

Lenape Tech

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Comprehensive Career and Technical Center		128034607
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2215 Chaplin Avenue		
Address 2		
City	State	Zip Code
Ford City	PA	16226
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
Wesley Kuchta		
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Principal Name		
Jason Gurski		
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School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Lynette Evans	Community Member	Lenape Adult Education	evalyn@lenape.k12.pa.us
Don Palmer	Community Member	Manor Township Supervisor	dpalmer@manortownship.com
Anthony Shea	Community Member	Armstrong County Commissioner	ashea247@comcast.net

LEA Profile

Lenape Tech is a full time comprehensive technical high school that serves students from Apollo-Ridge, Armstrong, Freeport Area and Leechburg Area School Districts. The school, located in the center of rural Armstrong County, Pennsylvania, was the first comprehensive technical school in Pennsylvania. Lenape Tech opened its doors in 1965 with seven technical programs. A building expansion in 1975 added seven new technical programs, a cafetorium and an academic wing that included additional classrooms, science labs, a library, and a gymnasium to the original structure. In 1985 another building was constructed to house the new Agriculture program. At present, Lenape Tech offers 14 technical programs and a full complement of core and enhanced academics to high school juniors and seniors. In 2012-13, Lenape opened their technical programs to 10th grade students. These students attend part-time, taking their technical program and one academic course at Lenape. At their sending school, the students receive 3 core academic classes as well as an elective. Most of these 10th graders become full-time Lenape students in their junior year. Lenape Tech collaborates with sponsoring district counselors and instructors to deliver career awareness and exploration activities, as well as to support students in grades 7-12 in meeting the PA Academic Standards and the PA Core eligible content and Career Education and Work Standards. Lenape Tech will be separating the Allied Health and Sports Medicine programs during the tenure of this plan.

Lenape students participate in a variety of extracurricular activities at Lenape Tech such as National Honor Society, National Technical Honor Society, SkillsUSA, FFA, Student Government, Gaming Club, Dance, Leo Club and more! In addition, about 25% of Lenape Tech students return to their sponsoring high school for athletics (football, track, wrestling, etc.) and performing arts (band, chorus, theatre, etc.). Community involvement is encouraged at Lenape with students participating in many projects such as volunteering at the local hospital, cleaning of the parks, stocking streams, as well as working with non-profit organizations such as HAVIN and the Environmental Learning Center.

Lenape Tech offers an adult education curriculum as well. The Nextier Adult Education building across the street from the secondary program houses the Lenape Practical Nursing program, Lenape Adult Education and Armstrong Center for Community Learning. Full time day and part time evening/weekend programs are offered to residents of Armstrong and surrounding counties. The general adult program provides short term evening classes that serve to provide training to prepare for or enhance occupational skills. Some classes lead to industry recognized certification, such as pharmacy technician, phlebotomy and PA state inspection mechanic. Programs can be customized for businesses upon request.

The vision of Lenape Technical School is to provide technical education on the secondary level to those students of Armstrong County that have the interests and abilities that benefit from a career and technical educational experience. The graduating class of 2024 earned 683

industry level certifications during their time at Lenape and 21 students earned 93 college credits through our dual enrollment with Butler County Community College.

The Lenape experience is intended to utilize and develop the beliefs, opinions and characteristics that reflect academic training. This all-encompassing educational experience emphasizes the duties, responsibilities and privileges of good citizenship in a democratic society; and that cooperative, creative thought and critical thinking is to be encouraged to solve real world academic scenarios. By focusing on development of these skills, Lenape Tech students will be successful in their chosen career path whether that is via post-secondary education or direct entry into the workplace.

