

BAVTS School Plan – Template

I. Ready- Prepare for Planning

A. Profile and Plan Essentials

School	Bethlehem AVTS	School/Branch	
Address 1	3300 Chester Ave.		
Address 2			
City	Bethlehem	State	PA
		Zip Code	18020
Principal Name	N/A		
Principal Email	N/A		
Principal Phone Number	610-866-8013	Ext	103
Superintendent/CEO/Executive Director Name	Adam S. Lazarchak		
Superintendent/CEO/Executive Director Email	lazarchaka@bavts.org		
School Improvement Facilitator Name	Adam S. Lazarchak		
School Improvement Facilitator Email	lazarchaka@bavts.org		

B. Steering Committee

Committee Members and Positions in LEA/Community:

Name	Position/Role	Building/Group/Or ganization	Email
Melody Bloszinsky	Teacher-CTE	BAVTS	bloszinskym@bavts.org
Russell Gaffney	Teacher-Special Ed	BAVTS	gaffneyr@bavts.org
Natalie Green	Teacher-CTE	BAVTS	greenn@bavts.org
William Gruschow	Teacher-CTE	BAVTS	gruschowb@bavts.org
Dana Huber	Teacher-CTE	BAVTS	huberd@bavts.org
Stephen Mantz	Teacher-CTE	BAVTS	mantzs@bavts.org
Jonathan Sullivan	Teacher-CTE	BAVTS	sullivanj@bavts.org
Heather Chilcote	School Counselor	BAVTS	chilcoteh@bavts.org
Craig Mosser	Instructional Technology	BAVTS	mosserc@bavts.org
Marie Brown	Parent	BAVTS	fivebrowns@rcn.com
Jessica Smith	Parent	BAVTS	momofcy@ptd.net
Jennifer Zeiner	Parent	BAVTS	Jzeiner50@gmail.com
Michael Galler	Administrator	BAVTS	gallerm@bavts.org

Name	Position/Role	Building/Group/Or organization	Email
Adam Lazarchak	Administrator	BAVTS	lazarchaka@bavts.org
Debra Miller	Administrator	BAVTS	millerd@bavts.org
Karianne Gelinas	Community Representative	Lehigh Valley Economic Development Corp.	kgelinas@lehighvalley.org
Katie Walker	Community Representative	SkillsUSA District XI	KATIE@skillsusacouncil.org
Tim Minnema	Business Representative	REEB Millwork	tminnema@reeb.com
Sharon Scheirer	Business Representative	St. Luke's University Health Network	Sharon.Scheirer@sluhn.org

C. Vision for Learning

Vision- What is your School’s vision (i.e., a picture of the “preferred future”; a statement that describes how the future will look if the district fulfills its mission.)

Positive student achievement, growth, and development are the main focus in all educational and student services programs. Recognized industry and academic achievement standards are embedded into all aspects of the learning process. All students progress through their chosen CTE programs toward related high wage, high skill jobs, military careers, or post-secondary education placements.

All purchased, leased, or donated resources are sustainable and cost effective. Instructional resources and program inventories are closely aligned to annual enrollment and instructional needs. Support services are designed to fit both student and staff needs. Facilities are of the highest quality across the campus, and operational systems fully support a positive student learning and work-place environment. Adult Education offerings are of the highest quality, meet immediate and long-term local workforce needs and remain non-competitive with other local providers of post-secondary education. The school maintains well planned-budgetary and financial systems with thorough and prudent fiscal management of school and its program services. Human Resources focus upon meeting PDE requirements for all staff as well as setting top qualifications for all personnel.

There is a demand by local students to attend BAVTS and complete our programs of study. High quality, engaging instruction energizes students to achieve at high levels on academic and industry-based assessments. Key stakeholders, including sending schools, community organizations, parents, and others are addressed as we plan and implement our priorities throughout the school. Special attention is paid to students with special needs and those who are entering non-traditional careers. Guidance services specialize in addressing the social, emotional, and academic support needs of our students. Friends and visitors are greeted warmly and feel welcome and safe as they enter our doors. Student discipline is minimized as we pay close attention to sound instructional practices, safety of buildings and grounds, and other focused, customer service practices.

