

**Bethlehem AVTS**

Comprehensive Plan | 2023 - 2026

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Career and Technical Center		120481107
<b>Address 1</b>		
3300 Chester Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Bethlehem	PA	18020
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mr Adam S Lazarchak		lazarchaka@bavts.org
<b>Single Point of Contact Name</b>		
Adam Lazarchak		
<b>Single Point of Contact Email</b>		
lazarchaka@bavts.org		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
6108668013		103
<b>Principal Name</b>		
Michael Galler		
<b>Principal Email</b>		
gallerm@bavts.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
6108668013		380
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Adam S. Lazarchak		lazarchaka@bavts.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jen Stilgenbauer	Teacher-CTE	Bethlehem AVTS	stilgenbauerj@bavts.org
Russell Gaffney	Teacher-Special Ed	Bethlehem AVTS	gaffneyr@bavts.org
John Karb	Teacher-CTE	Bethlehem AVTS	karbj@bavts.org
Jeff Cantrel	Teacher-CTE	Bethlehem AVTS	cantrelj@bavts.org
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Robert Kulick	Teacher-CTE	Bethlehem AVTS	kulickr@bavts.org
Heather Chilcote	School Counselor	Bethlehem AVTS	chilcoteh@bavts.org
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Mere Chepolis	Parent	Bethlehem AVTS	mallen_08825@yahoo.com
Monica Werkheiser	Parent	Bethlehem AVTS	mlrwerkheiser@gmail.com
Michael Galler	Administrator	Bethlehem AVTS	gallerm@bavts.org
Adam Lazarchak	Administrator	Bethlehem AVTS	lazarchaka@bavts.org
Debra Miller	Administrator	Bethlehem AVTS	millerd@bavts.org
Karianne Gelinas	Community Representative	Lehigh Valley Economic Development Corp.	kgelinas@lehighvalley.org
Andy Hammer	Community Representative	SkillsUSA District XI	andy@skillsusacouncil.org
Georgina Winfield	Business Representative	St. Luke's University Health Network	Georgina.Winfield@sluhn.org
Jim McCauley	Business Representative	Crayola	jmccauley@crayola.com
Scott Ferry	Teacher	Bethlehem AVTS	ferrys@bavts.org
Kaylee Dougherty	Student	Bethlehem AVTS	doughertyk0724@bavts.org
Caleb Goch	Student	Bethlehem AVTS	GochC0028@bavts.org

## LEA Profile

BAVTS is located in Northampton County in the eastern region of Pennsylvania, serving students in grades 9 through 12 from three primary districts -- Bethlehem, Northampton, and Saucon Valley -- as well as several parochial and private schools in the community. All these schools are located in Northampton County which is identified as an urban county except for its northeastern most region. BAVTS serves students in grades 10 through 12 for career and technical program enrollment and grade 9 for career exploration. The school also serves adult learners through evening program options in health care, cosmetology, mechanical trades, and construction trades. High school program enrollment has averaged 1,175 students annually for the last five years while adult program enrollment averaged 100 students per year.

Demographics for each of our participating school districts are as follows (SOURCE: <http://quickfacts.census.gov/>):

The City of Bethlehem (Bethlehem Area School District) : 78.92% of people are white, 7.10% are black, 2.95% are asian, 0.23% are native american, and 7.34% claim 'Other' and 23.60% of the people in Bethlehem, PA, claim hispanic ethnicity (meaning 76.40% are non-hispanic). Bethlehem Area School District students represent approximately 60% of students enrolled at Bethlehem AVTS.

The Borough of Hellertown (Saucon Valley School District): 96.07% of people are white, 0.84% are black, 1.12% are asian, 0.00% are native american, and 0.42% claim 'Other', and 2.58% of the people in Hellertown, PA, claim hispanic ethnicity (meaning 97.42% are non-hispanic). Saucon Valley School District students represent approximately 10% of students enrolled at Bethlehem AVTS.

The Borough of Northampton (Northampton Area School District): 95.66% of people are white, 1.56% are black, 0.37% are asian, 0.46% are native american, and 0.52% claim 'Other', and 2.77% of the people in Northampton, PA, claim hispanic ethnicity (meaning 97.23% are non-hispanic). Northampton Area School District students represent approximately 30% of students enrolled at Bethlehem AVTS.