Mission and Vision

Mission

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

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 Values

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)

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
Career Standards Benchmark: All student group exceeds performance standard.	The Career Standard Indicator identifies the percentage (99.6%) of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. Lenape Tech exceeds both the statewide average (91.4%) and the Statewide Performance Standard (98%).
Four-Year Cohort- All student group exceeds the 2033 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 exceeds (97%) the statewide 2033 performance goal (92.4%).
Industry-Based Learning All Student Group exceeds performance standard.	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) Earned at least one Industry-Recognized Credential Completed a Work-Based Learning Experience. Lenape Tech exceeds the statewide goal (96.1%) with 100% of 12th graders completing a work-based experience.
Advanced on Industry-Based Competency Assessment All Student Group exceeds performance standard.	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 (50.4%) exceeds the statewide average (46.3%).

Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	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.
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	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 Algebra.
Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	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.
Regular Attendance All Student Group Did Not Meet Performance Standard	This indicator is the percentage of students enrolled in a school for 90 or more school days and present 90 percent or more of these school days. This is a lagging indicator indicating data is from the year prior to the reporting year.

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

Strengths

<p>Indicator Career Standards Benchmark: All student group exceeds performance standard.</p> <p>ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The Career Standard Indicator identifies the percentage (99.6%) of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. Lenape Tech exceeds both the statewide average (91.4%) and the Statewide Performance Standard (98%). Economically disadvantaged students scored 99% while students with disabilities attained 98.4%.</p>
<p>Indicator Four-Year Cohort- All student group exceeds the 2033 statewide goal.</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations 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 exceeds (97%) the statewide 2033 performance goal (92.4%). Economically disadvantaged students increased from 96.4% in SY 21-22 to 97.6%</p>
<p>Indicator Industry-Based Learning All Student Group exceeds performance standard.</p> <p>ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations 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) Earned at least one Industry-Recognized Credential Completed a Work-Based Learning Experience. Lenape Tech exceeds the statewide goal (96.1%) with 100% of 12th graders completing a work-based experience. Both economically disadvantaged students and students with disabilities both scored 100%.</p>
<p>Indicator</p>	<p>Comments/Notable Observations</p>

<p>Advanced on Industry-Based Competency Assessment All Student Group exceeds performance standard. ESSA Student Subgroups</p>	<p>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 (50.4%) exceeds the statewide average (46.3%).</p>
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Challenges

<p>Indicator English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Although the Center did not meet the interim goal or improvement target, the All Student Group did increase (57.9%) when compared to SY 22-23 (57.1%). Economically Disadvantaged students also increased from 51.3% to 55.3%. Students with Disabilities also performed better increasing from 17.6% to 23.6%</p>
<p>Indicator Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations Although the Center did not meet the interim goal or improvement target, the All Student Group did increase (32.7%) when compared to SY 22-23 (29.3%). Economically Disadvantaged students also improved from 30% in SY 22-23 to 30.1% in SY 23-24.</p>
<p>Indicator Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Although the Center did not meet the interim goal or improvement target, Economically Disadvantaged students increased from 41.6% in SY 22-23 to 46.8% in SY 23-24. Students with Disabilities also increased performance from 8.9% in SY 22-23 to 18.2% in SY 23-24.</p>
<p>Indicator Regular Attendance All Student Group Did Not Meet Performance Standard ESSA Student Subgroups</p>	<p>Comments/Notable Observations Although the Center did not meet the performance standard regarding regular attendance, we exceeded the performance goals relating to program completers and graduation rates.</p>

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.

Career Standards Benchmark: All student group exceeds performance standard. The Career Standard Indicator identifies the percentage (99.6%) of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. Lenape Tech exceeds both the statewide average (91.4%) and the Statewide Performance Standard (98%). Economically disadvantaged students scored 99% while students with disabilities attained 98.4%.

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 exceeds (97%) the statewide 2033 performance goal (92.4%). Economically disadvantaged students increased from 96.4% in SY 21-22 to 97.6%

Industry-Based Learning All Student Group exceeds performance standard. 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) Earned at least one Industry-Recognized Credential Completed a Work-Based Learning Experience. Lenape Tech exceeds the statewide goal (96.1%) with 100% of 12th graders completing a work-based experience. Both economically disadvantaged students and students with disabilities both scored 100%.

