

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		103020407
Address 1		
9600 Babcock Blvd		
Address 2		
City	State	Zip Code
Allison Park	PA	15101
Chief School Administrator		Chief School Administrator Email
Eric C. Heasley		eric.heasley@beattietech.com
Single Point of Contact Name		
Eric C. Heasley		
Single Point of Contact Email		
eric.heasley@beattietech.com		
Single Point of Contact Phone Number		Single Point of Contact Extension
412-847-1900		
Principal Name		
Dr. Jason Watkins		
Principal Email		
jason.watkins@beattietech.com		
Principal Phone Number		Principal Extension
412-847-1961		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Eric Heasley	Executive Director	A.W. Beattie Career Center	eric.heasley@beattietech.com
John Brown	Education Association President	A.W. Beattie Career Center	john.brown@beattietech.com
Reese Martin	Graduate	A.W. Beattie Career Center	reesegelstonmartin@gmail.com
Ami Steinmetz	Regional Employee	Assoc Builders and Contractors	asteinmetz@ABCWPA.org
Scott Kerr	Regional Employer- Giant Eagle	Giant Eagle	scott.kerr@gianteagle.com
Julie Throckmorton	Post Secondary College	Pittsburgh Technical College	throckmorton.julie@ptcollege.edu
Scott Scariot	Teacher/Parent	A.W. Beattie Career Center	scott.scariot@beattietech.com
Thea Holzworth	Asst. Principal/Parent	A.W. Beattie Career Center/AVSD	thea.holzworth@beattietech.com
Caroline Curry	Student	A.W. Beattie Career Center	CCurry@student.beattietech.com
Roger Rech	Special Populations Rep	Shaler Area School District	rechr@sasd.k12.pa.us
Victotia Scariot	Student	A.W. Beattie Career Center	victoria.scariot@beattietech.com
John Baxter	School Counselor	Fox Chapel Area School District	john_baxter@fcasd.edu
Sara Goodyear	School Counselor	A.W. Beattie Career Center	sara.goodyear@beattietech.com
Nicci DeManc	Community Member	Community Member	ndemani@bcccte.org
Alex Gralia	Parent	Parent	alex.gralia@beattietech.com
Greg Stein	JOC Member	A.W. Beattie / Hampton Twp	g.allion@verizon.net
James Fisher	JOC Member	A.W. Beattie / Shaler Area	jfisher439@aol.com
Stephen Coperich	Out of School Youth Rep	Dept of L&I - OVR	scoperich@pa.gov
Jamie Baxter	At Risk Youth Rep	Allies for Children	jamie.baxter@alliesforchildren.org
Joanne Vano	CO-OP Coordinator	A.W. Beattie Career Center	joanne.vano@beattietech.com
Paul Pastierik	Community Member	Community Member	ppastierik@comcast.net
Rachel Rennebeck	Board Member	A.W. Beattie / North Hills	rennebeckr@borad.nhsd.net
Bill Neely	Community Member	JA Sauer Company	bill.nrely@jasauerco.com
Natee Lewis	Student	A. W. Beattie / NA	natee.lewis@gmail.com
Vince Sidorowicz	Other	OAC Member	vsidorowicz@lkq.com
Beth ison	Other	Community College of Allegheny County	bison@ccac.edu

LEA Profile

A.W. Beattie Career (www.beattuetech.com) is a consortium of nine school districts consisting of: Avonworth, Deer Lakes, Fox Chapel Area, Hampton Twp., North Allegheny, Northgate, North Hills, Pine-Richland, and Shaler Area, encompassing just over 211 square miles. The enrollment area is referred to as northern Allegheny County. The nine consortium school districts are both similar and unique across physical, social, and economic traits. The Career Center's location in the Town of McCandless is centrally located relative to the participating consortium school districts.