The unemployment rate in Bethlehem currently sits below 4% and as of the last census the median income for a household in the city was \$35,815, and the median income for a family was \$45,354. Males had a median income of \$35,190 versus \$25,817 for females. The per capita income for the city was \$18,987. About 11.1% of families and 15.0% of the population were below the poverty line, including 20.7% of those under age 18 and 8.8% of those age 65 or over. The largest industry sectors in Bethlehem are Health Care, Manufacturing, Logistics/Transportation and Education. Bethlehem has three full hospital campuses, over a dozen skilled nursing facilities and hundreds of health care providers/provider groups. Manufacturing employers include Just Born, Inc., Lehigh Heavy Forge Corp., B Braun Medical and Air Products, while Walgreen's, Kraft Foods and JB Hunt offer local residents employment opportunities in logistics/transportation. Bethlehem is also home to two four year post-secondary institutions -- Lehigh University and Moravian College as well Northampton Community College's main and South Bethlehem campuses. (SOURCE - <http://www.careerlinklehighvalley.org/>)

## Mission and Vision

### **Mission**

The mission of the Bethlehem Area Vocational-Technical School is to support economic and community development by preparing students for a successful life after high school.

### **Vision**

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.

## Educational Values

### **Students**

BAVTS Students will embrace rigorous, standards-based, and student-centered instruction in all program areas. BAVTS Students will perform at high levels through engaged and career-focused curriculums structured to meet individual abilities. BAVTS Students will strive to become highly-skilled employees and students for the local workforce and/or post-secondary education markets. BAVTS Students will continuously strive to be a top performing CTC, as measured by a variety of local, regional, state, and national assessments. BAVTS Students will respect our facility and maintain its appearance, cleanliness, and safety for all who enter the school. BAVTS Students will uphold a positive, safe, and rewarding educational environment for all.

### **Staff**

BAVTS Instructors will deliver cost-effective instructional programs that lead students to a recognized industry credential, post-secondary articulation, and at every opportunity, a high-wage, high-demand career in our community and beyond. BAVTS Instructors will provide rigorous, standards-based, and student-centered instruction in all program areas. BAVTS Instructors will perform at the highest levels through systemic, prescriptive, and institutional staff development programs. BAVTS Instructors will continue their efforts to produce highly-skilled employees and students for the local workforce development and/or post-secondary education markets. BAVTS Instructors will continue to maintain a positive relationship with its sending school districts and other CTC's. BAVTS Instructors will remain student-centered in its approach to teaching and learning and will strive for academic, student services, and career and technical excellence in all classrooms and labs. BAVTS Instructors will continuously strive to be a top performing CTC, as measured by a variety of local, regional, state, and national assessments. BAVTS Instructors will assist in the monitoring of the facility to maintain its appearance, cleanliness, and safety for all who enter the school. BAVTS Instructors will continue to nurture and build upon its solid relationships with its local and wider community, industry/employers, and post-secondary institutions. BAVTS Instructors will provide an equitable, safe, and rewarding learning environment for all students.

### **Administration**

BAVTS Administration will strive to maintain cost-effective instructional programs that lead students to a recognized industry credential, post-secondary articulation, and at every opportunity, a high-wage, high-demand career in our community and beyond. BAVTS Administration will ensure that students are provided rigorous, standards-based, and student-centered instruction in all program areas. BAVTS Administration will ensure that staff perform at the highest levels through systemic, prescriptive, and institutional staff development programs. BAVTS Administration will ensure the institution produces highly-skilled employees and students for the local workforce development and/or post-secondary education markets. BAVTS Administration will continue to maintain a positive relationship with its sending school districts and other CTC's. BAVTS Administration will ensure the institution remains a student-centered organization in its approach to teaching and learning and will strive for school-wide academic, student services, and career and technical excellence in all classrooms and labs. BAVTS Administration will continuously strive to be a top performing CTC, as measured by a variety of local, regional, state, and national assessments. BAVTS Administration will continue to be a benchmark for appearance, cleanliness and safety for all who enter the school. BAVTS Administration will continue to nurture and build upon its solid relationships with its local and wider community, industry/employers, and post-secondary institutions. BAVTS Administration will provide an equitable, safe, and rewarding work environment for all employees. BAVTS Administration will maintain as being a fiscally responsible organization that brings value for services to its constituents.