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.

English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target: Although the Center did not meet the interim goal or improvement target, the All Student Group did increase (57.9%) when compared to SY 22-23 (57.1%). Economically Disadvantaged students also increased from 51.3% to 55.3%. Students with Disabilities also performed better increasing from 17.6% to 23.6%

Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target: Although the Center did not meet the interim goal or improvement target, the All Student Group did increase (32.7%) when compared to SY 22-23 (29.3%). Economically Disadvantaged students also improved from 30% in SY 22-23 to 30.1% in SY 23-24.

Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target: Although the Center did not meet the interim goal or improvement target, Economically Disadvantaged students increased from 41.6% in SY 22-23 to 46.8% in SY 23-24. Students with Disabilities also increased performance from 8.9% in SY 22-23 to 18.2% in SY 23-24.

Regular Attendance All Student Group Did Not Meet Performance Standard: Although the Center did not meet the performance standard regarding regular attendance, we exceed the performance goals relating to program completers and graduation rates.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Progress Monitoring	Although the Center did not meet the interim goal or improvement target, the All Student Group did increase (57.9%) when compared to SY 22-23 (57.1%). Economically Disadvantaged students also increased from 51.3% to 55.3%. Students with Disabilities also performed better increasing from 17.6% to 23.6%. To expand this capability, the Center will continue to support and expand our progress monitoring efforts to address all students, not just those with disabilities.
Keystone Remediation Program	Using both the Keystones and the Study Island benchmarking, students are grouped according to similar needs. 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 compiles 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.

English Language Arts Summary

Strengths

Professional development for ELA instructors to support review and examination of our remediation program and corresponding ELA standards has had a positive impact on remediation efforts and understanding of available data.
Training in the use of MAX Teaching for Reading and Writing for all instructional staff continues for the course of this plan.
Allocation of time for special education teachers to work with career and technical instructors to develop reading and writing prompts to be deployed in the CTE programs will provide progress monitoring data as well as remediation for ELA assessments.

Challenges

Obtaining information and historical performance from member districts creates an additional step for both parties.
PVAAS data is limited due to low sample-size numbers. Patterns are difficult to determine and are often limited to small sample size achievement groups.

Mathematics

Data	Comments/Notable Observations
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Progress Monitoring	Although the Center did not meet the interim goal or improvement target, the All Student Group did increase (32.7%) when compared to SY 22-23 (29.3%). Economically Disadvantaged students also improved from 30% in SY 22-23 to 30.1% in SY 23-24.
Keystone Remediation Program	Although the Center did not meet the interim goal or improvement target, the All Student Group did increase (32.7%) when compared to SY 22-23 (29.3%). Economically Disadvantaged students also improved from 30% in SY 22-23 to 30.1% in SY 23-24.

Mathematics Summary

Strengths

Allocation of time for special education teachers to work with career and technical instructors to develop reading and writing prompts to be deployed in the CTE programs will provide progress monitoring data as well as remediation for Math assessments.
Math instructors have participated in Professional Learning Communities through ARIN Intermediate Unit (Math Teachers Network)
Math Department is currently investigating remediation resources to improve achievement (Math Nation).

Challenges

Obtaining information and historical performance from member districts creates an additional step for both parties.
PVAAS data is limited due to low sample-size numbers. Patterns are difficult to determine and are often limited to small sample size achievement groups.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Keystone Remediation Program	Although the Center did not meet the interim goal or improvement target, Economically Disadvantaged students increased from 41.6% in SY 22-23 to 46.8% in SY 23-24. Students with Disabilities also increased performance from 8.9% in SY 22-23 to 18.2% in SY 23-24.