The programs of the Career Center are designed to meet the needs of the individual learner and the regional community that we serve. Our graduation surveys that are conducted one year after the completion of the senior year continually reflect that over ninety-four percent (94%) of our students are gainfully engaged within the employment sector, post-secondary attendance or military service, year after year. For the 2021-2022 school year, the most recent data reflected an engagement rate of 98.46% post-graduation. Employers within the region support the Career Center and the student body through their participation on our program advisory boards, offering their industry expertise to our curriculum development process. The employers support the students through accepting students as interns and Cooperative Education students at their employment locations. These same individuals and firms supply greatly appreciated donations of supplies and scholarship funds.

The positives within the community have assisted the Career Center with solid growth in student enrollment over the last five years. The 2023-2024 school year beginning enrollment reflects a student body of 978. This is an increase of forty-eight students. The start of the 2024-25 school year began with 1029 students, this is an increase of fifty-one students.

The Career Center has experienced continued growth of new programs with the addition of the Surgical Sciences-Operating Room Technology program which meets the learning needs of the region's student body and to serve the need of the area's medical community. The Career Center has also discussed the establishment of a Power and Energy program to support the diverse power and energy sector across our greater regional footprint. The discussion of additional new program development must include the challenge of instructional space within the Career Center and the growing cost factor of new construction. The discussion of closing a program for this development does not make sense as our current program offerings are in demand by our employment sector.

The Career Center has engaged the services of HHSDR Architects and Engineers to once again assist in the evaluation of the possible expansion of classroom and lab space to meet the needs of the current student population and the consideration of any possible new program expansion. This is an initial first step review of potential designs and costs.

Mission and Vision

Mission

The Mission of the A.W. Beattie Career Center is to empower each student to become a successful professional in a continuously evolving regional and global economy through equitable access to the latest industry standards and technology education.

Vision

Vision The vision of A.W. Beattie Career Center is to be a progressive career center that fosters excellence in career and technical education for students. This vision includes students being well educated and skilled for their postsecondary education and career pathway.

Educational Values

Students

- All students want to learn and can learn when their social/emotional, physical, academic, and college/career needs are being met.
- All students need nurturing, support and recognition to foster self-esteem.
- Students must attend school regularly and actively engage in learning.
- Student success requires organized leadership, shared expectations, collaboration with community partners, teamwork, and well managed resources.

Staff

- Teachers must be passionate, caring and respectful.
- Teachers must be student-centered.
- Teachers must be knowledgeable about content and methodology.
- Teaching is a craft that must be continually developed and reflected upon to promote growth.
- Teachers must seek collaboration and innovation.

Administration

- We will pursue excellence for all those we serve in a safe, secure and inclusive learning environment.

Parents

- A. W. Beattie Career Center is a partnership among the nine consortium school districts, parents, staff and the community at large.

Community

- Authentic learning experiences must be extended beyond the walls of the Career Center.
- Recognizing and embracing diversity adds value to learning experiences for all students.
- A.W. Beattie Career Center strives to best serve the surrounding communities by educating our students in fields adapted to meet the needs of area employers.
- Collaboration with businesses, industry, post-secondary institutions, as well as community organizations enriches and strengthens the bond of the Career Center within the culture of the community.

Other (Optional)

Omit selected.

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
NOCTI	Returning from COVID NOCTI scores were in an acceptable range
Career Standards Benchmark	The Career Center exceeded the state average
Post graduation engagement	The Career Center follow-up study indicated that our students are meaningfully engaged one year after graduation in employment, post-secondary studies or the military

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	The Career Center did not meet statewide average attendance
Special Education	The Career Center will need to review additional staffing needs to assist special education students
Economically Disadvantaged	The Career Center looking for outside funding sources to support students in need of program uniforms and tools

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

Strengths

Indicator NOCTI ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations Observable growth between 11th and 12th grade assessment
Indicator Career Standards Benchmark	Comments/Notable Observations More focused lesson plan development to tie curriculum to out comes

ESSA Student Subgroups	
Indicator Post graduation engagement ESSA Student Subgroups	Comments/Notable Observations Follow-up study positive responses, one year post graduation

Challenges

Indicator Regular Attendance ESSA Student Subgroups Combined Ethnicity, White, Economically Disadvantaged	Comments/Notable Observations Regular student is a struggle in more than one group area
Indicator Special Education ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Increased enrollment will require a review of staffing needs to support student learning
Indicator Economically Disadvantaged ESSA Student Subgroups White	Comments/Notable Observations The current economy has created a greater demand among families for assistance with the purchase of needed school materials

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.