### **Parents**

BAVTS Parents will support students to achieve recognized industry credential, post-secondary articulation, and at every opportunity, a high-wage, high-demand career in our community and beyond. BAVTS Parents will support rigorous, standards-based and student-centered instruction in all program areas. BAVTS Parents will be involved with the school and maintain a positive relationship with its instructors, student services, and administration. BAVTS Parents will provide recommendations on how to remain a student-centered organization in its approach to teaching and learning and continue to strive for school-wide academic, student services, and career and technical excellence in all classrooms and labs. BAVTS Parents will ensure the organization provides an equitable, safe, and rewarding work environment for all employees. BAVTS Parents will ensure the organization is will remain a fiscally responsible and brings value for services to its constituents.

### **Community**

BAVTS Community will provide guidance and support to ensure the organization offers cost-effective instructional programs that lead students to a recognized industry credential, post-secondary articulation, and at every opportunity, a high-wage, high-demand career in our community and beyond. BAVTS Community will provide guidance and support to ensure the organization offers students rigorous, standards-based and student-centered instruction in all program areas. BAVTS Community will provide guidance and support to ensure the organization performs at the highest levels through systemic, prescriptive, and institutional staff development programs. BAVTS Community will provide guidance and support to ensure the organization produces highly-skilled employees and students for the local workforce development and/or post-secondary education markets. BAVTS Community will continue to maintain a positive relationship with the organization and its stakeholders. BAVTS Community will provide guidance and support to ensure the organization maintains its approach to teaching and learning and strives for school-wide academic, student services, and career and technical excellence in all classrooms and labs. BAVTS Community will provide guidance and support to ensure the organization strives to be a top performing CTC, as measured by a variety of local, regional, state, and national assessments. BAVTS Community will provide guidance and support to ensure the organization provides an equitable, safe, and rewarding work environment for all. BAVTS Community will provide guidance and support to ensure the organization remains a fiscally responsible organization that brings value for services to its constituents.

### **Other (Optional)**

## 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
Regular Attendance	We saw our total rate increase from 43.7% to 61.9%.
Career Standards	We saw our total rate increase from 79.5% to 83.9%.
Industry-Based Learning	We saw our total rate increase from 72% to 73.7%.

### Challenges

Indicator	Comments/Notable Observations
Regular Attendance	We failed to meet the statewide average of 73.9%.
Career Standards	We failed to meet the statewide average of 88.3%.
Industry-Based Learning	We failed to meet the statewide average of 93.7%

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

### Strengths

<b>Indicator</b> Regular Attendance <b>ESSA Student Subgroups</b> African-American/Black, Hispanic, English Learners	<b>Comments/Notable Observations</b> We saw our regular attendance rates increase by 20 or more percentage point in these student groups.
<b>Indicator</b> Career Standards <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b> This group exceeded the Statewide Average.

### Challenges

Indicator	Comments/Notable Observations
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<p>Regular Attendance  <b>ESSA Student Subgroups</b>  African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>These groups failed to meet the Statewide Average by 20 or more percentage points.</p>
<p><b>Indicator</b>  Career Standards  <b>ESSA Student Subgroups</b>  African-American/Black, Hispanic</p>	<p><b>Comments/Notable Observations</b>  These groups failed to meet the Statewide Average by 14 or more percentage points.</p>
<p><b>Indicator</b>  Industry-Based learning  <b>ESSA Student Subgroups</b>  African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>  These groups failed to meet the Statewide Average by 15 or more percentage points.</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.

Regular Attendance
Career Standards
Industry-Based Learning

#### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Regular Attendance
Career Standards
IndustryBased Learning

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
N/A	

### English Language Arts Summary

#### Strengths

N/A
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#### Challenges

N/A
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### Mathematics

Data	Comments/Notable Observations
N/A	

### Mathematics Summary

#### Strengths

N/A
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#### Challenges

N/A
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### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	

### Science, Technology, and Engineering Education Summary

#### Strengths

N/A
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#### Challenges

N/A
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	None of the groups have met the Statewide average or 2030 Goal.
Regular Attendance	None of the groups have met the Statewide average or 2030 Goal.