Science, Technology, and Engineering Education Summary

Strengths

The second year of the Applied Biology and Chemistry (AB&C) program has proven beneficial to students with disabilities, as evidenced by the improvement of that assessment group.
Within the AB&C course, shifting remediation content to better align with the Spring Keystone Testing Window has improved readiness and retention specifically for students with disabilities.
Instructional staff are conducting a root cause analysis with the assistance of CDSL to identify needs and possible resources for improving assessment preparedness.

Challenges

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

PVAAS data is limited due to low sample-size numbers. Patterns are difficult to determine and are often limited to small sample size achievement groups.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark: All student group exceeds performance standard.	The Career Standard Indicator identifies the percentage (99.6%) of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. Lenape Tech exceeds both the statewide average (91.4%) and the Statewide Performance Standard (98%).
Four-Year Cohort- All student group exceeds the 2033 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 exceeds (97%) the statewide 2033 performance goal (92.4%).

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Industry-Based Learning All Student Group exceeds performance standard.	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) Earned at least one Industry-Recognized Credential Completed a Work-Based Learning Experience. Lenape Tech exceeds the statewide goal (96.1%) with 100% of 12th graders completing a work-based experience. Both economically disadvantaged students and students with disabilities both scored 100%.
Work-based Learning	The Center saw a significant increase in participation in cooperative education. SY 23-24 had 25 participants, which improved to 48 participants in SY 24-25.

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

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Hiring of a full-time Expanded School Mental Health (ESMH) counselor.	Using the awarded PCCD Mental Health Grant, this counselor provides direct support to students through voluntary participation in counseling, group support meetings, and learning sessions to reduce anxiety and stress and how to access mental health resources.

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.

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) Earned at least one Industry-Recognized Credential Completed a Work-Based Learning Experience. Lenape Tech exceeds the statewide goal (96.1%) with 100% of 12th graders completing a work-based experience. Both economically disadvantaged students and students with disabilities both scored 100%.
This indicator is the percentage of 12th graders that demonstrate having earned at least one Industry-Recognized Credential Completed a Work-Based Learning Experience at 93.7% This includes both economically disadvantaged students and students with disabilities.
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 73.2% scoring advanced on NOCTI/NIMS.

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.

Rigorous Courses of Study This indicator is the percentage of 12th graders who participated in at least one Rigorous Course of Study, defined as Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual credit courses during grades 7-12, or in a concentrated CTE program of study. The Center performs below the statewide average. Improved participation in dual enrollment and AP courses would increase incidents of students transitioning from the technical school to post-secondary education.

Regular Attendance: All Student Group Did Not Meet Performance Standard. While Center has implemented a PBIS program with a focus on improving regular attendance, continued efforts in truancy diversion programs and training for instructional staff regarding make up work policies, IEP considerations for extended time, and parent/family communications can further improve regular attendance.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

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.

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 support for these students to ensure their success. Community donations, grants, and charity work by the teacher's association provide daily essentials, toiletries, dress 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.

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.

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

Supplemental LEA Plans

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

Strengths

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

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
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	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?

Regular, targeted professional development tailored to staff needs and aligned with organizational goals.
Active partnerships with parents, local businesses, and community organizations.
Use of data dashboards or tools to track progress and make informed adjustments.
Effective use of technology to enhance learning, streamline operations, and improve communication.

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?

Lack of robust support for economically disadvantaged, homeless, or at-risk students. Special education monies do not follow student to career center.
Insufficient or underutilized data to drive personalized instruction and interventions.