II. Set- Complete a Needs Assessment

A. Future Ready PA Index:

Review of the School Level Performance

Strengths

Based on the overall school level performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Comments/Notable Observations
Regular Attendance – Black = 71.4%	Increased by 1.0% from the previous year (70.4%)

Challenges

Based on the overall school level performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Comments/Notable Observations
Regular Attendance	Every group, other than Black, dropped from the previous year and none of the groups have met the Statewide average or 2030 Goal.
Career Standards Benchmark	None of the groups have met the Statewide average or 2030 Goal.
Industry-Based Learning	None of the groups have met the Statewide average or 2030 Goal.
Advanced on Industry-Based Competency Assessment	None of the groups have met the Statewide average or 2030 Goal.

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

Strengths

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Regular Attendance	Black = 71.4%	This was the only group that increased from the previous school year (70.4% to 71.4%). The Black student group only comprises 11.8% of our enrollment and averages a 70.5% regular attendance rate over the last two years. The State average is 85.8% and the 2030 Goal is 94.1%.

Challenges

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Regular Attendance	Economically Disadvantaged, White, Hispanic	<p>The Economically Disadvantaged student group comprises 50.1% of our enrollment and averages a 61% regular attendance rate over the last two years. The State average is 85.8% and the 2030 Goal is 94.1%.</p> <p>The White student group comprises 49.1% of our enrollment and averages a 76% regular attendance rate over the last two years. The State average is 85.8% and the 2030 Goal is 94.1%.</p> <p>The Hispanic student group comprises 37.1% of our enrollment and averages a 64% regular attendance rate over the last two years. The State average is 85.8% and the 2030 Goal is 94.1%.</p>
Career Standards Benchmark	Economically Disadvantaged, White, Hispanic, Students with Disabilities	<p>The Economically Disadvantaged student group comprises 50.1% of our enrollment and only 38.5% have achieved the Career Standards benchmark. The State average is 89.8% and the 2030 Goal is 98.0%.</p> <p>The White student group comprises 49.1% of our enrollment and only 64.0% have achieved the Career Standards benchmark. The State average is 89.8% and the 2030 Goal is 98.0%.</p> <p>The Hispanic student group comprises 37.1% of our</p>

		<p>enrollment and only 33.6% have achieved the Career Standards benchmark. The State average is 89.8% and the 2030 Goal is 98.0%.</p> <p>The Students with Disabilities student group comprises 29.2% of our enrollment and only 40.2% have achieved the Career Standards benchmark. The State average is 89.8% and the 2030 Goal is 98.0%.</p>

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement your Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

Challenges - Which of the identified challenges are most pressing and, if improved, would greatly impact your progress in achieving your Future Ready PA Index interim targets? Please enter one challenge per line.

Regular Attendance Rate for our Economically Disadvantaged, White, and Hispanic student groups.
 Career Standards Benchmark for our Economically Disadvantaged, White, Hispanic, and Students with Disabilities.

B. Future Ready PA Academics

English Language Arts (Please enter one Data source per line)

Data	Comments/Notable Observations

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your

efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

Challenges - Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.

Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations
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Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.	

C. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations

**Career and Technical Education Programs (Required if School offers CTE programs)
(Please enter one Data source per line)**

Data	Comments/Notable Observations

**Arts and Humanities (Optional)
(Please enter one Data source per line)**

Data	Comments/Notable Observations

Environment and Ecology (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations

Family and Consumer Sciences (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations

Health, Safety and Physical Education (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations

Social Studies (Civics and Government, Economics, Geography, History) -- (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations

Summary

<p>Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.</p>
<p>Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.</p>

D. Equity Considerations

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations
5.0%	Sending High Schools' Average = 3.4%

Students with Disabilities (Please enter one Data source per line)

Data	Comments/Notable Observations
29.2%	Sending High Schools' Average = 16.9%

Students Considered Economically Disadvantaged (Please enter one Data source per line)

Data	Comments/Notable Observations
50.1%	Sending High School Average = 41.5%

Student Groups by Race/Ethnicity (Please enter one Data source per line)

Student Groups	Comments/Notable Observations	
American Indian/Alaskan	0.6%	Sending High Schools' Average = 0.13%
Asian	0.8%	Sending High Schools' Average = 3.18%
Black	11.8%	Sending High Schools' Average = 7.33%
Hawaiian/Pacific Islander	0.6%	Sending High Schools' Average = 0.05%
Hispanic	37.1%	Sending High Schools' Average = 22.9%
White	49.1%	Sending High Schools' Average = 64.88%
2 or More Races	0.0%	Sending High Schools' Average = 1.58%

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.

E. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Schools

Focus on Continuous Improvement of Instruction				
	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and lesson plans to the PA Standards		X		
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		X		
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices			X	
Identify and address individual student learning needs			X	
Provide frequent, timely, and systematic feedback and support on instructional practices			X	
Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members			X	
Collectively shape the vision for continuous improvement of teaching and learning			X	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school		X		
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community			X	
Continuously monitor implementation of the school improvement plan and adjust as needed			X	
Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel				

welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically			X	
Implement an evidence-based system of schoolwide positive behavior interventions and supports			X	
Implement a multi-tiered system of supports for academics and behavior			X	
Implement evidence-based strategies to engage families to support learning	X			
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA			X	
Foster Quality Professional Learning				
	Not Yet Evident	Emerging	Operational	Exemplary
Identify professional learning needs through analysis of a variety of data		X		
Use multiple professional learning designs to support the learning needs of staff		X		
Monitor and evaluate the impact of professional learning on staff practices and student learning		X		

Summary

Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Provide frequent, timely, and systematic feedback and support on instructional practices
Collectively shape the vision for continuous improvement of teaching and learning
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Continuously monitor implementation of the school improvement plan and adjust as needed
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA
Challenges- Thinking about all of the most pressing challenges and concerns 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? Please enter one challenge per line.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Implement evidence-based strategies to engage families to support learning

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Identify professional learning needs through analysis of a variety of data
Use multiple professional learning designs to support the learning needs of staff
Monitor and evaluate the impact of professional learning on staff practices and student learning

F. Summary of Strengths and Challenges from the Needs Assessments

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges and concerns? Please enter one strength statement in each line.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Continuously monitor implementation of the school improvement plan and adjust as needed
Foster a culture of high expectations for success for all students, educators, families, and community members
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA
Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the identified concerns, 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? Please enter one challenge per line.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Implement evidence-based strategies to engage families to support learning
Identify professional learning needs through analysis of a variety of data
Use multiple professional learning designs to support the learning needs of staff
Monitor and evaluate the impact of professional learning on staff practices and student learning
Most Notable Observations/Patterns- Reflecting back on your comments and observations throughout the needs assessment process, what stands out? Are there consistent patterns or trends as you move from Future Ready PA Index to Additional Student Performance Data to Conditions for Leadership, Teaching and Learning that you think are important to keep in mind as you move through the planning process?
Increase Regular Attendance Increase Career Standards Increase Industry-Based Credentials

III. Go

A. Analyzing (Strengths and Concerns)

Challenges (Please enter one challenge per line.)		
Challenges	Discussion Points	Priority (Y/N)
Regular Attendance	70.8%: Every group, other than Black, dropped from the previous year and none of the groups have met the Statewide average (85.8%) or 2030 Goal (94.1%).	Y
Career Standards Benchmark	48.2%: None of the groups have met the Statewide average (89.8%) or 2030 Goal (98.0%). This is the first year of the data for BAVTS and we can only control artifacts that can be garnered from 10 th through 12 th grade.	N
Industry-Based Learning	64.9%: None of the groups have met the Statewide average (89.6%) or 2030 Goal (96.1%). This data is skewed because it calculates seniors who have only been with us one year and may not be eligible for NOCTI and/or industry certifications. BAVTS NOCTI = 84.2%: We have a NOCTI goal of 90% or better pass rate.	Y
Advanced on Industry-Based Competency Assessment	31.8%: None of the groups have met the Statewide average or 2030 Goal. This data is skewed because it calculates seniors who have only been with us one year and may not be eligible for NOCTI and/or industry certifications. Based on those students who were eligible and took the NOCTI we actually had 51.9% of our seniors earn advanced on the test. As we improve our overall NOCTI scores our Advanced rate should increase as well.	N
Align curricular materials and lesson plans to the PA Standards		N
Use systematic, collaborative planning processes to ensure	Only four of our 26 unique programs have multiple instructors.	N

instruction is coordinated, aligned, and evidence-based		
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	This practice is not evident at BAVTS.	Y
Implement evidence-based strategies to engage families to support learning	This practice is not evident at BAVTS.	Y
Identify professional learning needs through analysis of a variety of data	Currently we analyze classroom and school-wide data that drives professional development.	N
Use multiple professional learning designs to support the learning needs of staff	Teacher observations and evaluations drive individual professional development needs and strategies.	N
Monitor and evaluate the impact of professional learning on staff practices and student learning	Currently we analyze classroom and school-wide data that drives professional development. This data is then compared from year-to-year to measure success.	N

Strengths (Please enter one strength statement in each line.)	
Strengths	Discussion Points
Regular Attendance – Black = 71.4%	This student group accounts for 11.8% of our enrollment.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	This is handled on an individual classroom/teacher basis. Collaboration with supervisor and/or special education as needed.