Post graduation engagement
Career Standards Benchmark

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
Economically Disadvantaged

Local Assessment

English Language Arts

Data	Comments/Notable Observations
na	

English Language Arts Summary

Strengths

na

Challenges

na

Mathematics

Data	Comments/Notable Observations
na	

Mathematics Summary

Strengths

na

Challenges

na

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
na	

Science, Technology, and Engineering Education Summary

Strengths

na

Challenges

na

Related Academics

Career Readiness

Data	Comments/Notable Observations
Post Program Placement	Beattie students continue to exceed the state performance percentage. For 2022-23 the state rate was 92.3%, Beattie students achieved a rate of 99.4%.
Graduation Cohort	Beattie students traditional meet or exceed the state performance percentage. Most current data, the state at rate was 95.7% and A.W. Beattie was 96.1%.
Recognized Industry Credentials	Beattie students traditional meet or exceed the state performance measure. Beattie offers many additional credentials that are not on the state list. The most current data for 2022-23 for state performance was 80.5%, with A.W. Beattie achieving 87.1%.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Industry Certifications and Credentials	Students continue to achieve at a high rate. For 2023/2024 students earned in excess of 1,400 industry recognized credentials.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

Strengths

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

Students recognize the need to earn an industry certifications that lead to gainful employment opportunities.

The planning of budgetary and grant funds to assist students with the financial costs of obtaining an industry certification
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Our articulation agreements provide many opportunities for our students entering the post-secondary.
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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.

Additional credentials still needed to be added to the state approved list.

Improved student attendance for successful completion and graduation.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Student industry certifications	Students considered under this category receive instructional and financial support for industry certifications

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Industry Certifications	The career center utilizes grant and operating budget funds to remove student barriers towards earning an industry certification

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

The addition of the ESL instructor to assist students and staff
Increased support amongst the participate school districts
The addition of an additional special education teacher

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.

The need for additional funding sources
Additional instruction time

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	na
Title 1 Program	na
Student Services	na
K-12 Guidance Plan (339 Plan)	The career center has a recognized best practice K-12 Guidance Plan
Technology Plan	The career center's IT Director maintains an ongoing technology scope and plan of work
English Language Development Programs	The career center employs an ELL instructor

Strengths

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

K-12 Guidance Plan is a leading document for the career center

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.

The continue growth of the student body impacts the capacity of the career center

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
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	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

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

Summary

Strengths

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

The career center has an outstanding engagement with business and industry that enables students to be involved in their career pathway through co-op and internships. These organization also provide material and financial support beyond the normal operating budget.

The use of restructured human capital will assist the career center in developing a robust curriculum review and additional development.

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?

Seeking to increase the involvement directly at the career center of families beyond their support of enrolling their student in our programs.

The lack of additional programing space without additional construction considerations.

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
Post graduation engagement	True
Career Standards Benchmark	True
na	False
na	False
na	False
Students recognize the need to earn an industry certifications that lead to gainful employment opportunities.	True
Increased support amongst the participate school districts	False
K-12 Guidance Plan is a leading document for the career center	True
The addition of the ESL instructor to assist students and staff	True
The planning of budgetary and grant funds to assist students with the financial costs of obtaining an industry certification	True
The career center has an outstanding engagement with business and industry that enables students to be involved in their career pathway through co-op and internships. These organization also provide material and financial support beyond the normal operating budget.	True
The use of restructured human capital will assist the career center in developing a robust curriculum review and additional development.	True
Our articulation agreements provide many opportunities for our students entering the post-secondary.	True
The addition of an additional special education teacher	True

Challenges

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

Strength	Check for Consideration in Plan
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Regular Attendance	True
Economically Disadvantaged	True
Additional credentials still needed to be added to the state approved list.	True
na	False
na	False
na	False
Improved student attendance for successful completion and graduation.	True
The continue growth of the student body impacts the capacity of the career center	False
Seeking to increase the involvement directly at the career center of families beyond their support of enrolling their student in our programs.	True
The need for additional funding sources	True
Additional instruction time	True
The lack of additional programing space without additional construction considerations.	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.