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
Career Standards Benchmark: All student group exceeds performance standard. The Career Standard Indicator identifies the percentage (99.6%) of students demonstrating meaningful engagement in career exploration and preparation aligned to the Career Education and Work (CEW) standards. Lenape Tech exceeds both the statewide average (91.4%) and the Statewide Performance Standard (98%). Economically disadvantaged students scored 99% while students with disabilities attained 98.4%.	False
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 exceeds (97%) the statewide 2033 performance goal (92.4%). Economically disadvantaged students increased from 96.4% in SY 21-22 to 97.6%	False
Industry-Based Learning All Student Group exceeds performance standard. 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) Earned at least one Industry-Recognized Credential Completed a Work-Based Learning Experience. Lenape Tech exceeds the statewide goal (96.1%) with 100% of 12th graders completing a work-based experience. Both economically disadvantaged students and students with disabilities both scored 100%.	False
Professional development for ELA instructors to support review and examination of our remediation program and corresponding ELA standards has had a positive impact on remediation efforts and understanding of available data.	False
Training in the use of MAX Teaching for Reading and Writing for all instructional staff continues for the course of this plan.	False
Allocation of time for special education teachers to work with career and technical instructors to develop reading and writing prompts to be deployed in the CTE programs will provide progress monitoring data as well as remediation for ELA assessments.	True
Allocation of time for special education teachers to work with career and technical instructors to develop reading and writing prompts to be deployed in the CTE programs will provide progress monitoring data as well as remediation for Math assessments.	True

Math instructors have participated in Professional Learning Communities through ARIN Intermediate Unit (Math Teachers Network)	False
The Math Department currently investigating remediation resources to improve achievement (Math Nation).	False
The second year of the Applied Biology and Chemistry (AB&C) program has proven beneficial to students with disabilities, as evidenced by the improvement of that assessment group.	True
Within the AB&C course, shifting remediation content to better align with the Spring Keystone Testing Window has improved readiness and retention specifically for students with disabilities.	True
Instructional staff are conducting a root cause analysis with the assistance of CDSL to identify needs and possible resources for improving assessment preparedness.	False
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) Earned at least one Industry-Recognized Credential Completed a Work-Based Learning Experience. Lenape Tech exceeds the statewide goal (96.1%) with 100% of 12th graders completing a work-based experience. Both economically disadvantaged students and students with disabilities both scored 100%.	False
This indicator is the percentage of 12th graders that demonstrate having earned at least one Industry-Recognized Credential Completed a Work-Based Learning Experience at 93.7% This includes both economically disadvantaged students and students with disabilities.	False
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 73.2% scoring advanced on NOCTI/NIMS.	False
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 paraprofessionals/instructional assistants in the career/technical areas.	False
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 support for these students to ensure their success. Community donations, grants, and charity work by the teacher's association provide daily essentials, toiletries, dress 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.	False
Regular, targeted professional development tailored to staff needs and aligned with organizational goals.	False
Active partnerships with parents, local businesses, and community organizations.	False
Use of data dashboards or tools to track progress and make informed adjustments.	False

Effective use of technology to enhance learning, streamline operations, and improve communication.	False
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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
English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target: Although the Center did not meet the interim goal or improvement target, the All Student Group did increase (57.9%) when compared to SY 22-23 (57.1%). Economically Disadvantaged students also increased from 51.3% to 55.3%. Students with Disabilities also performed better increasing from 17.6% to 23.6%	True
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target: Although the Center did not meet the interim goal or improvement target, the All Student Group did increase (32.7%) when compared to SY 22-23 (29.3%). Economically Disadvantaged students also improved from 30% in SY 22-23 to 30.1% in SY 23-24.	True
Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target: Although the Center did not meet the interim goal or improvement target, Economically Disadvantaged students increased from 41.6% in SY 22-23 to 46.8% in SY 23-24. Students with Disabilities also increased performance from 8.9% in SY 22-23 to 18.2% in SY 23-24.	True
Regular Attendance All Student Group Did Not Meet Performance Standard: Although the Center did not meet the performance standard regarding regular attendance, we exceed the performance goals relating to program completers and graduation rates.	False
Obtaining information and historical performance from member districts creates an additional step for both parties.	False
PVAAS data is limited due to low sample-size numbers. Patterns are difficult to determine and are often limited to small sample size achievement groups.	False
Obtaining information and historical performance from member districts creates an additional step for both parties.	False
PVAAS data is limited due to low sample-size numbers. Patterns are difficult to determine and are often limited to small sample size achievement groups.	False
Obtaining information and historical performance from member districts creates an additional step for both parties.	False