Identify and address individual student learning needs	<p>This is handled on an individual classroom/teacher basis.</p> <p>Collaboration with supervisor and/or special education as needed.</p>
Provide frequent, timely, and systematic feedback and support on instructional practices	<p>The Supervisor of Career & Technical Programs schedules walkthroughs and formal observations and provides timely/appropriate feedback.</p>
Foster a culture of high expectations for success for all students, educators, families, and community members	<p>School-wide and classroom goals are established on a yearly basis and in many instances posted throughout the building appropriately.</p> <p>School-wide and classroom goals are shared with stakeholders.</p>
Collectively shape the vision for continuous improvement of teaching and learning	<p>The Supervisor of Career & Technical Programs schedules walkthroughs and formal observations and provides timely/appropriate feedback.</p> <p>This is handled on a global and/or individual classroom/teacher basis.</p>
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	<p>Programmatic, human, and fiscal capital resources are aligned with the school improvement plan and needs of the school community.</p> <p>Resources are aligned based on school data, occupational advisory committees, State/Federal Requirements, and outside facility experts.</p>
Continuously monitor implementation of the school improvement plan and adjust as needed	<p>School-wide and classroom goals are evaluated on an annual basis and updated accordingly.</p>
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	<p>BAVTS has seen a 57% decrease in discipline over the past three years.</p> <p>BAVTS has a 1:325 ratio of Guidance Counselors to students.</p>
Implement an evidence-based system of schoolwide positive	<p>BAVTS has seen a 57% decrease in discipline over the past three years.</p>

behavior interventions and supports	
Implement a multi-tiered system of supports for academics and behavior	<p>BAVTS has seen a 57% decrease in discipline over the past three years.</p> <p>BAVTS has a 1:325 ratio of Guidance Counselors to students.</p> <p>BAVTS has a special education coordinator and 15 instructional assistants.</p>
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	All CTE programs and the Executive Director has an advisory committee comprised of industry and/or community leaders that meet twice a year to discuss the appropriate direction of individual programs and the school as a whole.

Priority Challenges (Please enter one challenge per line.)	
Analyzing Priority Challenges	Priority Statements
Regular Attendance	BAVTS will increase the percentage of students who meet or exceed regular attendance, as a whole and within all sub-groups.
Industry-Based Learning	BAVTS will increase the percentage of students who participate in Industry-Based Learning experiences, as a whole and within all sub-groups.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	BAVTS will build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
Implement evidence-based strategies to engage families to support learning	BAVTS will implement and maintain evidence-based strategies to engage families to support learning.

B. Goal Setting

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority: Improve Regular Attendance

Outcome Category

Regular Attendance

Measurable Goal Statement (Smart Goal)

BAVTS will improve the percentage of students who meet or exceed regular attendance by 3% a year for the next six(6) years.

Measurable Goal Nickname (35 Character Max)

Attendance Initiative 3.0

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter

Priority: Improve Industry-Based Learning

Outcome Category

Industry-Based Learning

Measurable Goal Statement (Smart Goal)

BAVTS will improve the percentage of students who obtain Industry-Based Learning credentials by 3% a year for the next six(6) years.

Measurable Goal Nickname (35 Character Max)

Industry-Based Learning 3.0

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter

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Priority: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Outcome Category

Essential Practices Condition 2 - Empower Leadership

Measurable Goal Statement (Smart Goal)

BAVTS will establish a committee comprised of instructional staff members to evaluate data and identify initiatives to improve student achievement.

Measurable Goal Nickname (35 Character Max)

School Initiative Committee

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter

Priority: Implement evidence-based strategies to engage families to support learning

Outcome Category

Parent and family engagement

Measurable Goal Statement (Smart Goal)

BAVTS will establish a Parent Advisory Council that will meet quarterly where administration can share school data, answer questions, and develop initiatives to engage families in the educational process.