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
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.

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

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

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

### Articulation Agreements

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

### Summary

#### Strengths

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

N/A
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### Challenges

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

Regular Attendance Every group 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.
Rigorous Courses of Study None of the groups have met the Statewide average or 2030 Goal.

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

Data	Comments/Notable Observations
Regular Attendance	This group dropped from the previous year, is lower than the student group average, and didn't meet the Statewide average or 2030 Goal.
Career Standards Benchmark	This group is lower than the student group average and didn't meet the Statewide average or 2030 Goal.
Industry-Based Learning	This group was higher than the student group average but didn't meet the Statewide average or 2030 Goal.
Advanced on Industry-Based Competency	This group is lower than the student group average and didn't meet the Statewide average or 2030 Goal.
Rigorous Courses of Study	This group is lower than the student group average and didn't meet the Statewide average or 2030 Goal.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Regular Attendance	This group dropped from the previous year, is lower than the student group average, and didn't meet the Statewide average or 2030 Goal.
Career Standards Benchmark	This group is lower than the student group average and didn't meet the Statewide average or 2030 Goal.
Industry-Based Learning	This group was higher than the student group average but didn't meet the Statewide average or 2030 Goal.
Advanced on Industry-Based Competency	This group is lower than the student group average and didn't meet the Statewide average or 2030 Goal.
Rigorous Courses of Study	This group is lower than the student group average and didn't meet the Statewide average or 2030 Goal.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
American Indian/Alaskan Native	0.4%
Asian	0.9%
Black	10.1%
Hawaiian/Pacific Islander	0.5%
Hispanic	29.3%
White	58.2%
2 or More Races	0.5%

## 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.

Career Standards Benchmark - White = 82.6% Exceeds our student group average of 79.5%
Industry-Based Learning - White = 74.6%, Hispanic = 78.4%, and Student with Disabilities = 74.3% Exceeds our student group average of 72%
Advanced on Industry-Based Competency - White = 32.4% Exceeds our student group average of 25.9%
Rigorous Courses of Study - White = 75.8% Exceeds our student group average of 72.5%

### 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.

Regular Attendance Every group 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 None of the groups have met the Statewide average or 2030 Goal.
Rigorous Courses of Study None of the groups have met the Statewide average or 2030 Goal.





## 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	Emerging
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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
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	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### 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	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

## Summary

### Strengths

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

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

### 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?

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

## 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
Regular Attendance	False
Career Standards	False
Industry-Based Learning	False
N/A	False
N/A	False
N/A	False
N/A	False
Career Standards Benchmark - White = 82.6% Exceeds our student group average of 79.5%	False
Industry-Based Learning - White = 74.6%, Hispanic = 78.4%, and Student with Disabilities = 74.3% Exceeds our student group average of 72%	False
Advanced on Industry-Based Competency - White = 32.4% Exceeds our student group average of 25.9%	False
Rigorous Courses of Study - White = 75.8% Exceeds our student group average of 72.5%	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Collectively shape the vision for continuous improvement of teaching and learning	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	True
Continuously monitor implementation of the school improvement plan and adjust as needed	True

### Challenges

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

Strength	Check for Consideration in Plan
Regular Attendance	False
Career Standards	False
IndustryBased Learning	False