PVAAS data is limited due to low sample-size numbers. Patterns are difficult to determine and are often limited to small sample size achievement groups.	False
Rigorous Courses of Study This indicator is the percentage of 12th graders who participated in at least one Rigorous Course of Study, defined as Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual credit courses during grades 7-12, or in a concentrated CTE program of study. The Center performs below the statewide average. Improved participation in dual enrollment and AP courses would increase incidents of students transitioning from the technical school to post-secondary education.	False
Regular Attendance: All Student Group Did Not Meet Performance Standard. While Center has implemented a PBIS program with a focus on improving regular attendance, continued efforts in truancy diversion programs and training for instructional staff regarding make up work policies, IEP considerations for extended time, and parent/family communications can further improve regular attendance.	False
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 the member district representatives to find creative ways to ensure that the CTC can provide as much support as possible or appreciate for students.	False
Lack of robust support for economically disadvantaged, homeless, or at-risk students. Special education monies do not follow students to career center.	False
Insufficient or underutilized data to drive personalized instruction and interventions.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target: Although the Center did not meet the interim goal or improvement target, the All Student Group did increase (57.9%) when compared to SY 22-23 (57.1%). Economically Disadvantaged students also increased from 51.3% to 55.3%. Students with Disabilities also performed better increasing from 17.6% to 23.6%</p>	<p>To what do the literacy teachers attribute the rise in achievement between 2022 and 2024? What current assessment, monitoring, remediation, and instructional practices do the literature teachers think most influences the PVASS measures? If the literature teachers could wave a magic wand and push PVAAS scores into a 'blue measure,' what would they do? Teachers attribute lack of meaningful historical data due to CTC not interacting with these students until they have already enrolled at the Center. PVASS data is limited by student count. Having access to sending district reports regarding Keystone progress and remediation efforts would assist with a continuity of interventions and supports for all students. The Center is at a disadvantage since it is unknown which students will be enrolling until well after prospective students have participated in the Keystone assessments.</p>	<p>True</p>
<p>Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target: Although the Center did not meet the interim goal or improvement target, the All Student Group did increase (32.7%) when compared to SY 22-23 (29.3%). Economically Disadvantaged students also improved from 30% in SY 22-23 to 30.1% in SY 23-24.</p>	<p>To what do the literacy teachers attribute the rise in achievement between 2022 and 2024? What current assessment, monitoring, remediation, and instructional practices do the literature teachers think most influences the PVASS measures? If the literature teachers could wave a magic wand and push PVAAS scores into a 'blue measure,' what would they do? Teachers attribute lack of meaningful historical data due to CTC not interacting with these students until they have already enrolled at the Center. PVASS data is limited by student count. Having access to sending district reports regarding Keystone progress and remediation efforts would assist with a continuity of</p>	<p>False</p>