Continuations communication that attendance for all students is critical for success in the Career Center and a students preparation for post high school graduations.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance	The career center has increased the contacts with a student residence to communicate the importance of daily attendance.	True
Economically Disadvantaged	The continuation of grants and donations to assist with uniforms and certification fees.	True
Additional credentials still needed to be added to the state approved list.	Each area of the commonwealth has different needs that need to be addressed.	False
Improved student attendance for successful completion and graduation.	Increased involvement of the OAC during school visits .	True
Seeking to increase the involvement directly at the career center of families beyond their support of enrolling their student in our programs.		False
The need for additional funding sources	As additional funding sources are identified, the flexibility to utilize those funds to meet the instructional needs of students.	True
Additional instruction time		False
The lack of additional programing space without additional construction considerations.	On going discussions.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The addition of the ESL instructor to assist students and staff	
K-12 Guidance Plan is a leading document for the career center	Annually the career center updates the action plan section of its K-12 Guidance Plan to reflect the needs of the centers students
Post graduation engagement	
Career Standards Benchmark	
The career center has an outstanding engagement with business and industry that enables students to be involved in their career pathway through co-op and	The career center needs to maintain a continual discussion with families in the community to

internships. These organization also provide material and financial support beyond the normal operating budget.	continue to build the base of support for CTE instruction
The use of restructured human capital will assist the career center in developing a robust curriculum review and additional development.	Each year the career center must be diligent to include opportunities for staff members to review and update curriculum to meet the needs of students
Students recognize the need to earn an industry certifications that lead to gainful employment opportunities.	Students continue to seek participation in industry related exams that will build their career portfolio
The planning of budgetary and grant funds to assist students with the financial costs of obtaining an industry certification	The career center will continue to develop community partnerships to assist students in obtaining needs equipment and certifications
Our articulation agreements provide many opportunities for our students entering the post-secondary.	
The addition of an additional special education teacher	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Students acceptance of their self accountability.
	Obtainment of grants and donations.
	The career center needs to focus on all students to ensure career pathway success.
	With a growing student population and a continued struggle of available space in the building the need for additional funding is needed to grow and expand programs

Goal Setting

Priority: With a growing student population and a continued struggle of available space in the building the need for additional funding is needed to grow and expand programs

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Identify ways to offer expanded essential programming to meet the needs of the student body within the limits of funding.		
Measurable Goal Nickname (35 Character Max)		
Program development for student learning		
Target Year 1	Target Year 2	Target Year 3
Programming review and planning.	Programming recommendations for JOC considerations.	Identify ways to offer expanded essential programming to meet the needs of the student body within the limits of funding.

Priority: The career center needs to focus on all students to ensure career pathway success.

Outcome Category		
Post-secondary transition to school, military, or work		
Measurable Goal Statement (Smart Goal)		
Post graduation engagement - one year after high-school graduation		
Measurable Goal Nickname (35 Character Max)		
Post-graduation engagement		
Target Year 1	Target Year 2	Target Year 3
Integration of the Student Engagement Specialist in all classrooms.	Full utilization of Smart Futures in all programs.	Post graduation engagement - one year after high-school graduation

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
Student participation in the student PNC Partner/Up Program		
Measurable Goal Nickname (35 Character Max)		
PNC Partner/UP		
Target Year 1	Target Year 2	Target Year 3
Student enrollment of at least 10 students	Student in enrollment of at least 18 students	Student participation in the student PNC

that complete the program.	that complete the program.	Partner/Up Program
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Priority: Students acceptance of their self accountability.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
The career center would except a student attendance to improve as they move from grade 10-12.		
Measurable Goal Nickname (35 Character Max)		
Attendance		
Target Year 1	Target Year 2	Target Year 3
Baseline 10th grade attendance	Review attendance through grade 11, with continued contacts with families.	The career center would except a student attendance to improve as they move from grade 10-12.

