/2024	Prior implementations and ongoing as needed.	Posting on district website
Lead Person/Position		
Mr. Gurski/Principal		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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