	<p>interventions and supports for all students. The Center is at a disadvantage since it is unknown which students will be enrolling until well after prospective students have participated in the Keystone assessments.</p>	
<p>Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target: Although the Center did not meet the interim goal or improvement target, Economically Disadvantaged students increased from 41.6% in SY 22-23 to 46.8% in SY 23-24. Students with Disabilities also increased performance from 8.9% in SY 22-23 to 18.2% in SY 23-24.</p>	<p>To what do the literacy teachers attribute the rise in achievement between 2022 and 2024? What current assessment, monitoring, remediation, and instructional practices do the literature teachers think most influences the PVASS measures? If the literature teachers could wave a magic wand and push PVAAS scores into a 'blue measure,' what would they do? Teachers attribute lack of meaningful historical data due to CTC not interacting with these students until they have already enrolled at the Center. PVASS data is limited by student count. Having access to sending district reports regarding Keystone progress and remediation efforts would assist with a continuity of interventions and supports for all students. The Center is at a disadvantage since it is unknown which students will be enrolling until well after prospective students have participated in the Keystone assessments.</p>	<p>True</p>
<p>Insufficient or underutilized data to drive personalized instruction and interventions.</p>	<p>What kinds of PVAAS diagnostic reports and data do you have access to and use? Do you have access to diagnostic reports as students start at Lenape? Do you have access to diagnostic reports as students progress at Lenape? Beyond Keystone Assessments, how can NOCTI remediation efforts be replicated or paralleled to encourage student-buy-in? Do you have a PVAAS profile by grade level? Program? Sending district? Lacking access to the district data creates challenges in the Center's data analysis efforts. Earlier access as well as the implementation of a diagnostic tool and/or progress monitoring model would significantly improve efforts to inform instruction and make targeted improvement goals more observable.</p>	<p>True</p>

Analyzing Strengths

Analyzing Strengths	Discussion Points
Allocation of time for special education teachers to work with career and technical instructors to develop reading and writing prompts to be deployed in the CTE programs will provide progress monitoring data as well as remediation for ELA assessments.	Current block scheduling allows for some flexibility with regard to connecting academic and special education teachers to the technical programs. This integration time could further be developed to create a school-wide progress monitoring model that supports IEP goals as well as targeted improvement efforts in ELA.
Allocation of time for special education teachers to work with career and technical instructors to develop reading and writing prompts to be deployed in the CTE programs will provide progress monitoring data as well as remediation for Math assessments.	Current block scheduling allows for some flexibility with regard to connecting academic and special education teachers to the technical programs. This integration time could further be developed to create a school-wide progress monitoring model that supports IEP goals as well as targeted improvement efforts in Math.
Second year of the Applied Biology and Chemistry (AB&C) program has proven beneficial to students with disabilities, as evidenced by the improvement of that assessment group.	Ongoing analysis of this remediation course allows for focused skill improvement that is not simply teaching to the test. Students remediate fundamentals and gain improved understanding of core concepts.
Within the AB&C course, shifting remediation content to better align with the Spring Keystone Testing Window has improved readiness and retention specifically for students with disabilities.	Continued course planning to align syllabus topics with the Biology testing window has improved student performance, particularly among students with disabilities.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Through the development and implementation of a school-wide data analysis and progress monitoring model, the Center can create a flexible remediation and improvement model that supports all students.
	Through the development and implementation of a school-wide data analysis and progress monitoring model, the Center can create a flexible remediation and improvement model that supports all students.
	The Center will provide professional development for all instructional staff in the areas of data collection and analysis in an effort to improve the effectiveness of our Keystone and NOCTI remediation programs.

Goal Setting

Priority: Through the development and implementation of a school-wide data analysis and progress monitoring model, the Center can create a flexible remediation and improvement model that supports all students.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
At the conclusion of Target Year 3, the All Student Group will increase overall Keystone ELA proficiency by 10%.		
Measurable Goal Nickname (35 Character Max)		
Keystone ELA		
Target Year 1	Target Year 2	Target Year 3
Research and development of a comprehensive school-wide Progress Monitoring model that promotes more frequent data collection regarding ELA proficiency.	Implementation of targeted research-based Progress Monitoring model. Integration within the technical program curricula.	At the conclusion of Target Year 3, the All Student Group will increase overall Keystone ELA proficiency by 10%.