N/A	False
N/A	False
N/A	False
Regular Attendance Every group dropped from the previous year and none of the groups have met the Statewide average or 2030 Goal.	False
Career Standards Benchmark None of the groups have met the Statewide average or 2030 Goal.	False
Industry-Based Learning None of the groups have met the Statewide average or 2030 Goal.	False
Advanced on Industry-Based Competency Assessment None of the groups have met the Statewide average or 2030 Goal.	False
Rigorous Courses of Study None of the groups have met the Statewide average or 2030 Goal.	False
Regular Attendance Every group dropped from the previous year and none of the groups have met the Statewide average or 2030 Goal.	True
Career Standards Benchmark None of the groups have met the Statewide average or 2030 Goal.	False
Industry-Based Learning None of the groups have met the Statewide average or 2030 Goal.	True
Advanced on Industry-Based Competency None of the groups have met the Statewide average or 2030 Goal.	True
Rigorous Courses of Study None of the groups have met the Statewide average or 2030 Goal.	True
Implement evidence-based strategies to engage families to support learning	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Identify professional learning needs through analysis of a variety of data	True
Use multiple professional learning designs to support the learning needs of staff	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	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
Regular Attendance Every group dropped from the previous year and none of the groups have met the Statewide average or 2030 Goal.		True
Industry-Based Learning None of the groups have met the Statewide average or 2030 Goal.		True
Advanced on Industry-Based Competency None of the groups have met the Statewide average or 2030 Goal.		False
Rigorous Courses of Study None of the groups have met the Statewide average or 2030 Goal.		False
Implement evidence-based strategies to engage families to support learning		True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school		True
Identify professional learning needs through analysis of a variety of data		False
Monitor and evaluate the impact of professional learning on staff practices and student learning		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
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	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	BAVTS will increase the percentage of students who meet or exceed regular attendance, as a whole and within all sub-groups.
	BAVTS will increase the percentage of students who participate in Industry-Based Learning experiences, as a whole and within all sub-groups.
	BAVTS will implement and maintain evidence-based strategies to engage families to support learning.

	BAVTS will build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
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## Goal Setting

Priority: BAVTS will increase the percentage of students who meet or exceed regular attendance, as a whole and within all sub-groups.

<b>Outcome Category</b>		
Regular Attendance		
<b>Measurable Goal Statement (Smart Goal)</b>		
BAVTS will improve the percentage of students who meet or exceed regular attendance by 3% a year for the next six(6) years.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Attendance Initiative 3.0		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
N/A	N/A	BAVTS will improve the percentage of students who meet or exceed regular attendance by 3% a year for the next six(6) years.

Priority: BAVTS will increase the percentage of students who participate in Industry-Based Learning experiences, as a whole and within all sub-groups.

<b>Outcome Category</b>		
Industry-Based Learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
BAVTS will improve the percentage of students who obtain Industry-Based Learning Credentials by 3% a year for the next six(6) years.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Industry-Based Learning 3.0		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
N/A	N/A	BAVTS will improve the percentage of students who obtain Industry-Based Learning Credentials by 3% a year for the next six(6) years.

<b>Outcome Category</b>		
Industry-Based Learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
BAVTS will improve the percentage of students who attain Advanced on Industry-Based Competency by 3% a year for the next six(6) years.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Advanced on Industry-Based Competency 3.0		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>



<b>1</b>	<b>2</b>	
		BAVTS will improve the percentage of students who attain Advanced on Industry-Based Competency by 3% a year for the next six(6) years.

Priority: BAVTS will implement and maintain evidence-based strategies to engage families to support learning.

<b>Outcome Category</b>		
Parent and family engagement		
<b>Measurable Goal Statement (Smart Goal)</b>		
Implement evidence-based strategies to engage families to support learning		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Parent Advisory Council		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Implement evidence-based strategies to engage families to support learning	Implement evidence-based strategies to engage families to support learning	Implement evidence-based strategies to engage families to support learning

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

<b>Outcome Category</b>		
Essential Practices 2: Empower Leadership		
<b>Measurable Goal Statement (Smart Goal)</b>		
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school		
<b>Measurable Goal Nickname (35 Character Max)</b>		
School Initiative Committee		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school



## Action Plan

### Measurable Goals

Attendance Initiative 3.0	Industry-Based Learning 3.0
Advanced on Industry-Based Competency 3.0	Parent Advisory Council
School Initiative Committee	

### Action Plan For: Attendance Reports

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>BAVTS will improve the percentage of students who meet or exceed regular attendance by 3% a year for the next six(6) years.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Generate and share monthly School-Wide and Individual program attendance reports		2023-12-04	2029-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Adam S. Lazarchak, Executive Director	Student Information System	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
BAVTS will improve the percentage of students who meet or exceed regular attendance by 3% a year for the next six (6) years.	Monitored by the Executive Director on a monthly basis through reports generated by the BAVTS Student Information System.