Measurable Goal Nickname (35 Character Max)

Parent Advisory Council

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter

C. Action Plan

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your LEA. The same Evidenced based strategy may be used for more than one goal. (Add more rows if needed)

Evidence-Based Strategy	Measurable Goals
School mission and vision Current school plan Attendance reports High School Admin Team Meetings Future Ready PA Index	BAVTS will improve the percentage of students who meet or exceed regular attendance by 3% a year for the next six(6) years.
School mission and vision Current school plan Future Ready PA Index	BAVTS will improve the percentage of students who obtain Industry-Based Learning credentials by 3% a year for the next six(6) years.
School mission and vision Current school plan School team and committee list Meeting agendas and minutes Professional learning plan	BAVTS will establish a committee comprised of instructional staff members to evaluate data and identify initiatives to improve student achievement.
Meeting agendas and minutes School calendar of events District/school website Student focus groups Parent survey	BAVTS will establish a Parent Advisory Council that will meet quarterly where administration can share school data, answer questions, and develop initiatives to engage families in the educational process.

D. Action Plan

Create an Action Plan for each Evidenced-based Strategy

(If you need more than the number of tables provided please copy and paste more into the document)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Evidence-based Strategy Name	Measurable Goals
School mission and vision	BAVTS will improve the percentage of students who meet or exceed regular attendance by 3% a year for the next six(6) years.

Action Step	Anticipated Start	Completion Date
Embed into Mission and Vision Statement	2/4/2020	2/4/2020
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak	Comprehensive Planning and Joint Committee approval.	
Prof Development Step No		

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
Current School Plan	BAVTS will improve the percentage of students who meet or exceed regular attendance by 3% a year for the next six(6) years.

Action Step	Anticipated Start	Completion Date
Embed Goal into Current School Plan	2/4/2020	2/4/2020
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Comprehensive Planning and Joint Committee approval.	
Prof Development Step No		

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
Attendance Reports	BAVTS will improve the percentage of students who meet or exceed regular attendance by 3% a year for the next six(6) years.

Action Step	Anticipated Start	Completion Date
Generate and Share monthly School-wide and individual program attendance reports	8/27/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Student Information System	
Prof Development Step	No	

Action Step	Anticipated Start	Completion Date
Generate and share a Year-To-Year Attendance by Program Dashboard	8/27/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Student Information System, Microsoft Office	
Prof Development Step	Yes	

Action Step	Anticipated Start	Completion Date
Generate and share sending high school attendance reports	9/2/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Student Information System	
Prof Development Step	No	

Action Step	Anticipated Start	Completion Date
Share attendance concerns with sending high school guidance counselors and affected parents	9/14/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
BAVTS Instructors & Guidance Counselors	Student Information System, Sending High School Contact Information, SchoolMessenger	
Prof Development Step No		

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
High School Admin Team Meetings	BAVTS will improve the percentage of students who meet or exceed regular attendance by 3% a year for the next six(6) years.

Action Step	Anticipated Start	Completion Date
Meet with each High School's Administrative Team on a monthly basis.	9/2/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Student Information System, Microsoft Office	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Host an Annual District Summit	6/17/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Student Information System, Microsoft Office, facility and refreshments, clerical support, BAVTS admin support	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Bi-Annual Principal Meetings	12/7/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Michael Galler, Supervisor of CTE Programs	Handouts/Reports, facility and refreshments	
Prof Development Step	No	

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
Future Ready PA Index	BAVTS will improve the percentage of students who meet or exceed regular attendance by 3% a year for the next six(6) years.

Action Step	Anticipated Start	Completion Date
Annually review and compare Future Ready PA Index data with that of the previous year(s)	8/27/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Future Ready PA Index Website, Student Achievement Committee	
Prof Development Step	Yes	

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
School mission and vision	BAVTS will improve the percentage of students who obtain Industry-Based Learning credentials by 3% a year for the next six(6) years.

Action Step	Anticipated Start	Completion Date
Embed into Mission and Vision Statement	2/4/2020	2/4/2020
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak	Comprehensive Planning and Joint Committee approval.	
Prof Development Step No		

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
Current School Plan	BAVTS will improve the percentage of students who obtain Industry-Based Learning credentials by 3% a year for the next six(6) years.