Priority: Through the development and implementation of a school-wide data analysis and progress monitoring model, the Center can create a flexible remediation and improvement model that supports all students.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
At the conclusion of Target Year 3, the All Student Group will increase overall Keystone Biology proficiency by 10%		
Measurable Goal Nickname (35 Character Max)		
Keystone Biology		
Target Year 1	Target Year 2	Target Year 3
Research and development of a comprehensive school-wide Progress Monitoring model that promotes more frequent data collection regarding Biology proficiency.	Implementation of targeted research-based Progress Monitoring model. Integration within the technical program curricula.	At the conclusion of Target Year 3, the All Student Group will increase overall Keystone Biology proficiency by 10%

Priority: The Center will provide professional development for all instructional staff in the areas of data collection and analysis in an effort to improve the effectiveness of our Keystone and NOCTI remediation programs.

Outcome Category

Professional learning		
Measurable Goal Statement (Smart Goal)		
At the conclusion of Target Year 3, all instructional staff and paraprofessionals shall participate in a professional development program focusing on data collection and analysis of student performance in both Keystone and NOCTI assessment areas.		
Measurable Goal Nickname (35 Character Max)		
Data Analysis Professional Development		
Target Year 1	Target Year 2	Target Year 3
Create a professional development model and training calendar based on Keystone content areas as well as the NOCTI assessment.	Deployment of professional development model based on subject area and available data sources.	At the conclusion of Target Year 3, all instructional staff and paraprofessionals shall participate in a professional development program focusing on data collection and analysis of student performance in both Keystone and NOCTI assessment areas.

Action Plan

Measurable Goals

Keystone ELA	Keystone Biology
Data Analysis Professional Development	

Action Plan For: Data-driven Instruction and Targeted Interventions

Measurable Goals:
<ul style="list-style-type: none"> At the conclusion of Target Year 3, the All Student Group will increase overall Keystone ELA proficiency by 10%. At the conclusion of Target Year 3, all instructional staff and paraprofessionals shall participate in a professional development program focusing on data collection and analysis of student performance in both Keystone and NOCTI assessment areas. At the conclusion of Target Year 3, the All Student Group will increase overall Keystone Biology proficiency by 10%

Action Step		Anticipated Start/Completion Date	
Student data collection and analysis and Targeted Interventions		2025-08-01	2026-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	PVAAS data, Progress Monitoring data, NOCTI Pre-testing data	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Focus on Content and Skills and Utilizing Effective Instructional Practices		2025-08-01	2026-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Staff	Vocabulary development, writing practice, fact and computational fluency, problem-solving strategies, real-world application in technical areas.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Creating a Supportive Learning Environment		2026-08-03	2027-05-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Administrative Team	Peer to peer discussion time, test anxiety resources, parental involvement, online remediation tools	No	No
Action Step		Anticipated Start/Completion Date	
Continuous Improvement		2027-08-06	2028-05-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	Regular data review, refining strategies with feedback.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
At the conclusion of Target Year 3, the All Student Group will increase overall Keystone ELA and Biology proficiency by 10%.	Administrative Team, Instructional Staff, Data analysis by trimester

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
Data-driven Instruction and Targeted Interventions	Student data collection and analysis and Targeted Interventions
Data-driven Instruction and Targeted Interventions	Focus on Content and Skills and Utilizing Effective Instructional Practices

Student data collection and analysis and Targeted Interventions

Action Step		
<ul style="list-style-type: none"> Student data collection and analysis and Targeted Interventions 		
Audience		
Instructional staff and Paraprofessionals		
Topics to be Included		
English/ language Arts, Biology, and CTE		
Evidence of Learning		
Development and implementation of Progress Monitoring model, student growth and achievement data.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Team	2025-08-01	2026-05-22

Learning Format

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

Learning Format

Type of Activities	Frequency
Independent study	As-needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Creating a Supportive Learning Environment					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents and community stakeholders	Open communication between parents, teachers, and school administrators is crucial for ensuring students receive the necessary support and accommodations.	Administrative Team	08/07/2026	05/21/2027
Communications					
Type of Communication			Frequency		
Letter			Prior to each Keystone/NOCTI Testing window.		
Posting on district website			Prior to each Keystone/NOCTI Testing window.		

Approvals & Signatures

Uploaded Files

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