Priority: Obtainment of grants and donations.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
Grants and Donations spreadsheets for documentation.		
Measurable Goal Nickname (35 Character Max)		
Grants and Donations		
Target Year 1	Target Year 2	Target Year 3
Review current sources	Seek additional opportunities	Grants and Donations spreadsheets for documentation.

Action Plan

Measurable Goals

Program development for student learning	Post-graduation engagement
PNC Partner/UP	Attendance
Grants and Donations	

Action Plan For: Student success to program completion.

Measurable Goals:

- Identify ways to offer expanded essential programming to meet the needs of the student body within the limits of funding.
- Student participation in the student PNC Partner/Up Program
- Post graduation engagement - one year after high-school graduation

Action Step		Anticipated Start/Completion Date	
Allocation of Resources		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Executive Director	Program Budget Preparation	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Review of current programs and review of new potential program offerings.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration/JOC	In demand occupations, establishment of new advisory boards.	No	Yes
Action Step		Anticipated Start/Completion Date	
Expanded utilization of PNC Partner/UP Program		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Student Engagement Specialist	Classroom teacher program acceptance.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Utilization of Smart Futures.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

School Counselors/Student Engagement Specialist	CTE Guidance Plan Approval	Yes	Yes
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Additionally CTE Program Continuation of Current in Demand Program Yearly Increase in PNC Partner/UP Participation Building Wide Utilization of Smart Futures	Administration - monthly through classroom visits

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Student success to program completion.	Allocation of Resources
Student success to program completion.	Expanded utilization of PNC Partner/UP Program
Student success to program completion.	Utilization of Smart Futures.

Max Teaching

Action Step		
• Allocation of Resources		
Audience		
New teachers with less than five years of experience		
Topics to be Included		
Student reading/writing resources		
Evidence of Learning		
Utilization within classroom instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Directors	2024-10-02	2026-06-30

Learning Format

Type of Activities	Frequency
Conference	2 day workshop
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

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

Teaching Diverse Learners in Inclusive Settings

Youth Mental Health First Aid

Action Step

- Allocation of Resources

Audience

Building Wide Instructional Staff

Topics to be Included

Student needs Interventions

Evidence of Learning

Program Certificate

Lead Person/Position

School Counselors

Anticipated Start

2024-08-16

Anticipated Completion

2025-08-15

Learning Format

Type of Activities

Inservice day

Frequency

1-8 hour day

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings

At Least 1-hour of Trauma-informed Care Training for All Staff

PNC Partner/UP

Action Step

- Expanded utilization of PNC Partner/UP Program

Audience

Advisory Board Members and Classroom Instructors

Topics to be Included

Programming Anticipated Outcomes

Evidence of Learning

Increase Student Participation and Employer Engagement

Lead Person/Position

Executive Director

Anticipated Start

2024-11-05

Anticipated Completion

2025-05-30

Learning Format

Type of Activities	Frequency
Inservice day	1-Day Presentation
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Allocation of Resources					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Allocation of Resources	Instructors, Joint Operating Committee	Yearly goals and objectives.	Executive Director	07/01/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Presentation			Yearly with a annual full-up review		

Review of current program offerings and potential new programs					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Joint Operating Committee Member Districts	Enrollment Projected enrollment Cost of program development	Executive Director	07/01/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Other			Ongoing through discussions, emails updates, community engagement meetings, various presentation formats		

PNC Partner/UP and Smart Futures					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Expanded utilization of PNC Partner/UP Program	Instructors and Joint Operating Committee	Program expectations and outcomes.	Student Engagement Specialist	07/01/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Presentation			Annually		

Approvals & Signatures

Uploaded Files

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