Action Step	Anticipated Start	Completion Date
Embed Goal into Current School Plan	2/4/2020	2/4/2020
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Comprehensive Planning and Joint Committee approval.	
Prof Development Step No		

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
Future Ready PA Index	BAVTS will improve the percentage of students who obtain Industry-Based Learning credentials by 3% a year for the next six(6) years.

Action Step	Anticipated Start	Completion Date
Annually review and compare Future Ready PA Index data with that of the previous year(s)	8/27/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Future Ready PA Index Website, Student Achievement Committee	
Prof Development Step	Yes	

Action Step	Anticipated Start	Completion Date
Generate and share a Year-To-Year NOCTI by Program Dashboard	8/27/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Student Information System, Microsoft Office	
Prof Development Step	Yes	

Action Step	Anticipated Start	Completion Date
Annually review and compare NOCTI data with that of the previous year(s)	8/27/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Yearly NOCTI reports, Student Achievement Committee	
Prof Development Step	Yes	

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
School mission and vision	BAVTS will establish a committee comprised of instructional staff members to evaluate data and identify initiatives to improve student achievement.

Action Step	Anticipated Start	Completion Date
Embed into Mission and Vision Statement	2/4/2020	2/4/2020
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak	Comprehensive Planning and Joint Committee approval.	
Prof Development Step No		

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
Current School Plan	BAVTS will establish a committee comprised of instructional staff members to evaluate data and identify initiatives to improve student achievement.

Action Step	Anticipated Start	Completion Date
Embed Goal into Current School Plan	2/4/2020	2/4/2020
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Comprehensive Planning and Joint Committee approval.	
Prof Development Step No		

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
School team and committee list	BAVTS will establish a committee comprised of instructional staff members to evaluate data and identify initiatives to improve student achievement.

Action Step	Anticipated Start	Completion Date
Build and implement a Student Achievement Committee	3/3/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	BAVTS Instructional Staff	
Prof Development Step	No	

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
Meeting agendas and minutes	BAVTS will establish a committee comprised of instructional staff members to evaluate data and identify initiatives to improve student achievement.

Action Step	Anticipated Start	Completion Date
Generate quarterly Student Achievement Committee Agendas	3/2/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Student Information System, Accountability Data, Microsoft Office, Student Achievement Committee	
Prof Development Step	No	

Action Step	Anticipated Start	Completion Date
Generate quarterly Student Achievement Committee minutes	3/2/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Student Information System, Accountability Data, Microsoft Office, Student Achievement Committee	
Prof Development Step	No	

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
Professional learning plan	BAVTS will establish a committee comprised of instructional staff members to evaluate data and identify initiatives to improve student achievement.

Action Step	Anticipated Start	Completion Date
Develop a Professional Improvement Plan	3/2/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Student Information System, Accountability Data, Microsoft Office, Student Achievement Committee	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Implement a Professional Improvement Plan	8/27/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Student Information System, Accountability Data, Microsoft Office, Student Achievement Committee, Professional Improvement Plan Document/Format	
Prof Development Step Yes		

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
Meeting agendas and minutes	BAVTS will establish a Parent Advisory Council that will meet quarterly where administration can share school data, answer questions, and develop initiatives to engage families in the educational process.

Action Step	Anticipated Start	Completion Date
Generate quarterly Parent Advisory Council Agendas	9/1/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Student Information System, Accountability Data, Microsoft Office, Student Achievement Committee	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Generate quarterly Parent Advisory Council minutes	9/1/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Student Information System, Accountability Data, Microsoft Office, Student Achievement Committee, Professional Improvement Plan Document/Format	
Prof Development Step No		

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals	
School Calendar of events	BAVTS will establish a Parent Advisory Council that will meet quarterly where administration can share school data, answer questions, and develop initiatives to engage families in the educational process.	
Action Step	Anticipated Start	Completion Date
Parent Advisory Council Meetings will be placed on the School Calendar	8/27/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	District Calendars, School Calendar, Executive Director's Secretary, School Website,	
Prof Development Step No		

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals	
District/school website	BAVTS will establish a Parent Advisory Council that will meet quarterly where administration can share school data, answer questions, and develop initiatives to engage families in the educational process.	
Action Step	Anticipated Start	Completion Date
Parent Advisory Council Meetings, Agendas, and minutes will be placed on the School website	8/27/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	School Calendar, Executive Director's Secretary, School Website,	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Generate quarterly Parent Advisory Council minutes	9/1/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Student Information System, Accountability Data, Microsoft Office, Student Achievement Committee, Professional Improvement Plan Document/Format	
Prof Development Step No		

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals
Student Focus Groups	BAVTS will establish a Parent Advisory Council that will meet quarterly where administration can share school data, answer questions, and develop initiatives to engage families in the educational process.