### Action Plan For: High School Administrative Team Meetings

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>BAVTS will improve the percentage of students who meet or exceed regular attendance by 3% a year for the next six(6) years.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Meet with the sending high school's administrative teams on a monthly basis.		2023-09-05	2029-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Adam S. Lazarchak, Executive Director	Student Information System	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
BAVTS will improve the percentage of students who meet or exceed regular attendance by 3% a year for the next six (6) years.	Monitored by the Executive Director on a monthly basis through reports generated by the BAVTS Student Information System.

### Action Plan For: Improve Student Achievement

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>• BAVTS will improve the percentage of students who obtain Industry-Based Learning Credentials by 3% a year for the next six(6) years.</li> <li>• BAVTS will improve the percentage of students who attain Advanced on Industry-Based Competency by 3% a year for the next six(6) years.</li> </ul>

Action Step		Anticipated Start/Completion Date	
BAVTS will assign an Industry-Based Learning Team to those programs who are struggling to meet the NOCTI improvement goals.		2023-09-01	2029-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mike Galler, Supervisor of CTE Programs	NOCTI Pre-Tests, NOCTI Historical Results, NOCTI Task/Link Reports, CTDSL	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
BAVTS will improve the percentage of students who obtain Industry-Based Learning Credentials and those who score advanced by 3% a year for the next six (6) years.	Monitored by the Executive Director, Supervisor of CTE Programs, and CTDSL on a monthly and yearly basis through meetings, pre-test, and post-test reports.

### Action Plan For: Parent Advisory Council

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>• Implement evidence-based strategies to engage families to support learning</li> </ul>

Action Step		Anticipated Start/Completion Date	
BAVTS will meet with its Parent Advisory Council at least twice a year for the next six (6) years.		2023-09-01	2029-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Adam S. Lazarchak, Executive Director	Meeting agendas and minutes, BAVTS data and surveys, Administrative Assistant to the Executive Director.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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BAVTS will maintain a vibrant and effective Parent Advisory Council	Monitored by the Executive Director, on a yearly basis through PAC minutes and attendance of parents at PAC supported initiatives.
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### Action Plan For: BAVTS Steering Committee

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school</li> </ul>

Action Step		Anticipated Start/Completion Date	
BAVTS will create and implement a Steering Committee comprised of staff members from all levels to discuss initiatives and concerns.		2024-01-03	2029-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Adam S. Lazarchak, Executive Director	BAVTS Data, School Calendars, and Steering Committee members.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The BAVTS Steering Committee will help drive school-wide initiatives and address concerns and/or challenges brought to the administration.	Monitored by the Steering Committee and BAVTS Administration on a monthly basis through meeting agendas, minutes, and outcomes to presented topics.

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

<b>Evidence-based Strategy</b>	Action Steps
Improve Student Achievement	BAVTS will assign an Industry-Based Learning Team to those programs who are struggling to meet the NOCTI improvement goals.

### Task Link Analysis

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>BAVTS will assign an Industry-Based Learning Team to those programs who are struggling to meet the NOCTI improvement goals.</li> </ul>		
<b>Audience</b>		
CTE Program Instructors and Instructional Assistants		
<b>Topics to be Included</b>		
Teachers will work with Industry-Based Learning Team to develop strategies on how to improve test scores in their programs.		
<b>Evidence of Learning</b>		
Post-Test test scores		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assigned CTDSL	2024-09-03	2029-05-31

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> <li>3d: Using Assessment in Instruction</li> <li>1f: Designing Student Assessments</li> <li>1c: Setting Instructional Outcomes</li> <li>4a: Reflecting on Teaching</li> <li>1b: Demonstrating Knowledge of Students</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	





## Communications Activities

Attendance Reports					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	CTE Instructors	Individual and overall program regular attendance percentage as well as a program's overall attendance percentage.	Adam S. Lazarchak, Executive Director	01/03/2024	06/15/2029
Communications					
Type of Communication			Frequency		
Email			Monthly		

Attendance Reports					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	High School Administrative Teams	A list of students from their high school who are struggling to meet regular attendance guidelines.	Adam S. Lazarchak, Executive Director	01/03/2024	05/31/2029
Communications					
Type of Communication			Frequency		
Brief			Monthly		

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>• Comp Plan Memo.docx</li></ul>

Chief School Administrator	Date
Adam Lazarchak	2024-06-10
Building Principal Signature	Date
School Improvement Facilitator Signature	Date
Adam Lazarchak	2024-06-10