Action Step	Anticipated Start	Completion Date
Students will be surveyed to obtain feedback to drive initiatives and measure success	9/1/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Executive Director's Secretary, Technology Integration Lab, Parent Advisory President/Chairperson	

Action Step	Anticipated Start	Completion Date
Generate student surveys	9/1/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Executive Director's Secretary, Parent Advisory Council	
Prof Development Step No		

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals	
Parent Survey	BAVTS will establish a Parent Advisory Council that will meet quarterly where administration can share school data, answer questions, and develop initiatives to engage families in the educational process.	
Action Step	Anticipated Start	Completion Date
Parents will be surveyed to obtain feedback to drive initiatives and measure success	9/1/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Executive Director's Secretary, Technology Integration Lab, Parent Advisory President/Chairperson	

Action Step	Anticipated Start	Completion Date
Generate Parent surveys	9/1/2020	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Adam S. Lazarchak, Executive Director	Executive Director's Secretary, Parent Advisory Council	
Professional Development Activity Name:		

Prof Development Step No	
Anticipated Output	Monitoring/Evaluation

E. Professional Development Steps

(If you need more than the number of tables provided please copy and paste more into the document)

Action Step	Generate and share a Year-To-Year Attendance by Program Dashboard	
Audience	School administration, instructors, guidance counselors, and instructional assistants	
Topics to be Included	Understanding Attendance: Overall v. Regular Attendance Reading and Understanding a Program Dashboard Finding Attendance Data in the SIS	
Evidence of Learning	Completion of a Program Dashboard Individual Program and School-Wide Attendance Improvement	
Material/Resources/Supports Needed	Student Information System Microsoft Excel Attendance Reports Future Ready PA Index	
Lead Person/Position	Adam S. Lazarchak, Executive Director	
Anticipated Timeline	Start: 8/27/2020	Completion: Click or tap to enter a date.

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	In-Service Presentations, Faculty Meetings, E-mail correspondence	Frequency	4 of 6 in-service days, Quarterly Faculty Meetings, Monthly E-mail correspondence
Danielson Framework Component Met in this Plan	1b Demonstrating Knowledge of Students 3a Communicating with students Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name:	
Action Step	Annually review and compare Future Ready PA Index data with that of the previous year(s)
Audience	School administration, instructors, guidance counselors, instructional assistants, Student Achievement Committee, and Parent Advisory Council
Topics to be Included	Understanding and navigating the Future Ready PA Index Comparing School Data: Year to Year and School to School
Evidence of Learning	Individuals can navigate the Future Ready PA Index Website
Material/Resources/Supports Needed	Computers Internet Access Future Ready PA Index Website
Lead Person/Position	Adam S. Lazarchak, Executive Director
Anticipated Timeline	Start: 8/27/2020 Completion: Click or tap to enter a date.

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	In-Service Presentations and Committee Meetings	Frequency	Yearly In-Service Day, Quarterly Committee Meetings
Danielson Framework Component Met in this Plan	1b Demonstrating Knowledge of Students 4e Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name:	
Action Step	Generate and share a Year-To-Year NOCTI by Program Dashboard
Audience	School administration, instructors, guidance counselors, instructional assistants, Student Achievement Committee, and Parent Advisory Council
Topics to be Included	Reading and Understanding a Program Dashboard
Evidence of Learning	Completion of a Program Dashboard Individual Program and School-Wide NOCTI Improvement
Material/Resources/Supports	NOCTI Reports

Needed	Microsoft Excel	
	Adam S. Lazarchak, Executive Director	
Professional Development Activity Name:		
Anticipated Timeline	Start: 8/27/2020	Completion: Click or tap to enter a date.

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	In-Service Presentations and Committee Meetings	Frequency	Yearly In-Service Day, Quarterly Committee Meetings
Danielson Framework Component Met in this Plan	3d Using Assessment in Instruction 3c Engaging Students in Learning Once the Comprehensive Portal Opens you will be able to select more than 2.		

Action Step	Annually review and compare NOCTI data with that of the previous year(s)	
Professional Development Activity Name:		
	Implement a Professional Improvement Plan	
Action Step	Reading, Understanding, and Identifying trends within NOCTI Reports	
Topics to be Included	School administration, instructors, and Student Achievement Committee	
Audience	Creation of School-Wide and Individual Program NOCTI Goals	
Evidence of Learning	Individual Program and School-Wide NOCTI Improvement	
Material/Resources/Supports Needed	NOCTI Reports Microsoft Excel CTDSL	
Lead Person/Position	Adam S. Lazarchak, Executive Director	
Anticipated Timeline	Start: 8/27/2020	Completion: Click or tap to enter a date.

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	In-Service Presentations and Committee Meetings	Frequency	Yearly In-Service Day, Quarterly Committee Meetings
Danielson Framework Component Met in this Plan	3c Engaging Students in Learning 3d Using Assessment in Instruction Once the Comprehensive Portal Opens you will be able to select more than 2.		

Topics to be Included	Understanding and Completing a Professional Improvement Plan	
Evidence of Learning	Submission of Completed Professional Improvement Plan	
Material/Resources/Supports Needed	Computers, Professional Improvement Plan Format, Program Accountability Data, Administration	
Lead Person/Position	Adam S. Lazarchak, Executive Director	
Anticipated Timeline	Start: 8/27/2020	Completion: Click or tap to enter a date.

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	In-Service presentation	Frequency	Yearly In-Service Day
Danielson Framework Component Met in this Plan	4a Reflecting on Teaching 4e Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to select more than 2.		

Plan Communications

The success of a plan is how you communicate it to your staff, community, parents, and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Step	Mode
Share the Comprehensive Plan	Print and Website
	Audience
Topics of Message	Joint Committee
Comprehensive Plan	Anticipated Timeline
	February 2020

Communication Step	Mode
Share Comprehensive Plan	Phone and Website
	Audience
Topics of Message	Parents and Students
Student Achievement Goals	Anticipated Timeline
	September 2020

Communication Step	Mode
Attendance Initiative	Phone, Website, Student Assemblies, Committee & Staff Meetings, and Email
	Audience
Topics of Message	Students, Parents, BAVTS Staff, District Personnel, and Stakeholders
Attendance Goals, Current Data	Anticipated Timeline
	September 2020 - Ongoing

Communication Step	Mode
NOCTI Initiative	Phone, Website, Student Assemblies, Committee & Staff Meetings, and Email
	Audience
Topics of Message	Students, Parents, BAVTS Staff, District Personnel,

	and Stakeholders
NOCTI Goals, Current Data	Anticipated Timeline
	September 2020 - Ongoing

Communication Step	Mode
Student Achievement Committee	Staff Meetings and Email
	Audience
Topics of Message	BAVTS Staff
Call for Membership	Anticipated Timeline
	March 2020 - Ongoing

Communication Step	Mode
Student Achievement Committee	Committee Meetings and Email
	Audience
Topics of Message	Committee Members
Agendas and Minutes	Anticipated Timeline
	March 2020 - Ongoing

Communication Step	Mode
Parent Advisory Council	Phone, Website, and Email
	Audience
Topics of Message	Parents
Call for membership	Anticipated Timeline
	March 2020 - Ongoing

Communication Step	Mode
Parent Advisory Council	Phone, Website, and Email
	Audience
Topics of Message	Committee Members
Agendas and Minutes	Anticipated Timeline
	September 2020 - Ongoing

Plan Submission

(The Plan will be submitted in the new Comprehensive Planning Portal. The screenshot below is provided to show you what information is needed and how the plan will be affirmed.)

Future Ready Comprehensive Planning
Southern Huntingdon County School District

Home My Plans Reports Resources Outcome-based Reports Admin

The Philadelphia CS for Arts and Sciences at HR Edmunds | Non Designated – non – Title I | 2020

Ready, Set, Go Plan Monitoring Plan Communications

READY : Prepare for Planning **100%** **SET** : Complete a Needs Assessment **100%** **GO** : Develop the Plan **100%**

Approvals & Signatures

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Building Principal Name	Building Principal Signature	Date
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Superintendent/CEO Name	Superintendent/CEO Signature	Date
<input type="text"/>	<input type="text"/>	Today's Date

School Improvement Facilitator Name	School Improvement Facilitator Signature	Date
<input type="text"/>	<input type="text"/>	Today's Date

Upload of School Board Minutes	Date of Approval
<input type="text" value="Upload Minutes"/>	<input type="text"/>